# KPU Board of Governors – Regular Meeting

**Date:** March 26, 2025
**Time:** 5:00 pm – 6:50 pm
**Location:** MS Teams

# BOARD OF GOVERNORS – REGULAR MEETING AGENDA

**March 26, 2025**
**5:00– 6:50 pm**
**Via MS Teams**

**Attending:** Kwuntiltunaat (Kim) Baird, Erin Barnes, Rhiannon Bennett (Vice Chair), Amrit Chahal, Ivy Chen (Chair) Alan Davis, Mehtoj Ghuman, Gabby Gill, Muhammad Afzal Malik, Kim McGill, Lyndsay Passmore, Stephanie Smith, Amanda Smith-Weston, Joe Vosburgh

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

**Regrets**:

**Presenters & Administrative Resources**: Darren Anderson, Sonia Banwait, David Burns, Laurie Clancy, Josephine Chan, Lily Chong, Chervahun Emilien, Mike Ford, Heather Harrison, Randall Heidt, Carole Laplante, Lori McElroy, Zena Mitchell, Diane Purvey, Asma Sayed, Peter Smailes

**Regular Board Meeting**
**Closed Board Meeting to follow**
**In Camera Debriefing Session to follow**

| AGENDA ITEM | RESOURCE | ACTION | TIME | PAGE |
|---|---|---|---|---|
| 1. Call to Order & Introductory Remarks | Ivy Chen | | 5:00 | |
| We at Kwantlen Polytechnic University respectfully acknowledge that we live, work and study in a region that overlaps with the unceded traditional and ancestral First Nations territories of the Musqueam, Katzie, Semiahmoo, Tsawwassen, Qayqayt, and Kwikwetlem, and with the lands of the Kwantlen First Nation, which gifted its name to this university. | | | | |
| 2. Approval of Agenda | Ivy Chen | M | 5:01 | 2 |
| **MOTION:** THAT the Board of Governors approve the regular meeting agenda for March 26, 2025. | | | | |
| 3. Conflict of Interest | Ivy Chen | | 5:02 | |
| 4. Consent Agenda | Ivy Chen | M | 5:03 | 6 |
| 4.1. Minutes of the January 29, 2025 Regular Board of Governors Meeting | | | | 7 |
| 4.2. KSA Annual Fee Change Letter 2025/26 – UPASS Amended Fee | | | | 12 |

**MOTION:** THAT the Board of Governors approve the following items on the Consent Agenda:
4.1. Minutes of the January 29, 2025 Regular Board of Governors Meeting.

AND
THAT the Board of Governors receive the following item for information:
4.2. KSA Annual Fee Change Letter 2025/26 UPASS Amended Fee

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|---|---|---|---|---|---|
| 5. | Feedback on FY2026 Draft University Budget | KFA Representative / Faculty Designate | I | 5:05 | 14 |
| 6. | Management Feedback on FY2026 Draft University Budget | Peter Smailes | I | 5:15 | |
| 7. | FY2026 Draft University Budget | Alan Davis / Peter Smailes | M | 5:25 | 17 |

**MOTION:** THAT the Board of Governors approve the draft consolidated budget as the 2025/26 consolidated budget.

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|---|---|---|---|---|---|
| 8. | Governance Committee Report | Amanda Smith-Weston | | | |
| | 8.1. Committee Chair Report | Amanda Smith-Weston | I | 6:05 | |
| | 8.2. Master of Operations and Supply Chain Management Stage 1 Review and Stage 2 Full Program Proposal | David Burns / Mike Ford / Darren Anderson / Heather Harrison / Josephine Chan | I | 6:05 | 37 |

**MOTION:** THAT the Board of Governors approve the proposed Master of Operations and Supply Chain Management Stage 1 Review and Stage 2 Full Program Proposal, as recommended by the Board Governance Committee.

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|---|---|---|---|---|---|
| | 8.3. Policy and Procedure AC16 *Academic Title Awards* | Alan Davis | M | 6:10 | 1089 |

**MOTION:** THAT the Board of Governors approve the draft Policy and Procedure AC16 Academic Title Awards, effective September 1, 2025, as recommended by the Board Governance Committee.

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|---|---|---|---|---|
| 8.4. VISION 2026 Benchmark Report | Lori McElroy | I | 6:20 | 1188 |
| 8.5. KPU Chancellor Selection Criteria and Proposed Timeline | Alan Davis / Lily Chong | M | 6:25 | 1190 |

**MOTION:** THAT the Board of Governors approve the Procedures for the Selection of the Chancellor and Selection Criteria and proposed timeline, as recommended by the Board Governance Committee.

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|---|---|---|---|---|
| 9. Human Resources Committee Report | | | | |
| 9.1. Committee Chair Report | Rhiannon Bennett | I | 6:30 | |
| 10. Audit Committee Report | | | | |
| 10.1. Committee Chair Report | Ivy Chen | I | 6:30 | |
| 11. Finance Committee Report | | | | |
| 11.1. Committee Chair Report | Ivy Chen | I | 6:30 | |
| 11.2. FY2024/25 Endowments | Peter Smailes | M | 6:30 | 1196 |

**MOTION:** THAT the Board of Governors approve the following allocation of surplus funds from the 2024/25 fiscal year, as recommended by the Board Finance Committee:

Contribute to the fund in the KPU Foundation that supports the reduction of financial barriers for KPU students by up to $5M. This will be used to provide direct student awards and bursaries.

| | | | | |
|---|---|---|---|---|
| 11.3. Revision to Bylaw No. 4 Fees | Peter Smailes / Carole Laplante | M | 6:35 | 1198 |

**MOTION:** THAT the Board of Governors approve the revisions to the Bylaw No. 4 Fees, as presented and as recommended by the Board Finance Committee.

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|---|---|---|---|---|
| 12. President's Report<br>12.1. Report to the Board | Alan Davis | I | 6:40 | 1210 |
| 13. Provost's Report<br>13.1. Report to the Board | Diane Purvey | I | 6:45 | Verbal report |
| 14. Senate Report – Meeting held on January 27, 2025 and March 3, 2025 | Alan Davis | I | 6:50 | 1213 |

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|---|---|---|---|---|
| 15. Next Meeting Agenda Contribution | Ivy Chen | D | 6:50 | |
| 16. For the Good of the Order | All | D | | |
| 17. Feedback on the Meeting | All | D | | |
| 18. Closing Remarks | Ivy Chen | | | |
| **19. Appendix:** | N/A | | | |
| 19.1. Report to the Board of Governors | | | | 1216 |
| 19.2. Mandate Letter to Minister Kang from Premier Eby | | | | 1310 |
| 20. Next Meeting: Regular Board Meeting<br>Wednesday, May 28, 2025<br>**MS Teams**<br>4:00 – 7:00 pm | Ivy Chen | | | |
| 21. Adjournment | Ivy Chen | | 6:50 | |

# BOARD OF GOVERNORS - REGULAR MEETING

**Agenda Number:** *4*
**Meeting Date:** *March 26, 2025*
**Presenter(s):** *Ivy Chen*

## AGENDA TITLE: CONSENT AGENDA

## ACTION REQUESTED: Motion

## RECOMMENDED RESOLUTION

**THAT the Board of Governors approve the following items on the Consent Agenda:**
**4.1. Minutes of the January 29, 2025 Regular Board of Governors Meeting.**

### Attachments

1. Minutes of the January 29, 2025 Regular Board of Governors Meeting.

### Submitted by

Sonia Banwait, Executive Assistant to the Board of Governors

### Date submitted

March 12, 2025

# BOARD OF GOVERNORS - REGULAR MEETING

**Minutes of Regular Meeting**
**Wednesday, January 29, 2025**
**4:09 p.m. – 4:40 p.m.**
**Cedar 2110 Surrey**

**Present:**

**Board**
Rhiannon Bennett, Vice-Chair
Ivy Chen, Chair
Alan Davis, President & Vice-Chancellor
Mehtoj Ghuman
Gabby Gill
Muhammad Afzal Malik
Kim McGill
Lyndsay Passmore
Stephanie Smith
Amanda Smith-Weston

**University G8 members**
Laurie Clancy, Vice-President, Human Resources
Randall Heidt, Vice-President, External Relations
Zena Mitchell, Vice-President, Students
Diane Purvey, Provost & Vice-President, Academic
Asma Sayed, Vice-President, Equity & Inclusive Communities
Peter Smailes, Vice-President, Administration

**Presenters and Administrative Resources**
Sonia Banwait, Executive Assistant, Board of Governors
David Burns, Associate Vice-President, Academic
Josephine Chan, Special Assistant to Provost
Lily Chong, University Secretary & Executive Assistant to the President & Vice Chancellor
Steve Lewarne, Executive Director, Office of Advancement and Alumni Affairs
Lori McElroy, Associate Vice-President, Planning and Accountability
Nadine Siriban, Interim Divisional Business Manager, Continuing Education
Winnie Wong, Divisional Business Manager, Continuing Education

**Regrets:**
Kim (Kwuntiltunaat) Baird, Chancellor
Erin Barnes
Amrit Chahal
Chervahun Emilien
Joe Vosburgh

**1. Call to Order and Introductory Remarks**

The Vice-Chair called the meeting to order at 4:09pm.

The President acknowledged KPU's commitment to reconciliation and recognition that we live, work and study in a region that overlaps with the unceded traditional and ancestral

First Nations territories of the Musqueam, Katzie, Semiahmoo, Tsawwassen, Qayqayt, and Kwikwetlem, and with the lands of the Kwantlen First Nation, which gifted its name to this university.

**2. Approval of Agenda**

**MOTION #15-24/25**
**MOVED, SECONDED AND CARRIED THAT the Board of Governors approve the regular meeting agenda for January 29, 2025.**

**3. Conflict of Interest**

No other conflict of Interest was declared.

**4. Approval of Consent Agenda**

**MOTION #16-24/25**
**MOVED, SECONDED AND CARRIED the motion THAT Board of Governors approve the following item on the Consent Agenda as circulated:**

***4.1.*** **Minutes of the November 27, 2024 Regular Board of Governors Meeting.**

**AND THAT the Board of Governors receive the following item for information:**

***4.2.*** **KSA Fee Change Letter 2025-26 Academic Year**

**5. Governance Committee Report**

***5.1.*** **Committee Chair Report**

Amanda Smith-Weston, Committee Chair, informed the committee met on January 15, 2025 and noted the items discussed at the meeting are on the agenda.

***5.2.*** **Policy and Procedure – ER2 Naming of University Assets**

Josephine Chan, Special Assistant to Provost, and Steve Lewarne, Executive Director, Office of Advancement and Alumni Affairs, informed that the after consultation and posting on the KPU Blog for feedback, the Policy team has merged AC12 *Naming, Academic Unit and* ER8 *Naming Opportunities* into a single set of Policy and Procedure: ER2 *Naming of University Assets.* Both policies were due for updates and by merging them together, the existing gaps were addressed and realigned. Clerical changes were also made to the draft to provide clarification and remove repeated language.

**MOTION #17-24/25**
**MOVED, SECONDED AND CARRIED THAT the Board of Governors approve the draft Policy and Procedure ER2 Naming of University Assets, effective January 30, 2025, and as recommended by the Board Governance Committee.**

***5.3.*** **Policy and Procedure – AD4 Continuing Education and Contract Services (for Elimination)**

Nadine Siriban, Interim Divisional Business Manager, Continuing Education, shared Policy and Procedure AD4 *Continuing Education and Contract Services* is coming forward for approval to be eliminated as the policy was originally developed to manage the day-to-day operation of the Continuing Professional Studies (CPS), however, over the years, the policy has become obsolete due to the fact that CPS now updates its policies and processes on the CPS website or in their business plan, as well as updated internal processes and language in the collective agreement .

Siriban noted that all consultations were conducted and procedures were followed in accordance with GV2 *Protocol for the Development of University Policies,* including posting the rationale on the KPU Policy Blog, where no additional comments were received.

**MOTION #18-24/25**
**MOVED, SECONDED AND CARRIED THAT the Board of Governors approve the elimination of Policy AD4 Continuing Education and Contract Services, effective January 29, 2025, and as recommended by the Board Governance Committee.**

**6. Human Resources Committee Report**

***6.1.*** **Committee Chair Report**

Amanda Smith-Weston, Committee Vice-Chair, informed the committee met on January 16, 2025 and there are no items to report.

**7. Audit Committee Report**

***7.1.*** **Committee Chair Report**

Ivy Chen, Committee Chair, informed that the committee met on January 14, 2025 and there is nothing to report.

**8. Finance Committee Report**

***8.1.*** **Committee Chair Report**

Ivy Chen, Committee Chair, informed that the committee met on January 14, 2025 and there is nothing to report.

***8.2.*** **Pay Transparency Act Report**

Laurie Clancy, Vice-President, Human Resources, noted that as per the Pay Transparency Act, effective May 2023, BC employers are required to submit a report that describes differences in pay among genders, trends in relation to those differences and the number of reports of non-compliance with the Act. This purpose of the report is to address systemic discrimination and close the gender pay gap. The report was submitted to the BC government in November 2024. Clancy noted that Human Resources is actively working with the Office of Equity, Diversity and Inclusion to address any discrepancies within the submitted report.

**9. President's Report**

***9.1.*** **Report to the Board**

The President, Alan Davis, provided a brief report noting that it's been pleasant to see students being very active amongst KPU campuses this semester, with a lot of teaching and scholarships taking place.

**10. Provost's Report**

***10.1.*** **Report to the Board**

The Provost, Diane Purvey, provided a brief report highlighting the notable work and achievements of faculties around KPU. The Provost noted that the Faculty of Arts recently held a gallery exhibit at the Semiahmoo Arts Center, while the Faculty of Science won the 2024 Education Award.

Additionally, the Provost shared that a number of initiatives are underway including meetings with Capilano College regarding the Childhood Education Program, meeting with SFU to discuss the Teacher Education program and meeting with NVIT to discuss partnerships. The VP, Academic, is also meeting with school districts to further talks about creating teaching programs.

**11. Senate Reports**

Senate report from December 16, 2024 was included in the meeting package.

President Davis noted that Senate will be giving advice to the Board regarding the FY2026 budget, which will come forward at the next meeting.

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| **12. Next Meeting Agenda Contribution** | Board members were asked to send contributions for the next meeting agenda to the Board Office at least two weeks in advance of the meeting. |
| **13. For the Good of the Order** | The Vice-Chair wished everyone a Happy Chinese Lunar New Year.<br><br>There were no additional items identified. |
| **14. Feedback on the Meeting** | There was no other feedback on the meeting. |
| **15. Closing Remarks** | The Chair thanked everyone for attending and contributing to the discussions. The Chair also thanked the guests who attended the meeting. |
| **16. Appendix** | ***16.1.*** **Letter of Acknowledgment – Institutional Accountability Plan and Report (IAPR)**<br><br>President Davis noted the Letter of Acknowledgement for the Institutional Accountability Plan and Report was circulated in the agenda package. He thanked the Office of Planning and Accountability for their hard work on preparing a well-written report. |
| **17. Next Meeting** | The next meeting has been scheduled for Wednesday, March 26 via MS Teams. |
| **18. Adjournment** | The meeting adjourned at 4:40pm. |

_____

**Board Chair**

12666 72nd Avenue
Surrey, BC V3W 2M8

Reception: 604.599.2126
Fax: 604.599.2432
Website: www.kusa.ca

**March 05, 2025**

**Zena Mitchell**
**KPU, VP Students**

Re: KSA Annual Fee Change Letter - 2025-2026 Academic Year – Amend UPASS fee

Dear Zena Mitchell,

Pursuant to Section 21(1) of the *University Act* of British Columbia, please consider this letter as formal notice of the changes to fees of the Kwantlen Student Association for the **2025-2026 academic year** for consideration at a KPU Board of Governors Meeting.

Further to our letter dated January 13, 2025, please amend that letter by changing the UPASS fee from $46.95 to $46.90.

As per information received by the KSA from the U-Pass BC Student Association team, this "slight fee reduction was secured to ensure that the increase amounts ( from $46 to $46.90) are within the language approved in referendum questions: 2% annual increase rounded to the nearest nickel".

**Multipass & Upass BC Fees:**

a. Beginning **1 May 2025 – 31 August 2025 $46.00** per month U-Pass BC Fee for all eligible students;

b. Beginning **1 September 2025 $46.90** per month U-Pass BC fee for all eligible students.

c. $10.85 per month MultiPass Fee for all eligible students.

d. These fees were previously combined on the KPU calendar, however, they are separate fees.

Thank you for your continued cooperation and support of KPU students.

Respectfully,

Yashanpreet Guron, KSA, President / Student Life

Timothii Ragavan, KSA, Executive Director

*Please consider the environment before printing*

KWANTLEN STUDENT ASSOCIATION

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Surrey, BC V3W 2M8

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Cc KPU Board of Governors Chair
Lily Chong, KPU University Secretary and Executive Assistant to the President and Vice Chancellor
Keri Spindler, University Secretary & Executive Assistant, Office of the President – Admin
Nick Bransford, KPU Divisional Business Manager, Student Affairs
Joshua Mitchell, Associate VP, Student Affairs
Maryam.Garrecht@kpu.ca, Executive Assistant, Office of the Vice President, Students
Simranjot Sekhon KSA, VP Finance and Operations
Rolando Navarro, KSA Financial Controller

# F. DELEGATION TO THE BOARD REQUEST

**Delegation Request Template**

| | |
|---|---|
| **Date of Request:** | Email sent March 12th, 2025, Delegation form sent March 24th as requested |
| **Designated Spokesperson:** | Mark Diotte |
| **University Constituency:** | Faculty |
| **Contact Information (Phone and E-mail):** | mark.diotte@kpu.ca 604-727-6195 |
| **Other Persons in Delegation (attending Board meeting):** | KFA Table Officers and faculty members |
| **Date of Board Meeting:** | March 26th, 2025 |
| **Description of the Issue:** **(max 2 pages)** | Presentation of Alternative Budget proposals and Letter to the Board from Concerned Faculty at KPU (two pages--attached in seperate file) |
| **Action Taken to Date:** | Receipt of information from KPU Labour Relations |
| **Board Action Sought:** | Revision of the draft University budget to protect faculty jobs. We ask the Board to send the budget back for amendments that do not include faculty layoffs |

Dear Board Members,

The faculty at KPU are deeply concerned about the proposed 2025-26 budget and its ramifications on our students and the 70 faculty members who were issued layoff notices on March 14, 2025. As a Board Member, you have the power to reconsider the choices in the budget to ensure fairness and to demonstrate KPU's commitment to teaching, to our students, and to our communities.

We recognize that significant federal policy changes have impacted international student numbers across the country. However, the current direction – faculty layoffs – chosen by the university to deal with the projected revenue shortfall will greatly increase the risk to the university – in retention, reputation, future growth, and sustainability.

Critically, faculty layoffs significantly alter our ability to meet our core mandate: teaching. Without faculty undertaking the core mandate of the university—from teaching to curriculum development to governance—we cannot attract students to KPU. With deep cuts to our programs and course offerings, future program viability is at risk. Our classrooms are not empty, and our communities need accessible post-secondary education.

Faculty layoffs negatively impact our current students. Course and program choices are already being reduced, making degree progression more challenging. Current students may choose to delay their education or transfer to another university to graduate, leading to attrition. Future students will have fewer scheduling options and will get the message that KPU is not committed to their program choices nor to seeing them through their education goals, hampering both domestic and international recruitment and retention.

Our broader community will also be impacted. KPU serves the region south of the Fraser, one of the fastest growing regions in Canada, and these cuts reduce the university's ability to offer the full range of programs, research, and community engagement this region needs and deserves.

Eliminating 70 jobs doesn't align with the efforts that the entire country is making to work together to protect Canadian jobs from the politics and uncertainties of our closest neighbor. Many of our faculty are the sole breadwinners in their families, and many of the laid off faculty are women and people of colour. Indigenous faculty are affected. New mothers and new fathers on parental leave are affected. Yet, the current budget can be balanced using alternatives that don't include layoffs.

1. A hiring freeze of administrators would save these jobs.

2. Consolidating some administrative units and removing duplication would save these jobs.

3. Reviewing salaries, such as the salary for KPU Communities Trust, to ensure alignment with the non-profit housing sector, would help save these jobs.

4. Reviewing the costs and benefits of the continuing commitment to the Civic Plaza space would save these jobs.

5. Reversing performance bonuses and salary increases for senior administrators would save these jobs.

6. Seconding faculty into other areas of the university would save these jobs.

7. Voluntary salary reductions from senior administrators of a few percentage points would save these jobs.

Given the range of budget options available, we ask that the Board members think of our communities and students and not approve the Budget as proposed, which increases the salary expense for administrators and increases the number of administrators while simultaneously cutting faculty jobs wholesale across two main Faculties. Indeed, the faculty layoff process has already been implemented, prior to the budget receiving Board approval.

As you know, the Ministry of Post-Secondary Education and Future Skills outlines the expectations for Board Members. Their June 28, 2024 letter states the following:

Post-secondary institutions are responsible for the effective and efficient use of taxpayer investments to ensure a high quality, accessible post-secondary education system in British Columbia. Institutions are to continue to prioritize their mandates in the context of the health, safety and well-being of their students, faculty, staff and broader communities. Good financial management helps ensure that fiscal objectives continue to garner the respect and confidence of funding agencies and other stakeholders, through reasonable and appropriate expenditures that support the core mandate of the institution.

We ask the Board to send the budget back for amendments that do not include faculty layoffs. Laying off faculty is a choice, not a given.

Sincerely,

Concerned Faculty of KPU

# BOARD OF GOVERNORS – REGULAR MEETING

**Agenda Number:** *7*
**Meeting Date:** *March 26, 2025*
**Presenter(s):** *Alan Davis, Peter Smailes*

## AGENDA TITLE: FISCAL 2025-26 DRAFT UNIVERSITY BUDGET

## ACTION REQUESTED: Motion

## RECOMMENDED RESOLUTION

**THAT the Board of Governors approve the draft consolidated budget as the 2025-26 consolidated budget.**

## COMMITTEE REPORT

On March 11, 2025, the Board Finance Committee received and reviewed the FY2026 Draft University Budget. The motion to recommend the budget for approval to the Board of Governors was tabled. The committee advised the item be carried to the Board of Governors meeting without the endorsement of the committee, for further discussion.

## Context and Background

**University Act, Section 62(2):** The president must prepare and submit to the board an annual budget in consultation with the appropriate standing committee of the senate.

**Board of Governors Manual, Section 14:** The Finance Committee "reviews and makes recommendations to the Board in respect of:

i) financial plans and budgets;
ii) the appropriateness and validity of any material assumptions and estimates used in the preparation of such plans or budgets;
iii) the consistency of the plans and budgets with strategic plans, policies, objectives and initiatives approved by the Board;
iv) the consistency of the financial plans and budgets with any other financial data;
v) any significant assumptions, forecasts, targets or performance goals used by Senior Leadership in the preparation of the financial plans and/or budgets;"

## Key Messages

1. As per the fiscal 2025-26 Budget Principles and Priorities, the proposed budget will focus on student success, support of KPU's core activities and will be balanced. The proposed budget is also aligned with Vision 2026.
2. KPU's ability to adhere to the proposed budget includes assumptions with respect to declining international student enrollment and its associated impact on international tuition revenue and use of a portion of the deferred funds from fiscal year 2024. These assumptions have been continually reviewed throughout the budget process and were confirmed at stable enrolment date for Spring 2025 before finalizing the draft budget.
3. The draft 2025-26 budget proposes decreases from the prior year of approximately $12 million in revenues and $12 million in expenses when compared to the Fiscal 2024-25 Budget, which included increases of $23 million in revenues and $23 million in expenses from fiscal 2024.

## Resource Requirements

N/A

## Implications/Risks

N/A

## Consultations

1. Polytechnic University Executive
2. Kwantlen Faculty Association Union
3. Senate Standing Committees on Academic Planning and Priorities and on University Budget
4. President's Circle

## Attachments

1. Fiscal 2025 Enrolment Results and Fiscal 2026 Enrolment Projections
2. Fiscal 2025-26 Draft Consolidated Budget Presentation
3. Appendix 1 – Fiscal 2025-26 Draft Consolidated Budget
4. Appendix 2 – Fiscal 2025-26 Draft Capital Budget

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## Submitted by

Peter Smailes, Vice President, Administration and Acting Chief Financial Officer

## Date submitted

March 19, 2025

# Fiscal 2025-26 Budget Presentation

## Board of Governors

# Fiscal 2025-26 Budget Consultation

**Polytechnic University Executive**

**KFA & BCGEU Unions**

**SSCUB/SSCAPP**

**President's Circle**

**Board Finance Committee**

**Senate**

# Budget Development Approach

- Fiscal 2025-26 Budget Principles and Priorities
- KPU's strategic priorities:
  - Vision 2026

# General Approach and Assumptions

- Increases in Operating Grant
- Decline in “New” International enrolment
- Status quo Domestic enrolment
- Investment and Interest income

# General Approach and Assumptions

- Collective Agreement and other salary increases
- Employee Retirement Incentive Plans
- Adjusting Faculty levels in context of enrolments
- Began with Roll-over divisional budgets
- One Time Only Budgets
- Contingency considers risk in both revenues and non-salary expenses
- Budget Reduction targets

# One Time Only Initiatives

Academic ~$725K

Administration~$986K

External Affairs ~$192K

Human Resources~$913K

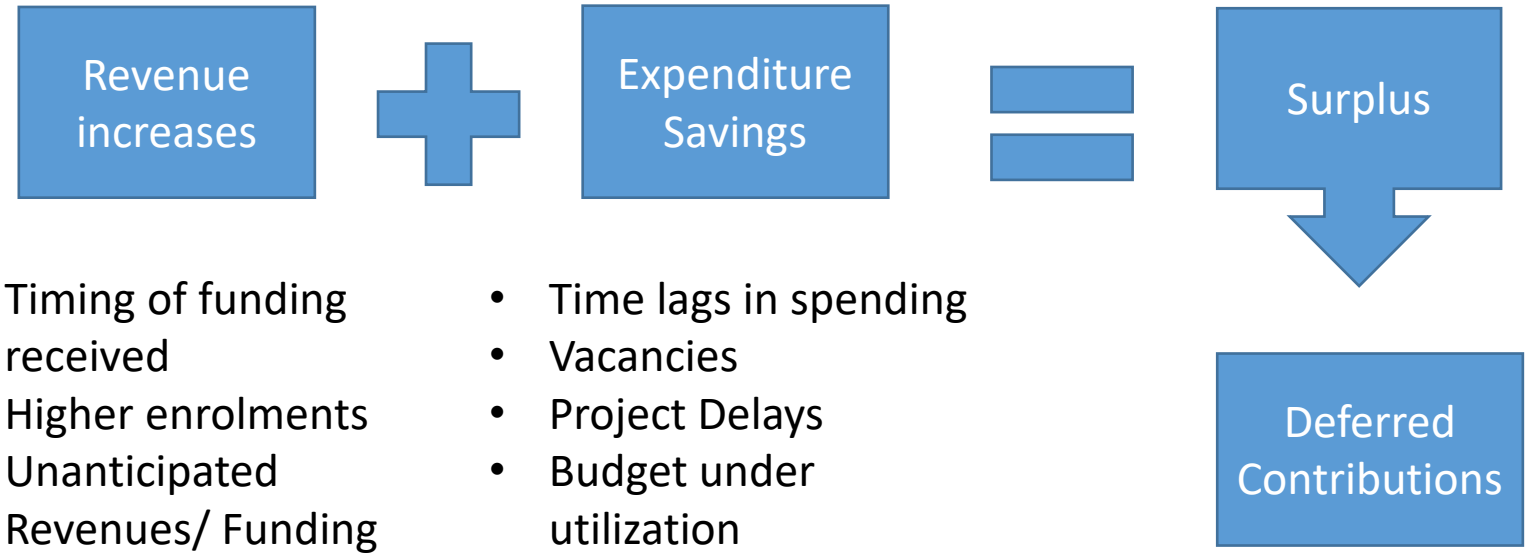
Indigeneity~$221K

President ~$628K

Student Services ~$2,015K

**TOTAL $5,680K**

# Why Did We Have Budget Surpluses and How Can We Use Them?




- Timing of funding received
- Higher enrolments
- Unanticipated Revenues/ Funding

- Time lags in spending
- Vacancies
- Project Delays
- Budget under utilization

# Overall Changes - Revenues

**Fiscal 2025-26 Proposed Budget – Revenues in $'000**

| | | | | FY 2025-26 Budget to FY 2024-25 Base Budget | |
|---|---|---|---|---|---|
| **Account Group** | **Account Type** | **FY 2024-25 Annual Base Budget** | **FY 2025-26 Proposed Budget** | **$** | **%** |
| **Revenue** | Operating Grant | 103,132 | 108,600 | 5,468 | 5% |
| | Grants | 261 | 261 | - | 0% |
| | Amort of Deferred Contributions | 7,777 | 38,708 | 30,931 | 398% |
| | Tuition Fees-Domestic | 37,347 | 36,765 | (582) | (2%) |
| | Tuition Fees-International | 118,836 | 70,040 | (48,796) | (41%) |
| | Student Fees | 10,905 | 8,075 | (2,830) | (26%) |
| | Applic and Other Fees-Domestic | 761 | 895 | 134 | 18% |
| | Applic and Other Fees-International | 1,564 | 1,114 | (450) | (29%) |
| | Tuition - Non-Credit | 940 | 2,330 | 1,390 | 148% |
| | Contract Services | 200 | 330 | 130 | 65% |
| | Shop Income | 338 | 402 | 64 | 19% |
| | Investment & Interest Income | 11,030 | 12,860 | 1,830 | 17% |
| | Bookstores Income | 2,180 | 2,180 | - | 0% |
| | Parking Income | 905 | 905 | - | 0% |
| | Ancillary Commission Income | 188 | 188 | - | 0% |
| | Amortization of Capital Contributions | 14,711 | 15,046 | 335 | 2% |
| | Other income | 1,938 | 2,164 | 226 | 12% |
| **Revenue Total** | | **313,013** | **300,863** | **(12,150)** | **(4%)** |

# Overall Changes - Expenses

**Fiscal 2025-26 Proposed Budget – Salaries in $'000**

| | | | | FY 2025-26 Budget to FY 2024-25 Base Budget | |
|---|---|---|---|---|---|
| **Account Group** | **Account Type** | **FY 2024-25 Annual Base Budget** | **FY 2025-26 Proposed Budget** | **$** | **%** |
| Salaries | Salaries-Faculty | 95,059 | 91,258 | (3,801) | (4%) |
| | Salaries-GEU Staff | 39,661 | 41,287 | 1,626 | 4% |
| | Salaries-Admin | 32,367 | 34,987 | 2,620 | 8% |
| | Salaries-Other | 5,348 | 5,959 | 611 | 11% |
| | **Budget Reduction Targets** | - | (5,000) | (5,000) | 100% |
| | Benefits | 43,562 | 41,654 | (1,908) | (4%) |
| **Salaries and Benefits Total** | | **215,997** | **210,145** | **(5,852)** | **(3%)** |
| **Benefits as a % of Salaries** | | 25.3% | 24.0% | | |

# Overall Changes – Salaries & Benefits (Potential Allocation)

**Salary Changes by Employee Group ($'000)**

| | FY25 Budget | Remove OTO FY25 | Opening FY26 Budget | Estimated Layoffs and Employee Retirements | Estimated Budget Target (estimated split) | Estimated Total staff reductions FY26 | | Budget before FY26 adjustments |
|---|---|---|---|---|---|---|---|---|
| Faculty | $ 95,059 | $ (684) | $ 94,375 | $ (6,292) | | $ (6,292) | -6.7% | $ 88,083 |
| BCGEU | 39,661 | (1,353) | 38,308 | | (1,575) | (1,575) | -4.1% | 36,733 |
| Admin | 32,367 | (1,697) | 30,670 | (87) | (2,400) | (2,487) | -8.1% | 28,183 |
| Other | 5,348 | (447) | 4,901 | | | - | 0.0% | 4,901 |
| Benefits | 43,562 | (1,081) | 42,481 | (1,658) | (1,025) | (2,683) | -6.3% | 39,798 |
| | | | | | | | | |
| Total | $ 215,997 | $ (5,262) | $ 210,735 | $ (8,037) | $ (5,000) | $ (13,037) | -6.2% | $ 197,698 |

| | Budget before FY26 adjustments | Add OTO FY26 | FY26 Collective agreement, benefit and equity adj. | FY26 Proposed Budget |
|---|---|---|---|---|
| Faculty | $ 88,083 | $ 154 | $ 3,021 | $ 91,258 |
| BCGEU | 36,733 | 996 | 1,983 | 39,712 |
| Admin | 28,183 | 1,697 | 2,707 | 32,587 |
| Other | 4,901 | 105 | 953 | 5,959 |
| Benefits | 39,798 | 741 | 90 | 40,629 |
| | | | | |
| Total | $ 197,698 | $ 3,693 | $ 8,754 | $ 210,145 |

# Overall Changes - Expenses

**Fiscal 2025-26 Proposed Budget – Non- Salary Expenditures in $'000**

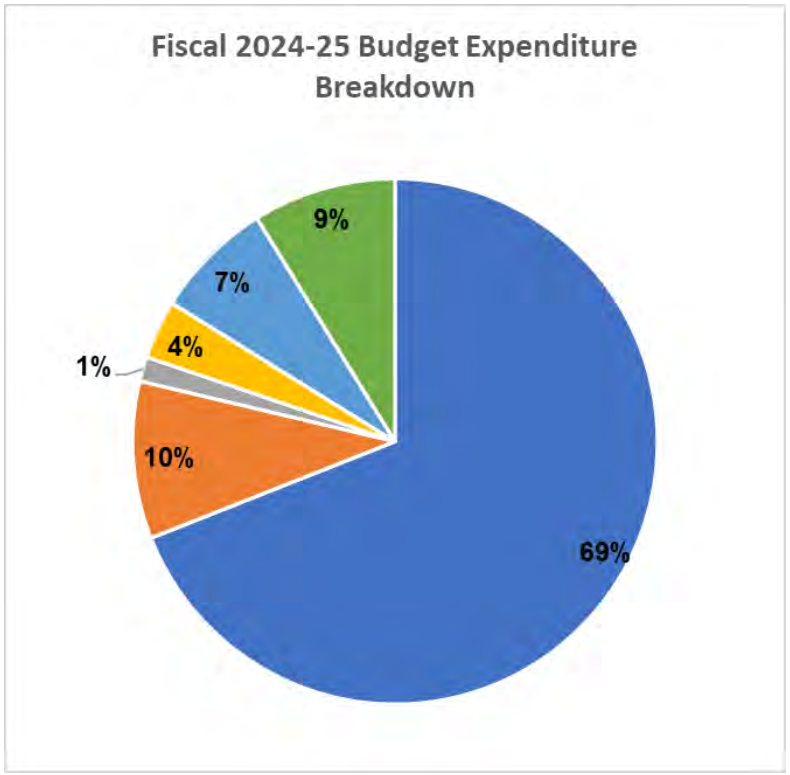
| | | | | FY 2025-26 Budget to FY 2024-25 Base Budget | |
|---|---|---|---|---|---|
| **Account Group** | **Account Type** | **FY 2024-25 Annual Base Budget** | **FY 2025-26 Proposed Budget** | **$** | **%** |
| Non-salary Expenditures | Supplies | 5,358 | 5,311 | (47) | (1%) |
| | Repairs and Maintenance | 4,741 | 4,765 | 24 | 1% |
| | Software and Subscriptions | 11,306 | 10,254 | (1,052) | (9%) |
| | Contracts | 2,118 | 2,117 | (1) | (0%) |
| | Leases/Rentals | 718 | 716 | (2) | (0%) |
| | Travel and PD | 4,455 | 4,718 | 263 | 6% |
| | Student Awards | 4,121 | 4,596 | 475 | 12% |
| | Utilities | 2,549 | 2,549 | - | 0% |
| | Communications | 1,699 | 1,653 | (46) | (3%) |
| | Fees and Services | 27,632 | 26,449 | (1,183) | (4%) |
| | Cost-of-Sales | 1,563 | 1,563 | - | 0% |
| | Contingency | 7,765 | 4,677 | (3,088) | (40%) |
| | **Budget Reduction Targets** | - | (3,000) | (3,000) | 100% |
| **Non-salary Expenditures Total** | | **74,025** | **66,368** | **(7,657)** | **(10%)** |
| Amortization | Amortization of Capital Assets | 22,991 | 24,350 | 1,359 | 6% |
| **Net income (loss)** | | **-** | **-** | **-** | **0%** |

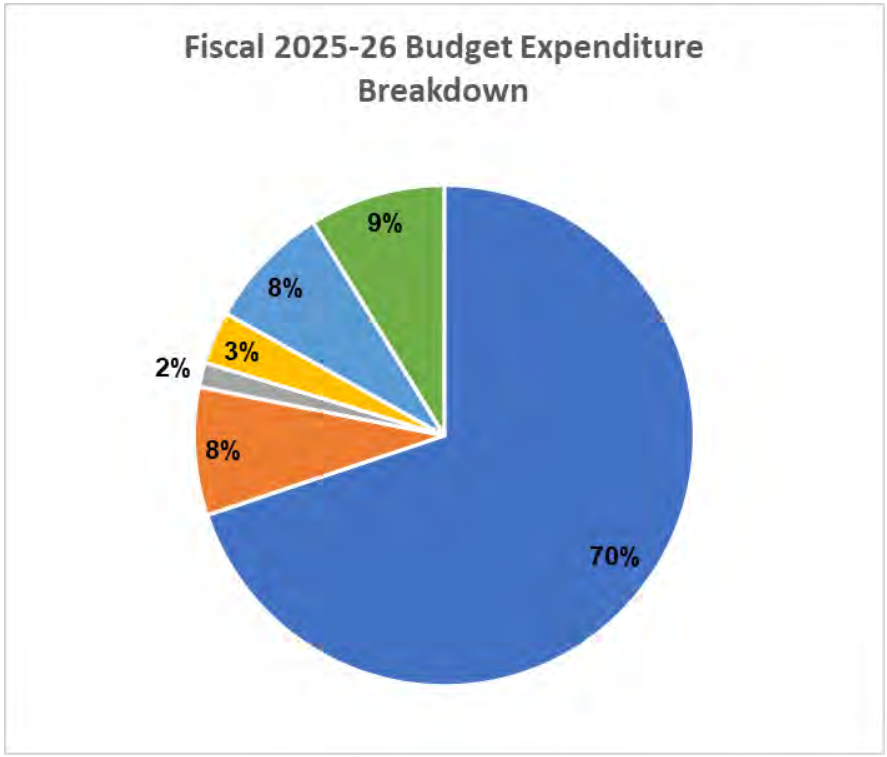
# Budget Summary 2026

**Fiscal 2025-26 Proposed Budget change from Fiscal 2024-25 Budget**

| **Revenue changes (in millions)** | | **Expenditures changes (in millions)** | |
|---|---|---|---|
| Grant increase | $ 5.5 | Labour savings | $ (8.0) |
| International Tuition & fees | (49.2) | Labour Budget targets | (5.0) |
| Domestic Tuition and fees | (0.4) | Collective agree & other adj | 8.7 |
| Non-Credit Tuition | 1.4 | One-time only positions net | (1.6) |
| Investment income | 1.8 | Professional fees | (1.2) |
| Amort of Deferred Contributions | 5.1 | Software & subscriptions | (1.1) |
| Other revenues changes | (2.1) | Student Awards | 0.5 |
| | | Inflation and other | 0.2 |
| | | Amortization | 1.4 |
| Use of Deferred Funds to | | Contingency | (3.0) |
| Support Planned initiatives | 25.8 | Non-Salary Budget targets | (3.0) |
| Net Revenue change | $ (12.1) | Net Expenditure Change | $ (12.1) |

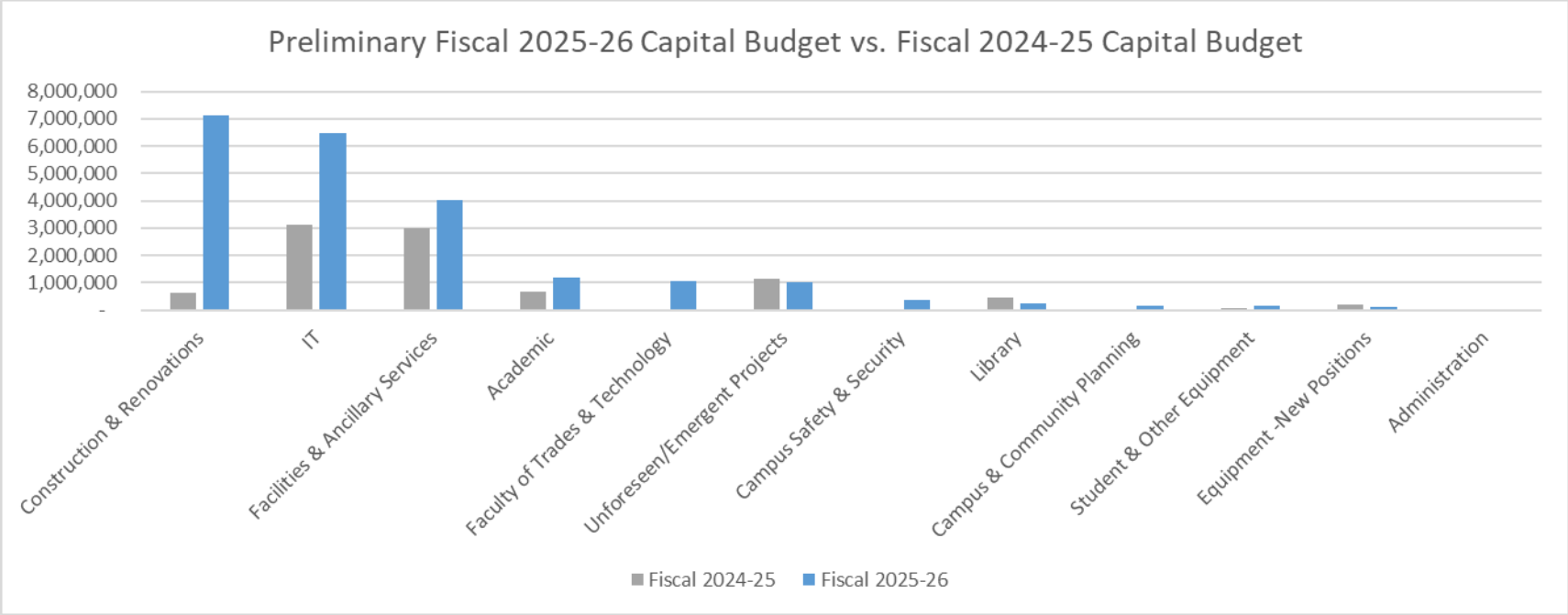
# Overall Budget Comparison




Salaries and Benefits
Other Non-salary Expenditures
Repairs and Maintenance
Software & Subscriptions
Amortization
Fees and Services

# Capital Budget Allocations



# Next steps in Budget Planning FY2027 and Beyond

- April 2025:
  - Assign FY 2026 Budget targets to divisions
- April to June 2025:
  - Refine and revise 5-year operating outlook
  - Set annual targets for revenue increases and expenditure reductions
- July to Dec 2025
  - Reassess enrolment projections
  - Revisit 5-year operating outlook
  - Plan the strategic changes in programs and services
- Jan 2026 - ongoing
  - Reassess enrolment projections
  - Revisit 5-year operating outlook
  - Implementation and evaluation
- We will report progress to the Board at each meeting so there is ongoing visibility into the development of the FY27 budget

# Closing Remarks & Questions

**Kwantlen Polytechnic University**
**Appendix 1 - Fiscal 2025-26 Draft Consolidated Budget**
***Summary - By Account Type ($000's)***

| | | | | FY 2025-26 Budget to FY 2024-25 Base Budget | |
|---|---|---|---|---|---|
| **Account Group** | **Account Type** | **FY 2024-25 Annual Base Budget** | **FY 2025-26 Proposed Budget** | **$** | **%** |
| **Revenue** | Operating Grant | 103,132 | 108,600 | 5,468 | 5% |
| | Grants | 261 | 261 | - | 0% |
| | Amort of Deferred Contributions | 7,777 | 38,708 | 30,931 | 398% |
| | Tuition Fees-Domestic | 37,347 | 36,765 | (582) | (2%) |
| | Tuition Fees-International | 118,836 | 70,040 | (48,796) | (41%) |
| | Student Fees | 10,905 | 8,075 | (2,830) | (26%) |
| | Applic and Other Fees-Domestic | 761 | 895 | 134 | 18% |
| | Applic and Other Fees-International | 1,564 | 1,114 | (450) | (29%) |
| | Tuition - Non-Credit | 940 | 2,330 | 1,390 | 148% |
| | Contract Services | 200 | 330 | 130 | 65% |
| | Shop Income | 338 | 402 | 64 | 19% |
| | Investment & Interest Income | 11,030 | 12,860 | 1,830 | 17% |
| | Bookstores Income | 2,180 | 2,180 | - | 0% |
| | Parking Income | 905 | 905 | - | 0% |
| | Ancillary Commission Income | 188 | 188 | - | 0% |
| | Amortization of Capital Contributions | 14,711 | 15,046 | 335 | 2% |
| | Other income | 1,938 | 2,164 | 226 | 12% |
| **Revenue Total** | | **313,013** | **300,863** | **(12,150)** | **(4%)** |
| Salaries | Salaries-Faculty | 95,059 | 91,258 | (3,801) | (4%) |
| | Salaries-GEU Staff | 39,661 | 41,287 | 1,626 | 4% |
| | Salaries-Admin | 32,367 | 34,987 | 2,620 | 8% |
| | Salaries-Other | 5,348 | 5,959 | 611 | 11% |
| | **Budget Reduction Targets** | - | (5,000) | (5,000) | 100% |
| | Benefits | 43,562 | 41,654 | (1,908) | (4%) |
| **Salaries and Benefits Total** | | **215,997** | **210,145** | **(5,852)** | **(3%)** |
| **Benefits as a % of Salaries** | | 25.3% | 24.0% | | |
| Non-salary Expenditures | Supplies | 5,358 | 5,311 | (47) | (1%) |
| | Repairs and Maintenance | 4,741 | 4,765 | 24 | 1% |
| | Software and Subscriptions | 11,306 | 10,254 | (1,052) | (9%) |
| | Contracts | 2,118 | 2,117 | (1) | (0%) |
| | Leases/Rentals | 718 | 716 | (2) | (0%) |
| | Travel and PD | 4,455 | 4,718 | 263 | 6% |
| | Student Awards | 4,121 | 4,596 | 475 | 12% |
| | Utilities | 2,549 | 2,549 | - | 0% |
| | Communications | 1,699 | 1,653 | (46) | (3%) |
| | Fees and Services | 27,632 | 26,449 | (1,183) | (4%) |
| | Cost-of-Sales | 1,563 | 1,563 | - | 0% |
| | Contingency | 7,765 | 4,677 | (3,088) | (40%) |
| | **Budget Reduction Targets** | - | (3,000) | (3,000) | 100% |
| **Non-salary Expenditures Total** | | **74,025** | **66,368** | **(7,657)** | **(10%)** |
| Amortization | Amortization of Capital Assets | 22,991 | 24,350 | 1,359 | 6% |
| **Net income (loss)** | | **-** | **-** | **-** | **0%** |

**Kwantlen Polytechnic University**

**Appendix 2 - Fiscal 2025-26 Draft Capital Allocation Budget**

**Preliminary Capital Budget**

**Preliminary Fiscal 2025-26 Capital Budget vs. Fiscal 2024-25 Capital Budget**

| | Fiscal 2024-25 | Fiscal 2025-26 | Fiscal 2025-26 Allocation Details |
|---|---|---|---|
| Construction & Renovations | 633,750 | 7,120,000 | Institutional wide priority construction including larger capital projects that normally fall under the Ministry funded routine capital (Surrey Underground loop, continuation of Rick Hansen Accessibility Audits, Washroom upgrades, Richmond concourse accessibility ramp modernization and Western Entrance improvements, EV Infrastructure and Day Care) |
| IT | 3,127,000 | 5,341,563 | Refresh allocation for laptops, desktops, and AV equipment. In addition to refreshing assets, the allocation includes Wi-Fi and Network end of life replacement. |
| Facilities & Ancillary Services | 3,000,500 | 3,725,598 | KPU's contribution towards Ministry funded capital maintenance projects, as well as the refresh allocation for University-wide furniture and equipment. |
| Academic | 679,782 | 1,178,580 | Academic capital project and equipment priorities, capital renewal, and emergency requests. |
| Faculty of Trades & Technology | | 1,063,000 | Farrier Awning, Metal Fabrication Shop upgrade & Trades Program Equipment |
| Unforeseen Priority Projects | 1,150,000 | 1,000,000 | Discretionary allocation for strategy priority projects and emergent needs. |
| Campus Safety & Security | - | 380,000 | Security Fencing and Gates, Bike Locker strategy and infrastructure for all campuses, Langley Golf Cart |
| Library | 451,000 | 241,000 | Annual refresh of Library capital assets. |
| Campus & Community Planning | | 175,000 | Planning & technical studies to support KPUCT |
| Student & Other Equipment | 52,500 | 153,697 | Capital equipment & furniture purchases to support student experience |
| Equipment -New Positions | 200,000 | 100,000 | Equipment (laptops) for net new positions. |
| Administration | $ 25,000 | $ 25,000 | Equipment as required for Duty to Accommodate. |
| **Total** | **$ 9,319,532** | **$ 20,503,439** | |

# BOARD OF GOVERNORS - REGULAR MEETING

**Agenda Number:** *8.2*
**Meeting Date:** *March 26, 2025*
**Presenter(s):** *David Burns*

## AGENDA TITLE: KPU'S PROPOSED MASTER OF OPERATIONS AND SUPPLY CHAIN MANAGEMENT STAGE 1 REVIEW AND STAGE 2 FULL PROGRAM PROPOSAL

## ACTION REQUESTED: Motion

## RECOMMENDED RESOLUTION

**THAT the Board of Governors approve the proposed Master of Operations and Supply Chain Management Stage 1 Review and Stage 2 Full Program Proposal, as recommended by the Board Governance Committee.**

## COMMITTEE REPORT

On March 12, 2025, the Board Governance Committee received, reviewed and recommended that the Board of Governors approve proposed Master of Operations and Supply Chain Management Stage 1 Review and Stage 2 Fill Program Proposal.

On March 11, 2025, the Board Finance Committee received, reviewed and recommended that the Board of Governors approve the proposed Master of Operations and Supply Chain Management Stage 1 Review and Stage 2 Fill Program Proposal.

### Context and Background

The proposed Master of Operations and Supply Chain Management (OSCM) program at KPU targets mid-career professionals in OSCM who are already working in the field. Graduates of this program will have the ability to further advance their careers in OSCM and help contribute to a more sustainable economy in B.C. The University's vision on graduate degree offerings, foregrounded by Indigenous teachings and its commitments to decolonization, equity, inclusion and diversity, is actualized in this proposed master's program. This master's degree program is aimed at students that have work experience in the operations or supply chain industry. This program will build student confidence in discussing issues with senior management and participating in high level meetings, preparing the students for complex and unpredictable professional environments.

The proposed program provides students with industry-ready, advanced theoretical knowledge and practical skills in the field of OSCM via comprehensive master's-level courses. This program's unique features include significant integration of partnerships and collaborations with local industry partners[1], as guest speakers, employer site tours, and applied research opportunities.

This program will apply an Indigenous lens into the curriculum, such as considering community impacts when business decisions are made, which highlights the importance of collaborative, genuine inclusion of Indigenous peoples and communities as part of good decision making and planning in business operations.

All courses will allow the students to research and solve real industry problems in a major project that includes a fully researched report and presentation. This master's degree program will build on knowledge and competencies acquired during related undergraduate study and industry experience. This program will require more specialized knowledge and intellectual autonomy than a bachelor degree program by allowing the students to choose their topics in many cases.

## Key Messages

1. The proposed Master of OSCM Stage 1 Review and Stage 2 Full Program Proposal ("the Master of OSCM Degree Proposal") received endorsement from Melville School of Business Faculty Council on December 16, 2024. The Master of OSCM Degree Proposal received recommendation from Senate on January 27, 2025 along with recommendations from the following governance committees to Senate:
    1.1. Graduate Studies Council (January 9, 2025)
    1.2. SSC on Curriculum (January 15, 2025)
    1.3. SSC on Academic Planning and Priorities & University Budget (January 17, 2025)
2. The Master of OSCM Degree Proposal has been forwarded to the Board Finance Committee and the Board Governance Committee for recommendation to the Board of Governors for final approval.
3. If approved by the Board of Governors on March 26, 2025, the Master of OSCM Degree Proposal will be submitted to the Degree Quality Assurance Board (DQAB) for Stage 1 Review in April 2025. If the Stage 1 Review receives support from the Minister of Post-Secondary Education and Future Skills, a Stage 2 Review will be initiated by DQAB in late Spring 2025.
4. September 1, 2026 is the anticipated implementation date for KPU's proposed Master of OSCM degree.

## Resource Requirements

See Stage 1 Appendices

4.4 Financial Assessment

[1] KPU Melville School of Business Strategic Plan 2023-2026: https://www.kpu.ca/melville/strategic-plan

## Implications/Risks

N/A

## Consultations

See Stage 1 Appendices

- 1.2 Doctoral Programs Letters of Support
- 2.1 Letters of Support
- 3.2 Evidence of Engagement

See Stage 2 Appendix 3

- 3.3 Curriculum Consultations

Provost & Vice President Academic

Associate Vice President Academic

Associate Vice President, Enrolment Services and Registrar

Office of the Registrar

Office of Planning and Accountability

Office of Financial Services

Melville School of Business Curriculum Committee

Melville School of Business Faculty Council

Operations and Technical Management (OTM) Department

## Attachments

1. KPU Master of Operations and Supply Chain Management Stage 1 Review
2. KPU Master of OSCM Stage 1 Appendices
3. KPU Master of Operations and Supply Chain Management Stage 2 Full Program Proposal
4. KPU Master of OSCM Stage 2 Appendix 1
5. KPU Master of OSCM Stage 2 Appendix 2
6. KPU Master of OSCM Stage 2 Appendix 3
7. KPU Master of OSCM Stage 2 Appendix 4
8. KPU Master of OSCM Stage 2 Appendix 5
9. KPU Master of OSCM Stage 2 Appendix 6
10. KPU Master of OSCM Stage 2 Appendix 7
11. KPU Master of OSCM Stage 2 Appendix 8

**Submitted by**

Josephine Chan

Special Assistant to the Provost on Policy and Academic Affairs

**Date submitted**

March 25, 2025

# Stage 1 Review – KPU Master of Operations and Supply Chain Management

## Program Overview

### a) Organization's History, Mission and Academic Goals

**History:** Established by the government of British Columbia as a community college for the South Fraser Region in 1981, as a university college in 1995, and as a polytechnic university in 2008, Kwantlen Polytechnic University ("KPU") has five campuses located in the Metro Vancouver region of British Columbia. Section 47(1) of the University Act stipulates that Special Purpose Teaching Universities are to, *inter alia*, provide academic programs leading to certificates, diplomas, baccalaureate and master's degrees that meet the needs of the region and beyond. See KPU's history and institutional profile.

**Mission, Vision and Mandate:** KPU is a learning ecosystem rooted in a culture of sustainability, creativity, justice and quality that inspires its people and its communities.[1] The university culture is based on critical inquiry, collegial debate, knowledge generation, freedom of expression, diversity, and environmental stewardship and sustainability. KPU's mission, vision, values and goals are outlined in KPU's Vision 2026. KPU is also committed to weaving Indigenous ways of knowing, doing, being and becoming in education, and endeavors to develop and offer graduate degree studies that are polytechnic, applied, and interdisciplinary.

**Academic Goals:** As a regional polytechnic university that focuses on teaching and learning, KPU continually offers credentials that successfully meet the evolving needs of regional and global employment markets with relevant and engaging programs that integrate a broad-based university education, community service opportunities, undergraduate and applied research experience, and essential skills practice. The learning culture at KPU is learner-focused, academically rigorous, innovative, interdisciplinary and socially responsible. See Stage 1 Appendix 4.1 for KPU's Academic Plan 2024-2027.

### b) Proposed Credential to be Awarded

Master of Operations and Supply Chain Management.

### c) Location of Proposed Degree Program

The onsite, in-person components of the program will be offered on campus at KPU's Richmond Campus.

### d) Faculty/School(s) Offering the Proposed Degree Program

Melville School of Business.

### e) Anticipated Program Start Date

September 1, 2026

### f) Anticipated Completion Time in Years and Semesters

The program could be completed in four semesters, but it is anticipated that the program will typically be completed in twenty months to five years (five semesters to twelve semesters). Please note the capstone project will take place over two semesters (8 months).

### g) Expected Number of Students at Launch and at Steady State

It is anticipated that eight (8) students are expected at launch in fall 2026, and 25 students at steady state. (See Stage 1 Appendix 4.3 Financial Assessment.)

### h) Summary of the Proposed Program

**Aims, goals and/or objectives:** The proposed Master of OSCM program at KPU targets mid-career professionals in OSCM who are already working in the field. Graduates of this program will have the ability to further advance their careers in OSCM and help contribute to a more sustainable economy in B.C. The University's vision on graduate degree offerings, foregrounded by Indigenous teachings and its commitments to decolonization, equity, inclusion and diversity, is actualized in this proposed master's program. This program will also adopt the Gender-Based Analysis Plus GBA+ lens to ensure gender equity is reflected. This proposed advanced level program is aimed for students that have work experience in the operations or supply chain industry. This program will build student confidence in discussing issues with senior management and participating in high level meetings, preparing the students for complex and unpredictable professional environments.

[1] KPU Vision 2026: https://www.kpu.ca/sites/default/files/Institutional%20Analysis%20and%20Planning/VISION%202026%20FINAL%20-%20May%2016%202023_0.pdf

**Anticipated contribution of the proposed program to the mandate and strategic plan of the KPU:** As outlined in KPU's Vision 2026, our regions (Lower Mainland and beyond) have increasingly become dependent on global supply chains that continue to face significant impacts of the continuing global COVID-19 pandemic and a changing world order. This program will be able to respond to these challenges by offering innovative and experiential learning opportunities, and help current mid-career professionals evolve into leaders as they contribute to more sustainable OSCM operations in KPU's region. This program is in alignment with Melville School of Business' ("MSB") strategic plan[2] and support for the United Nations Principles for Responsible Management Education (PRME) initiative, which raises the profile of sustainability in business and management education and help realize MSB's vision to embolden business and technology learners to become inclusive community builders and conscious change makers in the sector.

**Linkages between learning outcomes and the curriculum design, work-integrated learning experience required for degree completion:** Work-integrated learning experience is not required for degree completion.

Upon successful completion of the program, graduates will be able to -

1. Explain diverse OSCM best practices to help the student apply innovative process improvements to an organization.
2. Critically evaluate alternatives using frameworks, methodologies, and tools to make better business decisions with improved economics, and positive social and environmental impact.
3. Perform data analysis to determine and improve OSCM performance in line with financial sustainability and productivity goals.
4. Develop OSCM processes that mitigate risk and support an organization's strategy and sustainability goals.
5. Communicate effectively within and outside of one's organization, including with an organization's most senior leaders.
6. Lead complex projects and diverse teams, including Indigenous Peoples, by applying project management methodologies and effective leadership and human skills.

The proposed program provides students with industry-ready, advanced theoretical knowledge and practical skills in the field of OSCM via comprehensive master's-level courses. This program's unique features include significant integration of partnerships and collaborations with local industry partners[3], guest speakers, employer site tours, and applied research opportunities.

The scope and breadth of this program is under the Operations Management domain including manufacturing operations, service businesses and supply chain management processes and organizations. Supply chain management includes functional areas like transportation, warehousing, global logistics, strategic sourcing, procurement and contract management. The first semester core development courses will be advanced courses to extend the students' knowledge base and skills as professionals and practitioners (see Stage 1 Appendix 3.3 for Course Outlines: BUSM 7100; 7110, 7120, 7130). This will also allow the courses to deep dive into advanced topics and allow the students to develop creative solutions to complex problems. The advanced courses in this program (see Stage 1 Appendix 3.3 for Course Outlines: BUSM 7200, 7210, 7220, 7230, 7240, 7250) will allow the students to do consulting projects on topics like technology, innovative new products, global supply chains and sustainability. The capstone project (see Stage 1 Appendix 3.3 Course Outline: BUSM 7300) is an advanced and applied project-based course that will be non-confrontational and worth six credits. The capstone project will require the students to work with an organization industry partner and provide a final report and presentation internally, as well as externally to the client. The objective is to deliver a project that will be implemented into the client organization.

This program will apply an Indigenous lens into every course, such as considering community impacts when business decisions are made. The importance of collaborative, genuine inclusion of Indigenous peoples and communities are a part of good decision making and planning in business.

All courses will allow the students to research and solve real industry problems in a major project that includes a fully researched report and presentation. This master's degree program will build on knowledge and competencies acquired during related undergraduate study and industry experience. This program will require more specialized knowledge and intellectual autonomy than a bachelor degree program by allowing the students to choose their topics in many cases.

**Delivery method:** Courses in this proposed applied project program are primarily scheduled during evenings and weekends and delivered in a blended format (primarily online synchronous with flexibility for in-person sessions as required by each course). No more than 30 percent of the program will be in-person. To make this program relevant for working industry professionals, project-based learning will be a key and integral feature of the delivery method for this

[2] KPU Melville School of Business Strategic Plan 2023-2026: https://www.kpu.ca/melville/strategic-plan

[3] Industry Partners may include, but will not be limited to: Private, Public, National and/or Regional Companies; Associations (e.g. BC Trucking Association); Airport Authorities; Programs (e.g. Temporary Foreign Worker Program); Unions (e.g. International Longshore and Warehouse Union).

program. For example, in industry with OSCM related problems, specialists tend to do projects rather than traditional academic style reports or journals. These projects require analysing data, evaluating alternative solutions, developing a project-based action plan and lastly implementing the plan. Students working on capstone projects will partner with organizations faced with OSCM issues. The new learning from these projects will help inform the program's capstone industry partners to address OSCM related opportunities and challenges in the Region. All courses are designed to enable in-depth experiential learning for students. To enable a hands-on learning environment, all courses including the capstone course are project based with applied case studies or applied external consulting projects.

**Program strength:** Curriculum for this program was developed after extensive consultation with an Indigenous supply chain curriculum consultant, industry associations, local businesses and post-secondary institutions. This resulted in diverse, comprehensive, curriculum, that will help OSCM industry partners address the ongoing skill shortage in the region, the increasing pace of technological change, the need for holistic management and leadership (particularly at the executive level) and the ability for local industries to remain competitive. This close connectivity to industry partners will enable students to integrate OSCM research, cutting edge technologies and recent development of scholarship throughout the program. The applied research generated from the capstone project will provide an ongoing source of knowledge to be shared with students and faculty that will enable the Master's to stay current and relevant to industry needs. In pursuit of decolonization, reconciliation, anti-racism, equity, and inclusion, Indigenous content is integrated into the curriculum throughout the program that is foregrounded by connectedness, reciprocity and community inspired and anchored by teachings shared with KPU by its local Elders and Knowledge Keepers[4]. The curriculum allows students to plan out their graduate experience in this program as a journey, where students are continually guided to consider how their experiences, knowledge and learning in the OSCM field will contribute back to the people, land and communities that have sustained them through those relations. Throughout the program journey, students will also learn new ways of meaningfully doing business with Indigenous communities.[5] The curriculum design of this program also leverages technology and various teaching and learning modalities, approaches, and resources to meet diverse accessibility needs.

This proposed program is a direct response to the overarching principles of the priorities from the Ministry's mandate to KPU in 2023[6], ensuring that Indigenous voices are reflected in curriculum that positively impact Indigenous workers, business and communities. Furthermore, this proposed program meets one of the priorities that were set out to KPU by the Ministry in providing a culturally sensitive, nurturing and supportive learning environment for students from equity-denied communities.

**Classification of Instructional Program (CIP) Code:** 52.0203 – Logistics, materials, and supply chain management

### i) Institutional Contact Information

Stephanie Howes, Dean, Melville School of Business
Stephanie.Howes@kpu.ca / 604-599-3252

[4] Teachings shared by Cyril Pierre, Elder of the Katzie First Nation, Spencer Pierre, member of the Katzie First Nation, and Edward Hall, Knowledge and Language Keeper and member of the Legacy of Chiefs of the Kwikwetlem Nation, with KPU.
[5] Source: Michelle Bryant-Gravelle, Elevate & Empower Coaching
[6] Mandate Letter to KPU 2023, Ministry of Post-Secondary Education and Future Skills.

## Standard 1 Benefits to Students

*The institution must demonstrate that the proposed degree will provide benefits to students.*

| Criterion Question | Institution Response |
|---|---|
| Who is the targeted student population? | The program targets mid-career professionals in OSCM who are already working in the field and may have already completed various professional certifications and designations, but want to advance to more senior positions tasked with decision-making in both the private and public sectors of OSCM. The program will prepare students for career advancement opportunities in management and leadership roles in areas of operations and supply chain management across a wide range of professional fields. |
| What specific need is there for the proposed program and how will it benefit the targeted student population? | Enrolments in supply chain, operations, and logistics management programs at the post-degree level have been growing, both in B.C. and other parts of Canada. In addition, the labour market assessment in the feasibility assessment (See Stage 1 Appendix 1.1) indicates that this is a growing sector. Enrolments in relevant BC-based Post-Baccalaureate Diploma programs have been increasing since the 2017/18 fiscal year. The increasing complexity in the field and the support from local members of industry for a Master's program suggest there is need for this program. KPU would be well-positioned since it would be offering the only master's program in this field in B.C.; the credential level reflects a comprehensiveness in curriculum that other programs in this area lack, and a commitment to the training of future leaders in the sector. Its close integration with industry and its ability to accommodate working professionals through both program delivery (e.g., evening and weekend courses, online and blended modes) and course credit for work projects will attract and retain students. With most courses taught online, and all courses (online or in-person) taught in evenings and weekends, this program will be attractive to working professionals in the OSCM field. Along with a tuition level that is within the range of comparable programs and the ability to earn course credit through PLAR, this will benefit many working professionals in the field. |
| Will the proposed program provide specific benefits to Indigenous students in BC's post-secondary system and/or at your institution? If so, describe. | The proposed degree reflects the Indigenous values and principles of teaching and learning shared with KPU by Indigenous Elders and Knowledge Keeper as set out in KPU's Policy AC5 Graduate Degree Studies. The proposed degree is a direct response to the University's commitment in weaving Indigenous ways of knowing, doing, being and becoming in education through its intentional and impactful curriculum design.<br><br>The proposed program is also a direct response to KPU's Vision 2026 goal of fostering decolonization and reconciliation, as well as teaching excellence and expanding innovation in teaching, learning and curriculum by incorporating Indigenous histories and knowledge across our curriculum.[7] Inspired and anchored by Indigenous teachings[8] and with guidance from an Indigenous leader in the field, the curriculum is designed to allow students to plan out their graduate experience in this program as a journey, where students are continually guided to consider how their experiences, knowledge and learning in the OSCM field will contribute back to the people, land and communities that have sustained them through those relations. Throughout the program journey, students will also |

[7] Kwantlen Polytechnic University. (2023). Vision 2026. Kwantlen Polytechnic University Vision 2026. https://www.kpu.ca/sites/default/files/Institutional%20Analysis%20and%20Planning/VISION%202026%20FINAL%20-%20May%2016%202023.pdf.

[8] Teachings shared by Cyril Pierre, Elder of the Katzie First Nation, Spencer Pierre, member of the Katzie First Nation, and Edward Hall, Knowledge and Language Keeper and member of the Legacy of Chiefs of the Kwikwetlem Nation with KPU in 2023.

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| | learn new ways of meaningfully doing business with Indigenous communities in the field of operations and supply chain management. This is a direct response to KPU's goal in expanding innovative partnerships by engaging business, industry, non-profit, and Indigenous organizations to collectively address economic, environmental, and social needs of our communities.[9]<br><br>The program will be foregrounded by connectedness, reciprocity and community in ways inspired and anchored by teachings shared with KPU by its local Elders and Knowledge Keepers. The program provides students and graduates with the opportunity to build relationships with their communities: how their work benefits from and benefit their relations and communities, the knowledge and skillsets to engage and partner with Indigenous businesses and organizations, OSCM best practices from Indigenous communities, etc. |
| Will the proposed program specifically benefit those traditionally underserved and underrepresented students in BC's post-secondary system and/or at your institution? If so, describe. | This program will aim to mitigate identified barriers and promote a more accessible and inclusive environment at KPU as outlined in the KPU Accessibility Plan and the Accessible BC Act. In alignment with KPU's Policy AC5 Graduate Degree Studies, the curriculum is carefully designed to emphasize connectedness, reciprocity and community, and create an inclusive, equitable, nurturing, and supportive learning environment that is non-confrontational, non-judgmental and nurturing. Specifically, the courses and final capstone project incorporate non-confrontational dialogues between learners and faculty/Guide throughout the learning journey in this program, transforming a traditional, confrontational capstone project defense or examination that is often daunting, into continued nurturing and supportive dialogues that support and empower students of varying needs.<br><br>To support the needs of full- and part-time working professionals, courses will be primarily scheduled during evenings and weekends, and delivered online (synchronous), in-person, and via blended format (in-person and synchronous). No more than 30 per cent of the coursework will be in-person, given that most of the targeted students are expected to be working professionals. Students at all stages of the program will meet in person for four days, every four months, to accommodate students pursuing part time studies and working full time. This provides greater flexibility and support to students who are working professionals, and allows for increased learning opportunities and effectiveness for students who will benefit from a variety of teaching and learning modalities, approaches and resources. All online courses will leverage technology to meet diverse accessibility needs (e.g., recorded lectures with captioning and video transcribing, lecture notes/instructions available in a learning management system). All in-person components will have hybrid capabilities at the Richmond Campus in the event that students are unable to attend in person due to financial, geographic, accessibility or work issues. In-person activities will be focused on networking, collaboration, and interacting with classmates and industry partners. |

[9] KPU Vision 2026: https://www.kpu.ca/sites/default/files/Institutional%20Analysis%20and%20Planning/VISION%202026%20FINAL%20-%20May%2016%202023_0.pdf

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| What specific opportunities are available to program graduates for further study, and at which institutions? If the expectation is that the degree is terminal, state that is the case. Provide evidence of discussions with other post-secondary institutions with regard to advanced degree opportunities in an appendix. | The proposed program targets mid-career professionals in OSCM who are already working in industry. The program is designed to prepare graduates for advancement in their career. As such, from an industry employer perspective, this program would be considered a terminal degree.<br><br>That said, the Master's program will expose students to applied research that will set them up for success in the event graduates choose to continue their learning journeys in relevant and applicable doctorate level programs, such as the Doctor of Business Administration (DBA) degree programs.<br><br>KPU has received Letters of Support from Doctorate of Business Administration (DBA) programs at Royal Roads University and University of Calgary, Haskayne Business School, confirming that the proposed Masters would meet relevant program admissions requirements to their DBA programs (see Stage 1 Appendix 1.2). |
| What is the anticipated tuition fee for the program by year and by credit/unit? Include both proposed domestic and international tuition. | The anticipated tuition rate for a proposed fall 2026 launch date is $785 per credit. International and domestic students will be charged the same tuition. The total program tuition will be $28,260, plus 7% mandatory fee for a total of $29,112 for this 36-credit program, including mandatory fees, in AY26/27. |
| What are the tuition fees for similar programs at this degree level at other post- secondary institutions in the province? If the tuition fee is higher than fees for similar programs in BC, what is the rationale for the higher rate and what actions will the institution take to mitigate student tuition costs? | N/A. There are no similar programs at the master degree level at other post-secondary institutions in B.C. |

## Standard 2 System Coordination and Program Duplication

*The institution must establish that the proposed program fills a need within the post-secondary system and that there is no unnecessary duplication with existing programs.*

### A. System Context

Use the table below to list all similar degree programs at the same level at other private and public post-secondary institutions in BC. (The Stage 1 template allows the addition of as many lines as required.)

| Institution offering similar program | Name of degree program | How the proposed program differs |
|---|---|---|
| There are no private or public post-secondary institutions that offer a similar degree program at the same level. | N/A | N/A |

### B. Consultation with Other BC Post-Secondary Institutions

For each institution in the preceding list that offers a similar program at the same level, summarize the form of consultation that occurred with that institution and materials used, and briefly describe the institution's feedback. (The Stage 1 template allows the addition of as many lines as required.)

| Name, position, and institution of person consulted | Method of consultation and materials used | Feedback and Applicant's Response |
|---|---|---|
| N/A (See A. Systems Context above.) | N/A | N/A |

### C. Rationale for Duplication

If programs with similar learning objectives are currently available in the region or online within the province, what is the specific rationale for establishing another program?

There are no private or public post-secondary institutions that offer a similar degree program at the same level with similar learning objectives.

### D. Collaboration

Describe how the institution will collaborate and/or share resources with other institutions offering related programs, including articulation and laddering agreements. Provide resource sharing agreements and articulating and laddering agreements in the appendix.

Douglas College offers a Post-Baccalaureate Diploma in International Supply Chain Management, as well as a Post-Degree Diploma in Supply Chain Management, and Advanced Supply Chain Management. Langara College offers a Post-Degree Diploma in Supply Chain and Logistics. Thompson Rivers University offers a Post-Baccalaureate Diploma in Supply Chain Management. KPU has consulted with Douglas College and BCIT and received support from both institutions on this proposed program. KPU continues to explore recognition of credential opportunities for students in related programs at other post-secondary institutions. KPU is open to expand recognition of credential opportunities to other recognized institutions (See Stage 1 Appendix 2.1 Letters of Support).

## Standard 3 Social and Economic Benefits

*The institution must demonstrate that the proposed program will serve the economic and social needs of British Columbians.*

### A. Social and Economic Benefits

| Criterion Question | Institution Response |
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| What social and economic benefits would the program offer the community, region, or province? | Social benefits<br><br>Local industry partners and employers in the region have long advocated for a program that will prepare mid-career OSCM professionals for leadership and management roles in OSCM, where they will be able to exercise holistic management and leadership at the executive level, and contribute to a stronger and more sustainable OSCM industry with industry-ready, advanced theoretical knowledge, and technological skills.<br><br>Graduates of this program will take the lead in designing and managing sustainable OSCM processes that add value, reduce waste, and increase productivity. In addition, graduates will also gain the skill to create and apply OSCM policies that enhance risk mitigation for organizations, ensure compliance with applicable legal, regulatory, and contractual obligations, and strengthen observance of industry best practices and standards regarding health, safety, social responsibility, sustainability, environmental protection, and ethical business conduct. This is particularly important as globalization has brought on a number of sustainability concerns that are environmental and socio-economic in nature. This program is in alignment with Melville School of Business support for the United Nations Principles for Responsible Management Education (PRME) initiative. PRME aims to raise the profile of sustainability in business and management education. It has become increasingly important for leaders in OSCM to understand the sustainability of, and ethical issues in, the field, and to have the skills and knowledge to mitigate these issues.<br><br>The quality of supply chains, while largely operating out of the public view, has a significant influence on the national economy as well as the quality of life experienced by B.C. residents. This became widely evident at the outset of the COVID-19 pandemic, when major supply chain disruptions occurred due to simultaneous increases in demand for specific products, alongside decreased capacity to produce and transport these goods. While the Canadian supply chain showed relative resiliency due to structural factors, such as “ease of working |

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| | with customs and other border agencies, infrastructure, logistics services quality, and the ability to track and trace shipments," (see Stage 1 Appendix 3.1, Feasibility Assessment) disruptions nevertheless impacted consumers; experts in the field note that adaptability and creative problem-solving are the much needed crucial skills, as the complex, unpredictable recovery process continues.<br><br>Economic Benefits<br><br>As mentioned in GCT Deltaport's letter of support (see Stage 1 Appendix 2.1 Letters of Support), increased operations capacity will require educational programs, such as the Master of OSCM, to provide the strengthened skill base our regional economy needs. The proposal will also support career advancing opportunities for mid-career OSCM professionals in our region and will promote sustainability, improve productivity in operations, boost local and global supply chains, and enhance research and collaborative opportunities with local industry partners and Indigenous communities in the field.<br><br>There is a gap in leadership roles in operations, supply chain, and logistics management across a wide range of roles and occupational categories[10] and this program is a direct response to the needs of our regional and local industry partners and employers (see Stage 1 Appendix 2.1 for 25 letters of support). It supports the province's *StrongerBC Future Ready Action Plan* in two ways: 1) filling the labour market gap by helping more mid-career professionals move to leadership roles in the OSCM field, and 2) helping graduates be equipped with the industry-ready, advanced theoretical knowledge, and practical skills to deal with the increasing complexity of OSCM, and to contribute to a more innovative and sustainable economy in BC.<br><br>According to the ten-year forecast provided in the B.C.'s Labour Market Outlook 2022-2032, due to a rapidly aging B.C. labour force, it is projected that a shortage of skilled workers will become a significant challenge for employers. Between 2022 and 2032, an estimate of 1,017,000 job openings will be created; of these job openings, 63 per cent will be necessary to replace those who permanently leave (e.g., retire) the workforce, and 37 per cent will be created due to economic growth. Nearly 80 per cent of estimated job openings in this period will require post-secondary education or training, including 37 per cent of which will require a bachelor's, graduate, or first professional degree.[11]<br><br>Since the start of the COVID-19 Pandemic, disruptions and recovery have been evident in the region as well. In the World Bank Group Container Port Performance Index 2021, the Port of Vancouver ranked 368th out of the 370 ports included. The Port of Vancouver's ranking was impacted by ongoing pandemic-related issues, and by multiple extreme weather events that year in B.C. These circumstances highlighted underlying capacity issues; recently approved expansions, including the Roberts Bank Terminal 2 project in Delta, aim to alleviate this pressure, creating estimated 17,300 ongoing jobs. Pandemic disruptions have highlighted the need for improvements, and correspondingly, for practitioners with the skills to enact them. For instance, Supply Chain Canada has recommended that industry and government partners work to fortify systems against cyber attacks, increase digitization, and facilitate the uptake of ecommerce. In addition, the organizations note that investments in "reskilling" the labour force are crucial to ensure quality management through future |

[10] Ministry of Post-Secondary Education and Future Skills. (2022). *Kwantlen Polytechnic University 2022/23 Mandate Letter.* Mandate Letters – Post-Secondary Institutions. https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/minister-letters/minister-letter-kwantlen-polytechnic-university.pdf.

[11] Government of British Columbia. (2022). *B.C.'s Labour Market Outlook: 2022 Edition.* WorkBC. https://www.workbc.ca/media/358/download?inline

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| | crises. Pagano and Liotine[12] also note the increasing adoption of technological solutions in supply chain management, including technologies that are widespread and common (e.g., data warehousing), those that are growing (e.g., data analytics), and those that are new and emerging (e.g., machine learning).<br><br>The increasingly complex and evolving nature of operations, supply chain, and logistics management necessitates the need for this program, which will provide a comprehensive and integrative education; this program would also be valuable particularly for those in more senior positions tasked with decision-making. |
| Reference specific government and community initiatives, plans, and priorities that the proposed program supports. | KPU continues to commit to making post-secondary education accessible for all, and this program provides an accessible option for a diverse community of mid-career professionals in OSCM who have a wide range of education, work experience, and professional goals. Students in this program will benefit from the blended delivery mode, and the curriculum's competitive edge in integrating with industry partnerships and collaborations.<br><br>This program also aligns with several key government priorities as outlined in the *StrongerBC Future Ready Action Plan*: making post-secondary more affordable, accessible and relevant, providing innovation and skills needed to fill future jobs faster. The program provides accessible and relevant training for mid-career professionals in OSCM, trains them for future jobs and career advancement opportunities, and helps employers and industry partners in our region find the skilled people they need in the field to fill leadership roles and to lead a changing, innovative and more sustainable economy.<br><br>This program will build the students' ability to support Government initiatives like strengthening BC's food supply for people in rural communities. Students will gain skills from many of the program courses but specifically the Advanced Logistics course which will build the student's ability to streamline food logistics, storage and transportation. The Government of Canada produced a Supply Chain Task Force report in 2022 to address Canada's transportation supply chain crisis. This identified key factors impacting Canada's Supply Chain fluidity and efficiency like capacity, supply chain visibility and service reliability. The report also highlighted the skill and labor shortages in this industry.<br><br>Compared to local programs, this program is unique in that it explicitly aims to recruit mid-career professionals who are aiming to advance within their field. Significant local industry support and planned partnerships (see Stage 1 Appendix 2.1 Letters of Support) also suggest that this program would be desirable. While other similar programs often have standalone internship or co-op options, integrating such partnerships and applied research opportunities throughout the program would be a unique feature.<br><br>Twenty-five letters of support for the proposed program were received from a wide variety of businesses, professional associations, and professional organizations, and are provided in Stage 1 Appendix 2.1 Letters of Support. These groups span the areas of manufacturing, storage, mechanical contracting, telecoms, machinery, facility operations, cabinetry, retail, security, grocery warehousing, immigration services, health care, and intermodal transportation, as well as local boards of trade. Many of these aforementioned groups have occupations that are considered as high opportunity occupations |

[12] Pagano, A.M. & Liotine, M. (2019). Technologies in supply chain management and logistics.

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| | in B.C.'s 2022-2023 Labour Demand Forecast. |
| What occupations are students most likely to seek or advance in immediately after graduating (limit to 2-3 occupations)? In an appendix, provide written correspondence from a number of potential employers supporting the proposed degree program, stating their organization's total staff numbers and how many of their current staff positions could be filled by program graduates. | This program will support graduates advancing in their professions in a number of relevant occupational categories that would meet the labour market needs for this province. Here are some current (as of Sept 16, 2024) Lower Mainland job postings that graduates from the OSCM program might be qualified for (depending on their previous work experience):<br><br>1. Planning and Inventory Manager, Pitt Meadows (https://www.linkedin.com/jobs/view/4022858699)<br><br>2. Vice President of Supply Chain, Langley (https://www.linkedin.com/jobs/view/4006133119)<br><br>3. Director of Operations, Vancouver (https://www.linkedin.com/jobs/view/4015049907)<br><br>Graduates of this program would likely already be working in these occupational categories. However, they would be able to move into senior and leadership roles in the OSCM field where their Master's degree and experience would be an asset in dealing with the increasing complexity in the operations, supply chain, and logistics management fields. Please see Stage 1 Appendix 3.1 Feasibility Assessment for in-depth details on labour market demand analysis.<br><br>As mentioned in the letters of support, potential employers in the Region—Deltaport, BC Hydro and Southern Railway (SRY)—were involved with the consultation process and confirmed that the program could address the unique human capital needs of the organizations. (See Appendices 2.1 and 3.1)<br><br>Here are a few excerpts taken from a small sample of program support letters:<br><br>• "As we have discussed with you, supply chain is growing in importance in many businesses and certainly within BC Hydro. As we recruit and grow our employees, we have been noticing that there are not many post-secondary institutions that have a focus on preparing students for careers in supply chain. We believe this is a gap given the current and growing demand for talent with skills and experience in this area. As a result, programs like the Master's program you are designing will help close the gap overtime." (Bridgette Zacharias, Director, Operations & Enterprise Supply Chain, BC Hydro)<br><br>• "SRY understands the complexities associated with operations, supply chain, and logistics management. Having locally trained graduates with skills in these areas would benefit SRY both as an employer, and as a stakeholder who relies on counterparts within the supply chain that are knowledgeable and skilled." (Gerald Linden, President, Southern Railway of British Columbia (SRY))<br><br>• "To facilitate this growth as an industry and an organization, we need to hire talented people with business management skills, technical capability and strong analysis supplemented by the ability to make decisions and solve problems. Educational programs, such as the OSCM, that aim to strengthen these skills for graduates directly related to operations and supply chain will help companies within our Region improve productivity in operations and boost local and global supply chains. (Daniel Howell, Vice President, Terminal Operations, GCT Deltaport)<br><br>As KPU builds out this program, a Program Advisory Committee will |

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| | be created inviting members of the Indigenous community and industry to provide ongoing support and to ensure the relevance of the program and its curriculum for students and the broader business environment. |

## B. Engagement with Indigenous Peoples

| Criterion Question | Institution Response |
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| What is the institution's plan to incorporate Indigenous content in the program? | To enable students to apply diverse OSCM methods to current and future opportunities and challenges, the program and curriculum will be built through diverse lenses, with a focus on Indigenous business practices. To enable the development of dynamic competencies after graduation, Indigenous community journey reflections and dialogue practices will be part of each course. The student will learn to understand how the whole community plays a role in expanding the OSCM needs of the organization. To support this ongoing learning journey, the program will include Indigenous scholarly articles, learning from knowledge keepers and Indigenous business professionals and partners in the communities.<br><br>Courses in the program also include curriculum with an Indigenous lens, including but not limited to creating an Indigenous procurement policy in collaboration with Indigenous communities, articulating best practices in sustainable operations and Indigenous sustainability model, developing community impact statements with Indigenous communities, incorporating Indigenous culture and creating space for Indigenous businesses in global supply chain (see Stage 1 Appendix 3.3 Course Outlines). |
| How did the institution work on this application with local First Nations on whose territory the institution is located, and with other First Nations or Indigenous groups or experts? | The program is foregrounded by connectedness, reciprocity and community in ways inspired and anchored by teachings shared with KPU in 2023 by its local Elders and Knowledge Keepers[13]. In addition, KPU has worked closely with Michelle Bryant-Gravelle of Elevate & Empower Coaching, an Indigenous leader in the field of operations and supply chain management, in developing the curriculum in this proposed program. |

## C. Engagement with Employers, Community Groups, and Professional Organizations

| Criterion Question | Institution Response |
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| Describe the engagement process with relevant employers, community organizations, professional bodies, and program advisory committees. Summarize the materials used and the feedback received from these groups, and state how the proposed program changed in response to feedback. Provide documented evidence of engagement in an appendix. | Common engagement processes included:<br><br>1. Leveraging internal KPU leads. For example, KPU's Work Integrated Learning department introduced MSB to Daniel Howell, Vice President, Terminal Operations, GCT (Global Container Terminals) Deltaport.<br><br>2. Once contact was established, the program faculty lead, the Dean's office, and other faculty SMEs would present the high-level program concept and learning outcomes to operations and supply chain leaders of organizations.<br><br>3. The MSB team would take the consultation feedback from the meeting and incorporate it into the program proposal and curriculum. For example, in preliminary meetings with BC Hydro, there was an organizational need for topics such as category management, sourcing, negotiations, critical thinking, project management, process improvement be included in the |

[13] Teachings shared by Cyril Pierre, Elder of the Katzie First Nation, Spencer Pierre, member of the Katzie First Nation, and Edward Hall, Knowledge and Language Keeper and member of the Legacy of Chiefs of the Kwikwetlem Nation with KPU, 2023.

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| | curriculum. In this case and others, the program development team were able to weave industry feedback into the curriculum, as required.<br>4. In most cases, organizations were confident that MSB would create and deliver a program that addressed its organization's strategic industry and human capital needs. As such, letters of support were often sent from its operations and supply chain senior management.<br><br>(See Stage 1 Appendix 3.2 for email evidence of engagement from BC Hydro, SRY and Deltaport. Additional evidence of engagements can be shared upon request.) |
| If the program is primarily relevant to public sector employment, describe the support the program has from government ministries or other public sector employers and explain how the proposed program changed in response to feedback. Provide documented evidence of engagement in an appendix. | The program is not primarily relevant or focused on public sector employment. |
| If the program relates to a regulated profession, summarize the feedback provided by the regulatory or licensing bodies and the responsible Ministry. Provide documented evidence of engagement in an appendix or state "Not Applicable". | The program does not relate to a regulated profession. |

## Standard 4 Institutional Resources

*The institution must show it has access to sufficient resources to implement and sustain the program.*

| Criterion Question | Institution Response |
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| Explain how the proposed program relates to the overall academic plan of the institution or advances the mandate of the institution. | KPU Academic Plan 2024-2027 (See Stage 1 Appendix 4.1)<br><br>This program is a response to KPU's Academic Plan 2024-2027 in expanding access to applied graduate studies opportunities, including attracting students with varied backgrounds and from a variety of age groups, and applying an anti-racism and decolonizing lens to new initiatives in graduate studies. Industry partnerships integration and a unique blend of delivery modes are key features of this innovative program, which will help mid-career professionals in OSCM to advance in their careers. This program is in support of the Academic Plan in that it deepens the university's relationship with external industry partners and employers by providing powerful and innovative learning experiences for students in this program, through seeking practical solutions that will address the needs of the OSCM field. In foregrounding Indigenous partnerships and enhancing relationships with local First Nations and Indigenous peoples and organizations, KPU has received guidance from local Indigenous Elders and Knowledge Keepers, and worked closely with an Indigenous leader in the field of operations and supply chain management, in developing the curriculum in this proposed program.<br><br>Mandate<br><br>The KPU Mandate Letter for 2023[14] directs the University to 1) |

[14] Ministry of Post-Secondary Education and Future Skills. (2023). *Kwantlen Polytechnic University 2023 Mandate Letter.* Mandate Letters – Post-Secondary Institutions.

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| | collaborate with communities, employers, and industry partners to offer programs to British Columbians to building prosperous, low-carbon and sustainable economy, 2) supporting opportunities for Indigenous Peoples to be full partners in the province in delivering on specific commitments as outlined in the *Declaration on the Rights of Indigenous Peoples Act* action plan and providing a culturally sensitive and safe learning environment for Indigenous learners to maximize their participation and success in post-secondary education, 3) ensuring barriers from equity seeking groups are removed so that they can fully participate in their communities, 4) offer more accessible and affordable programs to British Columbians to participate fully in post-secondary education and growing career opportunities.<br><br>Firstly, this program supports KPU's mandate of contributing building programs that help build a prosperous, low-carbon and sustainable economy. Industry partners and employers in our region are in full support of this program because it addresses a number of needs in our region's OSCM sector: a skill shortage, an increasing pace of technological change, sustainable supply chain development and operations, a need for holistic management and leadership - particularly at the executive level, and the ability for local industries to remain competitive (See Stage 1 Appendix 4.2 Feasibility Assessment). Graduates of this program will be equipped with skills that will help elevate sustainability and productivity in operations and will, strengthen supply chains and logistics in KPU's region and beyond.<br><br>Secondly, the proposed program reflects the Indigenous values and principles of teaching and learning shared with KPU by Indigenous Elders and Knowledge Keeper as set out in KPU's Policy AC5 Graduate Degree Studies (Link). The proposed degree and its intentional curriculum design, with guidance from Michelle Bryant-Gravelle of Elevate & Empower Coaching, an Indigenous leader in the field of operations and supply chain management, is a direct response to the University's commitment in weaving Indigenous ways of knowing, doing, being and becoming in education through its intentional and impactful curriculum design.<br><br>Thirdly, this program not only support and benefit Indigenous students, but also traditionally underserved and underrepresented students, through its nurturing, non-confrontational curriculum design that fosters a more accessible and inclusive environment that differs from a traditional, confrontational master's degree which can be daunting for learners.<br><br>Finally, this program will help expand career opportunities for mid-career professionals who want to advance within the OSCM field in the province. In particular, while several post-secondary institutions in the province offer post-baccalaureate degrees in OSCM, including two in the Lower Mainland, none are at the master's degree level. The Government's Mandate Letter to KPU in 2023 directs the University to deliver educational and training programs in support of *StrongerBC Future Ready Action Plan* (See Standard 3.A above.) |
| Briefly summarize how well program areas related to the proposed program performed over the last four years and describe how successful performance was defined and measured. | KPU offers a Post-Baccalaureate Diploma in Operations and Supply Chain Management, which is open to anyone with either an undergraduate degree, or a technical or science diploma who also has a minimum of 5 years of related technical, scientific, operational, or |

https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/minister-letters/minister-letter-kwantlen-polytechnic-university.pdf https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/mandate-letters/docs/mandate-kwantlen-polytechnic-university.pdf.

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| | supply chain work experience. This two-year program prepares graduates to apply best practice processes and tools to a wide range of operations and supply chain areas, identify and assess performance improvement opportunities in a variety of industries, and competently support informed decision making. The program started in 2017. In the past four academic years (20/21 to 23/24), this program has produced 533 graduates, an average of 133 a year. Of the 108 graduates surveyed through the BC Outcomes Survey between 2021 and 2023, 99% were in the labour force, and of these, 91% were employed and 72% were in a training related job. In addition, in-line with similar programs in BC, 89% were satisfied with their education, 75% felt the knowledge and skills they gained were useful to their current job and 95% had positive views about the quality of instruction. |
| If the proposed program builds on existing programs, how will the existing programs be affected? | The program will reside in the Business Graduate Programs department in the KPU's Melville School of Business. This program builds on KPU's current resources, extensive experience, and expertise in offering the Post-Baccalaureate Diploma in Operations and Supply Chain Management. Although new courses will need to be created, this program will tap existing faculty subject matter expertise to lead the curriculum design and the delivery of this program. KPU has the necessary resources, support and infrastructure to support this proposed program. |
| Identify operation resources required to launch and maintain the program (e.g., faculty, staff, student services, capital equipment, classroom/laboratory space, learning resources), and explain how these needs will be met. Provide a budget, if available. | To support students who are mid-career professionals in this program, existing facilities (e.g. KPU Richmond) and resources for in-person components of the curriculum will be scheduled during Friday evenings and weekends, where excess of facility capacity exists at KPU Richmond. Existing technologies and online learning infrastructures will be leveraged to deliver the online component of this program.<br><br>This program will also leverage KPU's existing Prior Learning Assessment and Recognition (PLAR) system to allow students to pursue PLAR-based credits so that students with relevant work experience may be assessed and awarded for admission and PLAR credits in this program.<br><br>The Faculty of Graduate Studies at KPU, implemented on September 1, 2024, will support existing academic Faculties that offer graduate programs including the Melville School of Business, in the organization of future capstone or thesis work, assignment of supervisors/guides to students, oversight of the administrative infrastructure and capacity to support master's programs, and the development and successful operationalization of policies, regulations and processes critical to the success and wellbeing of master's degree students, faculty and supervisors/guides. The Faculty of Graduate Studies will collaborate with existing academic Faculties and Departments offering master's programs to provide the leadership, as well as administrative and governance support, required to administer graduate studies at KPU, preventing duplication of resources and efforts by other academic Faculties and departments. Policy AC5 Graduate Degree Studies, existing Policies and Procedures, and Graduate Studies General Regulations provide the guiding vision, principles and procedures in supporting the development and implementation of KPU's master's degree programs.<br><br>No new capital equipment will be required. All faculty teaching the program will be employed faculty at the time of the program start, therefore, their laptops etc. will already be accounted for. Classroom/learning spaces will be schedule as required. No |

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| | renovations will be required. No new staff will be hired for this program, as operations will be incorporated into the current roles of the Associate Dean, Divisional Business Manager, and Administrative Assistants.<br><br>See Stage 1 Appendix 4.4 for Financial Assessment. |
| Provide an enrolment plan for the program over the next four years, identifying projected number of students (full-time and part-time; domestic and international), minimum viable enrolment, and anticipated number of credentials to be awarded each year. | Please see Stage 1 Appendix 4.3 for Enrolment Plan for a detailed enrolment plan for the program. |

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

Melville School of Business

# Master of Operations and Supply Chain Management (OSCM)

# Stage 2 Full Program Proposal

We at Kwantlen Polytechnic University respectfully acknowledge that we live, work and study in a region that overlaps with the unceded traditional and ancestral First Nations territories of the xwməθkwəy̓ə̓ (Musqueam), qí cə́ ý (Katzie), SEMYOME (Semiahmoo), sc̓ə́ waθən (Tsawwassen), qiqéyt (Qayqayt), and kwikwəƛ̓ə́ m (Kwikwetlem); and with the lands of the qw̓ ɑ:nƛ̓ə́ n̓ (Kwantlen First Nation), which gifted its name to this university.

## Standard 1 - Degree Level Standard

### 1.1 Depth and Breadth of Knowledge

This program incorporates the lens of reciprocity by prioritizing Indigenous values and traditions in the learning outcomes and curriculum. As an applied institution, the program is developed to meet the OSCM needs of the region.

Upon completion of the program, graduates will demonstrate the ability to solve OSCM problems and/or opportunities through diverse lenses that are applicable to current industry needs. The program is geared towards supporting students to use evidence and research from industry and external sources to solve real-world situations drawn from their industry of choice or their current professional life.

This program requires all students to have foundational knowledge in OSCM. As a result, each course will be delivered at a deeper level. Students will be immersed into learnings on management business decisions for each course topic area. For example, the "Advanced Logistics Management" course (BUSM 7100) will teach the students to optimize complex logistics networks which includes the whole breadth of logistics.

### 1.2 Knowledge of Methodologies and Research

By the end of the program, students will apply established OSCM techniques and inquiry to develop and complete multiple projects in partnership with industry. Students will integrate fully researched business theory that is not limited to the client organization but includes the broader literature on the subject matter in addition to the client's primary research.

When appropriate, students will provide recommendations that will have metrics attached, so the operational organization client can measure the success or failure of the activity undertaken.

Every course in this program will provide the latest frameworks, methodologies and tools to evaluate operations and supply chains including but not limited to: Theory of Constraints; Indigenous Inclusion and Decolonization; Total Cost of Ownership; Big Data Analytics; Project Management; and Community Impact Analysis.

This program will teach the students how to research properly and use these tools to make fact-based business decisions. This will include projects based on industry issues. Many of these projects could involve the students' current employer. For example, a student may choose to do a lean process improvement project for their employer as part of the "Quality Management and Lean Systems" course (BUSM 7220). Students will complete a capstone report and presentation that demonstrates the student's ability to solve an OSCM problem and/or opportunity that is applicable to current industry needs.

### 1.3 Application of Knowledge

Competency in the research process by applying an existing body of knowledge in the research and critical analysis of a new question, or of a specific problem or issue in a new setting, is best demonstrated in Sections 1.1 and 1.2 above, as well as the diverse, comprehensive curriculum that will help OSCM industry partners address the ongoing skill shortage in the region, the increasing pace of technological change, the need for holistic management and leadership (particularly at the executive level) and the ability for local industries to remain competitive. All courses are designed to have close connectivity to industry partners that will enable students to integrate OSCM research, cutting edge technologies and recent development of scholarship throughout the program.

For example, the core courses will provide the students opportunities to research and report on specific industry current topics like shipping port labour disputes and technology. For example, on November 4, 2024, International Longshore and Warehouse Union Local 514 foremen began limited strike actions and were subsequently locked out by their employer, the B.C. Maritime Employers Association.[1] These supply chain disruptions from Canada's largest and business port (Port of Vancouver) can have a major economic impact. It facilitates the movement of $300 billion in goods each year. Port of Vancouver directly employs 52,700 people and indirectly accounts for 132,000 jobs. This activity contributes to $32.7 billion in economic output and $16.3 billion in GDP."[2] Other examples could include a complex data analytics project in the "Technology and Data Analytics" course (BUSM 7210) where the students will apply their new data analysis knowledge and skills.

### 1.4 Communication Skills

The program will enable students to develop and deliver executive level presentations on OSCM topics in each course. The students will learn how to communicate at an executive boardroom level with internal partners as well as external clients. External clients will be leveraged for selected courses and the "Capstone Project" course (BUSM 7300). Students will also learn how to communicate and negotiate effectively with external partners like suppliers in the Supply Management course (BUSM 7110).

### 1.5 Awareness of Limits of Knowledge

The students will leverage current knowledge and research to critically evaluate the OSCM issues facing KPU's regional industry partners. This program is in alignment with Melville School of Business support for the United Nations Principles for Responsible Management Education (PRME) initiative. PRME aims to raise the profile of sustainability in business and management education.[3]

To enable students to apply diverse OSCM methods to current and future opportunities and challenges, the program and curriculum will be built through diverse lenses, with a focus on Indigenous business practices. To enable the development of dynamic competencies after graduation, Indigenous community journey reflections and dialogue practices will be part of each course. The student will learn to understand how the whole community plays a role in expanding the OSCM needs of the organization. To support this ongoing learning journey, the program will include:

- OSCM scholarly articles found in KPU Library "OSCM Journals and Trade Publications" collection[4]
- Access to knowledge keepers
- Business professionals
- Digital collection (e-portfolio) of industry related course work

All courses throughout the program will emphasize recent developments in operations and supply chain scholarship, including current supply chain and operations management journals and cases and articles in KPU's library databases (SAGE, Business Source Complete, Journal Repositories). That said, the emphasis of the program

[1] https://www.reuters.com/world/americas/canada-west-coast-ports-shutdown-enters-second-day-2024-11-05/

[2] https://www.delta-optimist.com/transportation/vancouver-port-shutdown-has-cost-23b-in-trade-disruptions-since-monday-says-ceo-9775450

[3] https://www.unprme.org/

[4] OSCM scholarly articles currently available are: Journal of Business Logistics; Journal of Operations; Management Journal of Purchasing and Supply Management; Journal of Supply Chain Management; Journal of Transport and Supply Chain Management; Logistics Management; Supply Chain Management Review

will be to build repositories of real case studies, enabled by partnerships with Indigenous Organizations and local companies in the Region.

This program will incorporate Indigenous ways of knowing in all courses. This program includes many technical aspects of OSCM and will evolve to stay current with complex global supply chains. One of the CLOs for the Project Management course (BUSM 7200) is "Integrate best practices for Indigenous inclusion into the projects and businesses."

### 1.6 Professional Capacity/Autonomy

The proposed program targets mid-career professionals in OSCM who are already working in industry. The program is designed to prepare graduates for advancement in their career. Successful completion of industry focused curriculum and deliverables will be the evidence that the graduates of the proposed program will be ready for senior level positions in both the private and public sectors of OSCM.

Students will solve real-life, industry, OSCM problems and/or opportunities throughout the program. The complexity of the formative assessments will continually build from the core courses to the advanced level courses and capstone project. This hands-on ability to demonstrate decision making in industry should lead to accelerated leadership opportunities with current or future employers.

Students will focus on the conceptual and practical aspects of broader implication decision making in diverse OSCM organizations. They will learn the inter-relationships of OSCM decisions on the holistic organization. They will learn how to apply frameworks and tools to evaluate strategic alternatives using financial and non-financial criteria and formulate better strategies through a series of organization analyses, business exercises and current examples from broad, industry contexts.

Students will be given opportunities in every course to choose their own topics of interest as long as they meet the focus area of operations and supply chain management and the learning requirements of the assignment. For example, many students will be able to do complete process improvement projects for their employer or project sponsor. The final capstone course (BUSM 7300) will be an applied project that the student creates. This will create a unique, individual learning journey for every student.

### 1.7 Curriculum Map

The Master of Operations and Supply Chain Management program consists of 4 core courses at 3 credits each for a total of 12 credits. These BUSM 7100 level courses are not foundational, they are advanced courses in the topic areas that will build on the student's knowledge and experience in these areas. This program has 6 advanced courses at 3 credits each for a total of 18 credits for the advanced courses. These BUSM 7200 level courses will build upon knowledge and skills gained in the core courses as well as previous knowledge and industry experience. The final course is the Capstone applied project course (BUSM 7300) which will allow the students to collaborate with a client on an industry consulting project.

It is expected that students will complete all four of the core 7100 level courses prior to taking any advanced BUSM 7200 level courses. This will also ensure students have development level abilities in OSCM before moving to more advanced topics.

To allow flexibility in this program for part-time students MSB will allow the advanced BUSM 7200 level courses to be taken in whatever order works best for the student while considering the scheduling constraints on the

program. All the BUSM 7200 level courses (and BUSM 7100 level) will be completed before the student starts the BUSM 7300 capstone project course. The capstone course is expected to take 2 semesters to complete.

The curriculum map (Stage 2 Appendix 1.2) demonstrates the curriculum is purposefully structured and logically sequenced to ensure that what students are taught matches the academic expectations in a particular subject area and degree level standard. The course learning outcomes (CLOs) for this program were developed to ensure support for the six Master's degree standards.

Please see Stage 2 Appendix 1.1 for a list of the 11 courses and their structure/sequence, as well as their respective calendar course descriptions. Full course outlines are provided in Stage 2 Appendix 1.3.

### 1.8 Learning Outcome Matrix

Program Learning Outcomes: upon completion of the program, learners will be able to:

| | |
|---|---|
| **PLO#1** | Explain diverse OSCM best practices to help the student apply innovative process improvements to an organization |
| **PLO#2** | Critically evaluate alternatives using frameworks, methodologies, and tools to make business decisions with improved economics, and positive social and environmental impact |
| **PLO#3** | Perform data analysis to determine and improve OSCM performance in line with financial sustainability and productivity goals |
| **PLO#4** | Develop OSCM processes that mitigate risk and support an organization's strategy and sustainability goals |
| **PLO#5** | Communicate effectively within and outside of one's organization, including with an organization's most senior leaders |
| **PLO#6** | Lead complex projects and diverse teams, including Indigenous Peoples, by applying project management methodologies and effective leadership and human skills |

For a detailed learning outcome matrix, please see Stage 2 Appendix 1.2.

## Standard 2 – Credential Recognition and Nomenclature

The credential will be named Master of Operations and Supply Chain Management. This program is designed to enable career development for students with related work experience. This profession-oriented master's degree will prepare students to grow their career in this specialized field of practice. Learners in this program will be able to apply their knowledge at the management level in diverse industry OSCM sectors including but not limited to:

- Manufacturing, Construction.

- Any type of services.
- Public Administration.
- Mining.
- Utilities.
- Construction.
- Wholesale and Retail Trade.
- Transportation and Warehousing.
- Information and cultural, industries.
- Waste management.
- Health care and social assistance.
- Arts, entertainment, and recreation.
- Tourism, accommodation, and food services.
- Banking, finance, and insurance.
- Education.
- Military.
- Humanitarian endeavors.
- Consulting.
- Non-profit organizations.

The proposed credential and nomenclature are commonly recognized in BC and Canada. Please see Exhibit 2.1 on page 14 in Stage 2 Appendix 2.1 Feasibility Assessment for a detailed list of related OSCM programs at Canadian Post-Secondary Institutions in B.C. and across Canada.

Letters of support for the proposed program were received from a wide variety of businesses, professional associations, post-secondary institutions, and professional organizations, and are provided in Stage 2 Appendix 2.2. This support confirms that the credential is widely recognized by employers and relevant occupational groups and will contribute to the professional advancement of the graduate across many sectors in the field of OSCM.

The proposed program targets mid-career professionals in OSCM who are already working in industry. The program is designed to prepare graduates for advancement in their career. As such, from an industry employer perspective, this program would be considered a terminal degree. This will be clearly stated in any external marketing collateral intended for prospective program candidates.

That said, the Master's program will expose students to applied research that will set them up for success in the event graduates choose to continue their learning journeys in relevant and applicable doctorate level programs, such as the Doctor of Business Administration (DBA) degree programs. KPU has received Letters of Support from DBA programs at Royal Roads University and University of Calgary confirming that the proposed Masters would meet relevant program admissions requirements to their doctoral business programs (see Stage 2 Appendix 2.3). Any existing admissions relationships with applicable institutions offering relevant doctoral level programs will be clearly stated in any marketing collateral intended for prospective program candidates.

## Standard 3 – Curriculum and Program Content

### 3.1 Bicameral Governance Framework

Please see Stage 2 Appendix 3.1 for a summary of KPU's Bicameral Governance Framework and a list of documentation showing approval of the program by Senate and the Board of KPU.

### 3.2 Consultation

KPU Policy and Procedure AC10 Development and Change of Senate-Approved Programs (See Stage 2 Appendix 3.2) outlines the ways in which program development at KPU should be undertaken by the governance system and processes transparently and through meaningfully shared decision-making among key parties and the University community. During the program proposal development phase of this proposed program, the curriculum developers consulted with many internal key parties at KPU across leadership, academic and service areas to ensure that a wide range of perspectives are considered (See Stage 2 Appendix 3.3). This includes leadership from KPU's Office of Equity and Inclusive Communities, as well as KPU's lead advisor on disability, accessibility and inclusion, and Associate Vice President Indigenous Leadership. During the curriculum development phase, KPU also worked closely with local Indigenous Elders and Knowledge Keepers, and with Michelle Bryant-Gravelle of Elevate & Empower Coaching, an Indigenous leader in the field of operations and supply chain management, in providing guidance on the curriculum. The curriculum developers also presented drafts to and consulted with the Melville School of Business Curriculum Committee in early 2023 for feedback. All feedback collected during the internal and external curriculum consultation process (see Stage 2 Appendix 3.3) were reviewed, considered, and incorporated in the drafting of the proposal by the curriculum developers.

### 3.3 Consultation with Indigenous Peoples, Protection and Respectful Use of Indigenous Knowledge, Intellectual Property, and Wisdom.

In addition to internal resources and expertise such as the Office of AVP, Indigenous Leadership, KPU has engaged external legal counsel with expertise in Indigenous and Aboriginal law to develop agreement templates and protocols concerning the protection and respectful use of Indigenous knowledge, intellectual property, and wisdom.

KPU's intellectual property policy specifically calls out the protection of traditional Indigenous knowledge in accordance with The United Nations Declaration on the Rights of Indigenous Peoples. KPU's Policy and Procedure RS5 Intellectual Property provides guidance on the respectful use of Traditional Knowledge of the Indigenous Peoples and intellectual property (see Stage 2 Appendix 3.4) KPU's Indigenous Studies Liaison Librarian along with comprehensive LibGuides from the KPU Library are available to support and guide faculty and students on the protection and respectful use of Indigenous knowledge, data collection, intellectual property[5], and wisdom. The KPU LibGuides also have resources and guidance on Indigenous research methodology[6] and work that upholds the integrity of Indigenous perspectives and Cultural Protocols, and guidelines on citing Oral Histories[7] with care and respect.

*The xéʔelɬ KPU Pathway to Systemic Transformation*

The xéʔelɬ Pathway to Systemic Transformation Framework is Kwantlen Polytechnic University's response and commitment to upholding the responsibilities expressed through the Truth and Reconciliation Commission of

[5] KPU Library Guide on Indigenous Intellectual Property: https://libguides.kpu.ca/indigenous/indigenousintellectualproperty
[6] KPU Library Guide on Indigenous Research Methodology: https://libguides.kpu.ca/indigenous/indigenousresearchmethods
[7] KPU Library Guide on Oral History: https://libguides.kpu.ca/indigenous/oralhistories

Canada's Calls to Action, the Calls for Justice stemming from the Nation Inquiry into Missing and Murder Indigenous Woman, Girls and 2SLGBTQQIA people, and the United Nations Declaration on the Rights of Indigenous Peoples.

The xéʔelɬ framework was developed with support from the Indigenous Advisory Committee at Kwantlen Polytechnic University. It commits KPU to an ongoing process of systemic transformation through actions detailed in six pathways:

- Reflecting upon our own biases: Examine beliefs and biases about Indigenous peoples and cultures.
- Open to the Community: Create a system that is culturally responsive and ready for all learners.
- Indigenous Voices Matter: Strengthen relationships and partnerships with Indigenous people.
- Holistic Learning and Well-being: Weave Indigenous ways of knowing, doing, being, and becoming in education.
- Weaving Indigenous Worldviews: Foster sense of belonging, personal growth, well-being, and empowerment.
- Thought Meets Action: Commit KPU to annual funding to build capacity for Indigenization across all five campuses.

### 3.4 Consultation with Indigenous Peoples on Curriculum Development

In addition to KPU's Associate Vice President Indigenous Leadership Gayle Bedard and Michelle Bryant-Gravelle of Elevate & Empower Coaching, an Indigenous leader in the field of operations and supply chain management, the Office of the Provost also sought guidance on KPU's graduate studies values from Cyril Pierre, Elder of the Katzie First Nation, Spencer Pierre, member of the Katzie First Nation, and Edward Hall, Knowledge and Language Keeper and member of the Legacy of Chiefs of the Kwikwetlem Nation. The teachings and guidance they shared with KPU have inspired and anchored the notions of connectedness, reciprocity and community that have been carefully weaved throughout the curriculum design and expected learning outcomes of this program.

### 3.5 Program Structure and Program Learning Outcomes

All courses in the proposed Master of OSCM will be new. For program structure including all core and prerequisite courses in this program, including all course descriptions, please see Stage 2 Appendix 3.6.

For Program Learning Outcomes, please see Section 1.7 in this document. For Learning Outcome Matrix, please see Stage 2 Appendix 3.6.

For all Course Outlines, please see Stage 2 Appendix 3.7.

### 3.6 Capstone Project Course

The capstone project is comprised of six credits. The capstone project will require students to work with an organization industry partner and provide a final report and presentation internally, as well as externally to the client. The objective is the project gets implemented into the client or the company. The capstone project will take place over two semesters (8 months).

The Capstone Project will be in alignment with the proposed Faculty of Graduate Studies Standards for Capstone Projects. The principles of AC5 strives to transform traditional, confrontational master's thesis and capstone project defenses into nurturing and supportive Dialogues that emphasize connectedness, reciprocity, and

community, whilst maintaining KPU's commitment to academic excellence. The Master of OSCM's capstone project has been developed incorporating the following essential features listed in AC5:

1. Non-confrontation: learners and Guides will engage in supportive, nurturing, and non- confrontational exchanges for the purpose of understanding and reciprocity.
2. Continuity: learners and Guides will engage in regular conversations on their learning journey throughout the program.
3. Relationality: learners may engage with not only Guides but also peers and community.
4. True Learning: The Dialogue aims to enable learners to truly learn from their mistakes.

The structure of the capstone project will align with AC5 Dialogue by incorporating the following features:

1. The faculty/guide guiding the capstone course will mentor the students in a supportive manner to bring out the best in the student. The faculty and other guides will support the students in communicating effectively with the client. The final written report and presentation will be nurtured by a non-confrontational dialogue between the student and guides with suggestions for improvement prior to sharing with the client.
2. The Master of Operation and Supply Chain Management program has "Reflection and Dialogue" assessments near the end of every course to document the learnings from each course and have a dialogue with the faculty and guides about knowledge gaps and ways to apply their learnings to industry and their community. The capstone project will allow the student to have these dialogues throughout the course on all interim assignments leading up to the final project. Lectures in this course will be limited to timely discussions based on the phase of the project to focus the student on the task at hand.
3. The KPU faculty will help the students connect with guides and mentors that can provide specific knowledge as required on their projects. These guides could come from industry, the community, KPU or other organizations.
4. The student will be challenged to adjust the capstone project scope so that it can be completed within the projected time but is deep enough to gain meaningful learning. A community impact assessment will be required for every project. The project interim deliverables will be reviewed and discussed internally throughout the capstone course to ensure that the student is producing high quality work that will eventually be shared with the client.

### 3.7 Program Length

The program could be completed in four semesters, but it is anticipated that the program will typically be completed in twenty months to five years (five semesters to twelve semesters). Please note the capstone project will take place over two semesters (8 months).

### 3.8 Student Evaluation

Students will be evaluated in accordance with the course outlines, which describe the learning outcomes and expectations as well as the passing grade for each course. KPU's Policy AC4 Student Evaluation and Grading and Procedure (see Stage 2 Appendix 3.5) outline the principles that support student learning by ensuring appropriate assessment and evaluation of student course standing, as well as establishing meaningful grading categories and systems for recording and reporting student grades.

This program is oriented to prepare and educate mid-career professionals in operations and supply chain so the assessment structure contained within it is designed to certify the competencies required at that level. Some of the common assessment structure contained across the program is as follows:

1. Assessments: Students will complete group and individual, formative and summative assessments during each course that will teach the students to solve real industry problems and make better business decisions.

2. Project: Each course includes the requirement that students research, analyze, and make recommendations to improve business performance for a simulated or real consulting project. This will include a substantial report and executive-level briefing presentation. For example:

    a. BUSM 7240 Global Supply Chain Management course will require the students to research a complex global organization and solve global supply chain challenges.

    b. BUSM 7250 Innovation and Leadership course will require the students to research and propose a new product, service and technology that will improve an organization. This will include a detailed report and executive-level business case pitch.

3. Reflection and dialogue: In keeping with KPU's commitment both to decolonization and Indigenization, this program will include, in each course, work designed to honor the learning journey of the students. Each student will continually check-in on their journey through the program and find ways that they can bring the knowledge of the community to their program and benefit their community.

4. The Capstone is a Master's level applied project course that will require students to work with an organization industry partner to research, develop and deliver a final report and presentation internally, as well as externally to the client. Students will be assessed on their ability to lead and manage a project and work effectively with an external client to deliver a valuable solution. Assessments for this course will be supportive and non-confrontational to allow students to truly learn from their mistakes.

### 3.9 Core and Prerequisite Courses

For all Course Descriptions, see Stage 2 Appendix 3.6. For all Course Outlines, please see Stage 2 Appendix 3.7.

### 3.10 Alignment with Program Aim and Goals

The program will cover a comprehensive range of topics in Operations Management (OM) and Supply Chain Management (SCM) – applicable to a large array of economic sectors. The Master of OSCM program will provide graduates with industry-ready, advanced theoretical knowledge and practical skills. The graduates from this program will be ready to take on leadership roles, holistically and strategically managing the activities necessary for the end-to-end production and delivery of goods and services.

The program will prepare graduates for management capacity, leading-edge entrepreneurship, research activities, government leadership, consultancy, and higher education. Specific examples of how the curriculum aligns with the program aims and goals are as follows:

- ✓ The four core courses along with many of the advanced courses in the program will be deep dives into diverse functional areas within OSCM. For example, the Advanced Logistics Management course (BUSM 7100) will dive

deep into warehouse design and transportation planning and strategy for diverse industries like consumer-packaged goods, and bulk freight.

- ✓ All courses in this program will teach the students to use frameworks, methodologies and tools to assess business performance and make informed business decisions. For example, the "Finance and Strategic Planning" course will require the students to use frameworks such as "Porter's Five Forces" to assess an industry and the competitiveness of organizations.
- ✓ All courses in this program will teach the students to engage in deep analysis and reasoning through critical thinking, calculations and problem solving using various data analytics techniques. The program includes an entire course dedicated to "Technology and Data Analytics" that will allow the students to explore many leading-edge technologies including Artificial Intelligence (AI).
- ✓ Many courses in this program will teach students to map, assess, and improve business processes and practices similar to a real industry consulting project. For example, the "Innovation and Leadership" course will teach the students how to redesign businesses, products and services to improve the practices and strategy to make the organization more sustainable and competitive.
- ✓ All courses in this program will require the students to develop and deliver a senior level term report and presentation. The students will learn how to communicate at an executive boardroom level with internal and external partners and with real industry clients in some courses like the "Capstone Project" course. Students will also learn how to communicate and negotiate effectively with external partners like suppliers in the Supply Management course.
- ✓ This program includes a project management course that will teach the students to lead and manage complex projects with diverse stakeholders in a professional manner. These projects will allow the students to get hands-on experience applying new ways of meaningfully doing business with industry and Indigenous communities including the development of community impact statements.

## Standard 4 – Learning Methodologies and Program Delivery

### 4.1 Learning Methodology

This program is an applied executive online program with face-to-face, onsite campus, in-person components. Online courses will be synchronous. Each online course in the program will build on the skills developed during the fixed, in-person components so that graduating students can communicate effectively with specialist and non-specialist audiences at all levels of an organization including diverse people within and external to the organization.

All online courses will leverage technology to meet diverse accessibility needs (e.g., recorded lectures (with captioning and video transcribing), lecture notes/instructions available in a learning management system).

Most of the targeted students are expected to be working professionals. As a result, no more than 30 percent of the program will be in-person. It is proposed that 10 to 15 percent of in-person components will be fixed and may include program orientation, team building and industry connection events. All fixed, in-person components will have hybrid capabilities in the event students can't attend in person due to financial, geographic, accessibility or work issues. For example, students at all stages of the program will meet in-person for four days, every four months. This accommodates those students pursuing part-time studies and working full-time.

Up to 10 to 15 percent of lecture time may have in-person components with hybrid access--if it supports faculty delivery of the courses. In-person components of lectures may focus on collaboration and networking with classmates, faculty, Indigenous and Industry partners, guest speakers, case competitions and employer site tours.

In summary, the program will incorporate hands-on, experiential learning by allowing students to explore leading edge technologies like autonomous humanoids and robots displacing assembly line workers. Data analytics will be incorporated into every course to make sure that the students can use analytical tools and techniques like artificial intelligence (AI) to turn quantitative and qualitative data and information into better business decisions with less work in a shorter period of time. Students will learn to consider emergent technologies to design better operations processes and supply chains that are more resilient and responsive.

### 4.2 Academic Support for Indigenous Ways of Knowing, Methods for Assessment

The curriculum design of this program allows for faculty and students to draw upon Indigenous ways of knowing. In addition, the proposed program supports faculty and students who wish to draw upon Indigenous methods for assessing and providing feedback throughout the program. The following section outlines the many Indigenous academic supports available for students wishing to draw upon Indigenous ways of knowing and methods for grading and providing feedback in their learning journeys at KPU.

*Indigenous Student Services (ISS)*

Indigenous Student Services (ISS) works collaboratively with multiple departments across the university to support the success of Indigenous students, while acknowledging the diversity in their identities, cultures, languages and experiences as they pursue academic studies. The delivery of student support services is guided by the 4 R's: Indigenous people seek an education "that respects them for who they are, that is relevant to their view of the world, that offers reciprocity in their relationships with others, and that helps them exercise responsibility over their own lives." (Kirkness & Barnhardt, 1991[8]). ISS actively engages with the Indigenous community stakeholders to ensure cultural authenticity and the inclusion of Indigenous voices in its work on campus.

*Elder in Residence*

KPU's Elder in Residence program is to support and encourage Indigenous students on their educational journey. In his role as KPU's Elder in Residence, Lekeyten, of the Kwantlen First Nation, shares knowledge, traditions and teachings with individual students and groups and work with the University to encourage and promote understanding and respect for Indigenous perspectives, culture and values. KPU's Elder in Residence provides a wide range of support to students including but not limited to offer support, encouragement and culturally sensitive counselling, assist in spiritual/emotional student crisis situations, participate in classroom discussions, assist in adapting curriculum from an Indigenous perspective, impart traditional knowledge, ceremonies and language.

*Indigenous Student Transition and Engagement*

The Coordinator of Indigenous Student Transition and Engagement is responsible for providing direct support to Indigenous students and the coordination and delivery of specialized culturally relevant programming that supports the transition and engagement of a diverse Indigenous student population at KPU. The Coordinator works directly with Indigenous learners to provide guidance and advice, coordinates programming that supports Indigenous student recruitment, transition, persistence and retention, leads student events and provides leadership to a team of paid and volunteer Indigenous peers.

[8] Kirkness, V. J., & Barnhardt, R. (1991). First Nations and Higher Education: The Four R's—Respect Relevance, Reciprocity, Responsibility. Journal of American Indian Education, 30, 1-15.

### 4.3 Program Delivery

As a blended program (online synchronous and in-person), in-person learning activities will be mostly focused on networking, collaborating, and interacting with peers and industry partners otherwise, rather than standard, course-based instruction, where students will be able to work on projects that relate theories to practical contexts. This program will have weekly online synchronous classes with a live industry experienced faculty. The courses are developed to include the most focused industry experience possible with real industry projects, current case studies/articles, industry guest speakers and tours of BC lower mainland operations and supply chain facilities. The courses will allow the students to discuss recent events impacting operations and supply chains like pandemic shutdowns, and trade corridor blockages.

All program intakes will launch with an in-person orientation. As mentioned in Section 5.1, fixed in-person components will take place over four-day intensives, in a retreat-like setting, one week before the start of each semester (early January, May and September). Depending on the students' progress through the program, the fixed, in-person components can focus on diverse areas such as orientation training, team building, communication, and leadership skills. The fixed, in person components will be a blend of coaching, mentoring, facilitation and learning.

Students will be organized into diverse learning groups throughout the fixed, in-person components. The objective is for participants to create strong connections with multiple subsets of the class. This relationship building will encourage students to seek input and support from peers throughout subsequent semesters.

Each fixed, in-person components will have an OSCM problem for participants to solve. The summative assessment for the fixed, in-person components will be diverse presentations to panels (faculty, industry and Indigenous partners). While the preference is for students to attend fixed, in-person components activities such as networking, guest speakers, presentations and panels can take place in technology supported environments (e.g., dedicated technology enhanced classroom) on the KPU Richmond campus to meet diverse accessibility needs.

As the main purpose of the fixed, in-person components is to develop relationships with fellow students and industry partners—through guest speakers, site visits, events—this in-person exposure will enable the students to build the networks necessary to support a capstone level project. Alternatively, if the capstone project is sponsored by a student's employer, the internal project sponsors will be invited to participate in the fixed, in-person components.

### 4.4 Policies on Technology-, Computer- or Web-Based Learning and Modes of Delivery

Please see Stage 2 Appendix 4.1 for KPU Policy and Procedure IM3 Information and Educational Technology pertaining to the use of technology at KPU, and Stage 2 Appendix 4.2 for definitions of course delivery models and principles for course planning and schedule, as approved by KPU Senate on May 30, 2022.

### 4.5 Expertise and Resources (human and material) Available

See section 7.1 for details on the expertise and resources (human and capital) available to ensure there is broad access to technological resources and learning methodologies for students.

## Standard 5 – Admissions, Transfer, and Residency

### 5.1 Admission Process and Requirements

KPU welcomes applicants from a diverse range of backgrounds throughout the world. Admission for graduate studies follows KPU's defined AR2 Admission Policy & Procedure (Please see Stage 2 Appendix 5.1 for KPU's Policy and Procedure AR2 Admission).

Applications for the program are available online eleven months prior to the program commencing. Applicants to the Master's in OSCM will be assessed based on the following admission requirements for the program.

Applicants will be supported through the application process with regular communications on next steps and provided with a point of contact to reach out for assistance. Applications will be reviewed on a regular basis, in coordination between Office of the Registrar, International Admissions and the Program Coordinator. Complete applications will be reviewed by an admission selection committee based on the admission selection criteria to determine applicants best suited to the program. Applicants will be notified of the admission decision. When there are more qualified applicants than capacity, an admissions waitlist is managed. Qualified applicants are provided with an offer of admission based on program capacity. Conditional admission may be considered as a recruitment strategy with all conditions being complete prior to the start of the program. Exceptions to admission may be considered in rare circumstances where sufficient rationale is provided, with approval of the Program Chair, Dean(s), Registrar and Provost & VP Academic.

Students who have completed coursework from a recognized post-secondary institution per AC6 Recognition of Prior Learning (RPL) Policy & Procedure (Please see Stage 2 Appendix 5.4 for Policy and Procedure AC6 Recognition of Prior Learning) may request a transfer credit evaluation for like coursework at the graduate level. Students with significant, relevant work experience may also seek recognition of prior learning opportunities to obtain graduate credit towards program requirements.

#### *Admission Requirements*

In addition to the Melville School of Business' Admission Requirements, which consist of KPU's Undergraduate English Proficiency Requirement, the following program admission requirements apply:

- Successful completion of a recognized undergraduate degree with a minimum cumulative GPA of 3.00, or a minimum grade point average of 3.00 based on the last 60 undergraduate credit.
- Two reference letters from qualified referees, supporting the applicant's ability to undertake advanced studies in the area of interest.
- A statement of intent, 800 – 1000 words.

For detailed information regarding references and the statement of intent, visit the program's page in the Melville School of Business website.

The program is best suited for applicants with a minimum of three years of work experience and/or training in operations and/or supply chain management or a related field. Applicants with an equivalent combination of education and significant, relevant professional experience may be considered for the program. All applicants are assessed by an admissions committee for maturity, fit to the academic program, educational background, and work experience, using the statement of intent and references. Applicants may also be interviewed by a member of the Admissions Committee as part of the application screening process. Meeting the minimum admission requirements does not guarantee admission into the program.

## 5.2 Promoting Admission, Retention, and Success of Indigenous Students

Please see Section 4.2 for practices and academic and student supports in place to promote the admission, retention, and success of Indigenous students at KPU.

*Aboriginal Admission Category*

The Aboriginal admission category is one of the many applicant categories in KPU's Policy and Procedure AR2 Admission that specifically support the admission process for Indigenous applicants. KPU recognizes that applicants come with various backgrounds and experiences. An applicant applying under the Aboriginal Applicant category may be considered on an individual basis through an assessment of educational background, cultural knowledge, life experience, academic goals and personal achievements. Each applicant under the Aboriginal admission category will be evaluated by the Aboriginal Admissions Committee[9] composed of one Aboriginal faculty member, one representative of the Faculty to which the candidate is applying, one designated member of the KPU Aboriginal Advisory Committee and one representative from Admissions. The committee will have the authority to recommend to the Registrar students for admission and determine if specific conditions are required for enrolment. (Please see Stage 2 Appendix 5.1 for Policy and Procedure AR2 Admission.)

*Indigenous Tuition Waiver*

KPU waives tuition fees for eligible Indigenous students as part of its newly-detailed commitment to advancing truth and reconciliation. Beginning fall 2023, the university will waive tuition for incoming and current KPU students who are members of the Kwantlen, Katzie, Semiahmoo, Musqueam, Tsawwassen, Qayqayt, and Kwikwetlem First Nations.

*Indigenous Emergency Assistance Fund*

Through a generous contribution from the Ministry of Advanced Education, Skills & Training, KPU has established the Indigenous Emergency Assistance Fund to help Indigenous students who are facing financial barriers.

*Commitments and Activities at KPU*

In support of KPU's xé?elɬ Pathway to Systemic Transformation Framework, the KPU Indigenous Hub[10] serves as a central point for the university community in accessing KPU's Indigenous resources, including student services, faculty resources, Indigenous community events and information on Indigenous culture, language and history. The Office of Research and many academic Faculties are also engaged in many projects, research and scholarship work, field schools, reading circles, workshops, events and activities with Indigenous communities[11].

## 5.3 Promoting Admission, Retention, and Success of Traditionally Underrepresented Groups

In 2022, KPU's Task Force on Anti-Racism presented its Final Report and Recommendations[12] (see Stage 2 Appendix 5.2) after two years of deliberations and consultations within and beyond KPU, along with conducting many surveys, research, literature reviews, and data analysis. The Task Force put forward 64 recommendations with immediate effect, including the development on an institutional vision statement and policy with a focus on anti-racism and an anti-Indigenous racism Action plan. The report listed a number of ongoing and long-term recommendations to support the recruitment and retention of students from traditionally underrepresented

[9] The Aboriginal Admissions Committee referenced in Policy and Procedure AR2 Admission is in fact called the Indigenous Admissions Committee in all communication and publication materials at KPU.

[10] KPU Indigenous Hub: https://www.kpu.ca/indigenous-hub

[11] KPU's commitments and Indigenous activities: https://www.kpu.ca/indigenous/activities

[12] KPU's Task Force on Anti-Racism Final Report and Recommendations: https://wordpress.kpu.ca/antiracism/updates/

groups with a focus on policy development, education and training, curriculum and pedagogy, student engagement and internationalization.

The Office of Equity and Inclusive Communities (OEIC)[13] leads a number of initiatives that promote the admission, retention, and success of traditionally underrepresented groups as follows:

- Inclusion of student representation on the University Diversity and Equity Committee (UDEC), Disability Inclusion Group (DIG), Accessibility Committee, Pride Advocacy Group, Anti-Racism Committee
- Pride Peer Leaders, a peer-to-peer program with a specialized focus on supporting 2SLGBTQIA+ students at KPU.
- Awards and funding opportunities made eligible for students including the Justice, Equity, Diversity and Inclusion (JEDI) Awards[14], OEIC Sponsorship Fund[15], UDEC Sponsorship and Event Fund[16].
- The Pride Advocacy Group Student Awards for students who self-identify and have shown commitment to 2SLGBTQIA+ activism at KPU or in their own communities. A total of $20,000 was awarded to students in the Pride community in 2023-2024, with $10,000 committed to Pride students and another $10,000 to BIPOC students in 2024-2025.
- Implementation of recommendations from KPU's Accessibility Plan[17] (ongoing) including but not limited to improving admission processes and scholarship opportunities for students with disabilities, installation of on-campus Braille printers, flexible course offerings, alternatives for full-time cohort programs to support accessibility, training for faculty on student accommodation plan, revising policy to support academic accommodations for students with disabilities (See Stage 2 Appendix 5.6), more accessible equipment in classrooms.
- Development of a BIPOC policy.
- Development of Black Excellence Awards.

### 5.4 Enrolment Plan

Please see Stage 2 Appendix 5.3 for a detailed enrolment plan for this program, which includes a five-year projection of cumulative enrollment that accounts for projected attrition and indicates the number of current and new faculty and staff required to support the program.

### 5.5 Transfer Credits Arrangement

Students transferring from recognized Master's programs will need to meet the admission requirements for this program. The students may apply for transfer credit evaluation for courses completed in their recognized Master's programs.

The academic standards, eligibility, required documentation, assessment process, the granting of transfer credits for this program, and grading and recognition of transfer credits will adhere to KPU's Policy AC6 Recognition of Prior Learning (RPL) and related Procedure (Please see Stage 2 Appendix 5.4 for Policy and Procedure AC6 Recognition of Prior Learning.)

[13] KPU's Office of Equity and Inclusive Communities: https://www.kpu.ca/oeic
[14] JEDI Awards: https://www.kpu.ca/oeic/jedi-awards
[15] OEIC Sponsorship Fund: https://www.kpu.ca/oeic/sponsorship-fund
[16] KPU UDEC Sponsorship and Event Fund: https://www.kpu.ca/oeic/udec/event-fund
[17] KPU Accessibility Plan: https://www.kpu.ca/oeic/accessibility-plan

### 5.6 Prior Learning Assessment and Recognition (PLAR)

The academic standards, eligibility, required documentation, assessment process, the granting of prior learning assessment and recognition for this program, and grading and recognition of the same will adhere to KPU's Policy AC6 and Procedure AC6 Recognition of Prior Learning (Please see Stage 2 Appendix 5.4 for Policy and Procedure AC6 Recognition of Prior Learning.)

### 5.7 Articulation Requirement

Not applicable. Currently, there are no identified credit transfer opportunities by other post-secondary institutions within the province or other jurisdictions. KPU's institutional framework for developing block transfer/articulation agreements is stipulated in Policy and Procedure AC6 Recognition of Prior Learning (Please see Stage 2 Appendix 5.4.)

### 5.8 Residency Requirement

This program requires the completion at KPU of course requirements that comprise a minimum of 27 credits, which is 75% of the total credits (36 credits) required for this master's degree program. The residency requirement standards for KPU credentials are stipulated in Policy and Procedure AC14 KPU Credential Framework (Please see Stage 2 Appendix 5.5.)

## Standard 6 – Faculty and Staff

### 6.1 Number of faculty, administrative and academic support services staff

As for the administrative support, a plan to add administrative assistant, success coach, and associate dean position will be considered once the program is revenue positive. At the launch of the program, there is sufficient current staffing within the Melville Dean's office to support these administrative and support activities. Additionally, industry connections will be available from the start date within the current staffing compliment. The rationale for the timing of revenue positive status is to ensure there is funding available to add additional support for the program's continued success in creating and retaining industry sector connections focused on the final capstone course work and the continued high level support for positive student learning experiences and faculty support.

As for the number of faculty, it will align with the number of courses being offered, as per the roll-out schedule. With 11 courses, the minimum will be 3.625 FTE (including course release for the Chair). However, due to specialized knowledge and scheduling, the number of faculty needed to cover the depth and breadth of the curriculum will need to be determined. The attached list of faculty members and their credentials who are currently working as faculty in the Melville School of Business provides the range of expertise (See Stage 2 Appendix 6.3).

It is anticipated that 0.88 FTE will be required to launch this program, with an anticipation of 8 students minimum expected at launch in fall 2026, and 25 students at steady state. (See Stage 2 Appendix 6.1 for a detailed enrolment plan.)

The faculty hiring process will not begin until this program receives Ministerial consent for implementation. Once the proposed program receives Ministerial consent for implementation, the Melville School of Business will establish a set of minimum faculty qualifications for faculty teaching in this program. The qualifications will be forwarded to the Dean of the Faculty of Graduate Studies, in consultation with the Dean of Melville School of

Business, before they are implemented for the hiring process. See Stage 2 Appendix 6.2 for Policy and Procedure AC13 Minimum Qualifications for Faculty Members.

However, a Qualified Faculty Inventory (QFI) for the proposed program, with curriculum vitae, is included in Stage 2 Appendix 6.3. A total of six doctoral faculty are qualified to teach in the proposed program. Two additional faculty members who are currently working on completing their doctoral program are expected to complete their doctoral studies and be qualified to teach in this proposed program by the time the program is implemented, pending Ministry's approval.

The six doctoral faculty members in the QFI specialize in a wide range of operations and supply chain disciplines from systems engineering, industrial engineering, business administration and economics, technology and knowledge management, and operations research. Two faculty members have doctoral degrees in systems engineering and industrial engineering, with deep expertise in 1) the planning, design, and operation of supply chains, 2) system and process engineering that look at the efficiency and effectiveness on the integration of workers, machines, materials, information and energy which devise a project or provide a service. All of which are deeply involved in coordinating production, as well as operations and supply chain management processes.

The doctoral faculty members' research interests, publications and scholarly activities cover a range of operations and supply chain topics ranging from supply chain systems management and modeling, production planning and scheduling, reliability evaluation and optimization, operations and organization management, business analysis, system management and planning, sustainable innovation, digital technologies, logistics and transportation management, computers and industrial engineering, and operations research.

### 6.2 Support for Applications from Qualified Indigenous Peoples

KPU applied to and received approval from the BC Office of Human Rights Commission in April 2022 to purposefully aim to hire 10 faculty, 5 admin and 7 support staff who self-identify as Indigenous, including First Nations, Métis, and Inuit by February 2027. As a result of the approval, KPU offers the British Columbia Office of Human Rights (BCOHR) Special Hiring Program. This initiative offers a significant opportunity to strengthen KPU's commitment to enhancing representation in the KPU community. Under the Special Program, hiring managers are able specify in job postings, using approved language, that candidates who self-identify as Indigenous will be prioritized for selection. KPU's Special Hiring Program is part of a broader initiative to improve conditions for equity-denied groups, focusing on increasing the representation of Indigenous Peoples in our workforce. Through this program, KPU aims to achieve the following goals:

- **Increase Representation**: Contribute to hiring faculty, administrative staff, and support staff who self-identify as Indigenous, including First Nations, Métis, and Inuit.
- **Foster Inclusivity**: Support the creation of a welcoming and inclusive workplace that reflects the diversity of our community.
- **Support Indigenous Employees**: Support the success of Indigenous employees through culturally responsive practices and policies.

KPU's Human Resources, Indigenous Services and the Office of Equity and Inclusive Communities also provide support to hiring managers to promote and recruit Indigenous candidates. See Stage 2 Appendix 6.4 for a detailed overview, process and relevant documents about KPU's Special Hiring Program.

### 6.3 Support for Applications from Traditionally Underrepresented Groups

All KPU job postings include language encouraging applications from equity deserving groups:

> *Kwantlen Polytechnic University welcomes and encourages applications from equity deserving groups and diverse experiences including, but not limited to, Indigenous people, racialized people, people with disabilities, and members of the 2S/LGBTQIA+ community.*
>
> *If there are any barriers that you are experiencing or an accommodation that we can provide to support you through the application process, please reach out to us at humanresources@kpu.ca.*
>
> *We thank all applicants for their interest in employment with KPU. Only those selected for an interview will be contacted.*
>
> *Kwantlen Polytechnic University is committed to protecting the safety and welfare of employees, students, and the general public, and upholding the reputation and integrity of the University. For this reason, final applicants will be asked to undergo a background check.*

The Office of Equity and Inclusive Communities (OEIC) works to support Human Resources on staff and faculty recruitment through networks that are more accessible and reachable for traditionally underrepresented groups (e.g., BIPOC Jobs[18]). A LinkedIn Learning course, Uncovering Unconscious Bias in Recruiting and Interviewing (see Stage 2 Appendix 6.10), is mandatory or strongly recommended for all search committee members at KPU in support of managing bias in hiring.

KPU's Equity, Diversity, and Inclusion (EDI) Recommendations for Institutional Change Action Plan (see Stage 2 Appendix 6.11) aims to support EDI practices throughout the university, strengthen employee awareness and understanding of EDI, and address systemic barriers to create space for full participation of employees in the university community. The Action Plan made a number of recommendations, with many subsequently implemented to address various themes including hiring. Specifically, these recommendations include but are not limited to:

- review and revise policies and procedures relating to recruitment, hiring, and search committees to align with current and effective EDI practices,
- ensure that all search committee members, hiring managers, and HR representatives have completed relevant EDI training,
- revise existing and develop future position descriptions, job advertisements through an EDI lens,
- revise strategies for placing job advertisements in spaces and job boards that serve equity-denied groups (e.g., BIPOC Jobs), and
- implement the BC Office of Human Rights Special Program to facilitate applications from equity-denied groups.

### 6.4 Relevant Policies

1. Minimum faculty qualifications: Policy and Procedure AC13 Minimum Qualifications for Faculty Members (see Stage 2 Appendix 6.2) guide the University in the appointment of faculty with the appropriate credentials, scholarly records and experience commensurate with the academic, professional and industry standards of their disciplines, and the educational programs, courses, service and community engagement, and research activities of which they are comprised.

[18] BIPOC Jobs: https://www.bipocjobs.ca/

2. Protection of academic freedom: see Stage 2 Appendix 6.5 for Policy AC8 Principles of Academic Freedom and Responsibility.
3. Review of faculty performance: "Article 19.01 - Evaluation" (p. 95 of 128) and "LOU #2 – Faculty Members Performance Review" (p. 107 of 128) in the KPU-Kwantlen Faculty Association Collective Agreement outline the process for faculty performance review at KPU.
4. Teaching, supervision and student counselling loads: "Article 12 – Working Conditions" (p. 45 of 128) in the KPU-Kwantlen Faculty Association Collective Agreement outlines the working conditions and loads of faculty at KPU.
5. Professional development of faculty: KPU faculty are entitled to 21 days of professional development. Additionally, Article 16 – Professional Development (p. 78 of 128) of the of the KPU-Kwantlen Faculty Association Collective Agreement outlines the funds available to faculty for professional development.

### 6.5 Policies and Practices on Types of Academic Appointment

"Article 4 – Search Procedures" (p. 18 of 128) in the of the KPU-Kwantlen Faculty Association Collective Agreement outlines the search process to hire faculty for permanent and temporary positions. "Article 1.05 – Definitions" (p. 8 of 128) in the KPU-Kwantlen Faculty Association Collective Agreement defines the types of faculty positions (non-regular, regular), and it outlines how a non-regular faculty can be converted to a regular faculty.

### 6.6 Protection of Indigenous Data Collection Processes and Ownership, Control and Access

KPU's administration as well as researchers have embraced best practices related to Indigenous research. KPU's exhaustive set of definitions related to research, innovation, and scholarship includes Indigenous research paradigms.

The Indigenous research agreement template(s) developed has been used to foster successful research collaborations with Indigenous partners. It includes language on the principles of ownership, control, access, and protection (OCAP), as well as respect for traditional Indigenous knowledge.

KPU's Research Ethics Board reviews Indigenous research applications in accordance with Tri-Council Policy Statement (TCPS) 2 (2022) – Chapter 9: Research Involving the First Nations, Inuit, and Métis Peoples of Canada[19], and has undertaken the necessary training (e.g. OCAP) and capacity development towards that goal.

In association with the Office of Vice President, Equity and Inclusive Communities and the Office of Research Services, a dedicated research officer focused on EDID (equity, diversity, inclusion, and decolonization) will be hired in the coming months who will strengthen KPU's capacity in the coming months.

### 6.7 Student Support Services

Students at KPU enjoy a wide range of academic, wellness, and social supports to encourage retention and successful program completion[20]. We are focused on each student's sense of belonging and community, access to support services, and engagement with their studies, ensuring our students thrive not only in their studies but beyond.

New students are welcomed by a robust new-student orientation and first-year experience, ensuring they have the immediate information and guidance needed to make a strong start. Throughout their academic journey, KPU

[19] TCPS 2 (2022) – Chapter 9: Research Involving the First Nations, Inuit, and Métis Peoples of Canada: https://ethics.gc.ca/eng/tcps2-eptc2_2022_chapter9-chapitre9.html
[20] KPU Student Affairs: https://www.kpu.ca/student-affairs

students are supported by our Indigenous Elder in Residence, personal counselling, academic and career advising and faculty success coaching, accessible technologies and accommodations support, free subject-specific tutoring and learning strategies workshops through the Learning Centre, multifaith sacred spaces and chaplains representing a variety of faiths and worldviews, a wealth of free and low-cost sport and recreation activities and facilities, and scholarships, awards and bursaries including emergency aid resources. The KPU Library offers a student's guide[21] and tutorials to conducting research. The Office of Research Services[22] provide students with research support, training and education, and student funding through the Student Research and Innovation Grants (SRIG)[23].

These are framed by a proactive approach to restorative justice in resolving issues of student conduct and integrity, and identification of any outreach to at-risk students for referral to support services. This student-first approach is key to how KPU has adapted to new virtual and hybrid learning models, and our intention to deliver courses and services with the flexibility and accessibility our students' demand.

### 6.8 Professional Staff Support and Minimum Qualifications

The current compliment of professional staff within the Melville School of Business will be supporting the program's operations and providing leadership to faculty and students, oversee the program's administrative needs, and future accreditation responsibilities. Please see Stage 2 Appendix 6.12 for a list of professional staff who will provide support for learning and information resources, and includes each position's minimum qualifications.

### 6.9 Curriculum Vitae

Please see Stage 2 Appendix 6.3 for a list of qualified faculty members' detailed curriculum vitae.

### 6.10 Policies on Faculty Research/Scholarly Activity Requirements

KPU has an extensive set of policies (see Stage 2 Appendix 6.6) specific to support research and scholarship that cover faculty, other employees, and students. It includes policies specific to responsible conduct of research (research integrity), research involving humans, administration of research funds including indirect costs, intellectual property, and the use of animals in teaching and research. Broader university policies relevant to research includes those related to privacy and information security, confidentiality, and conflict of interest.

Additional policies, guidelines, strategies, and procedures are being developed or updated as well. In recent years, KPU drafted guidelines on payments to research participants, and handling of human remains. KPU also developed a strategy on research data management (see Stage 2 Appendix 6.7). A new policy governing research centres and institutes is also under development.

### 6.11 Research Ethics Board, Animal Care Committee

*Research Ethics Board (REB)*

KPU's Research Ethics Board (https://www.kpu.ca/research/research-ethics) ensures that appropriate standards are followed and to support researchers in their efforts to conduct ethically sound research when research is conducted using humans. Specific policies and procedures governing Research Ethics Review at KPU below are available to all researchers before applying for ethics review at KPU.

[21] KPU LibGuides on Research Help: https://libguides.kpu.ca/research

[22] KPU Office of Research Services: https://www.kpu.ca/research

[23] Student Research and Innovation Grants (SRIG) at KPU: https://www.kpu.ca/research/funding-opportunities/student-funding

1. Tri Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS 2) -2022
2. KPU Policy and Procedure RS1 Research Involving Human Participants and Procedure (See Stage 2 Appendix 6.8)

Unless expressly exempted, all research under the auspices of KPU involving humans requires prior review and approval by the REB. This includes research by those who are not KPU employees or students.

*Animal Care Committee (AAC)*

KPU's Animal Care Committee (AAC) (https://www.kpu.ca/research/acc) ensures the humane and ethical care of animals used in teaching and research. As required by the Tri-Agency Framework: Responsible Conduct of Research and the Agreement on the Administration of Agency Grants and Awards by Research Institutions, the ACC ensures the animal care and use program complies with the policies and guidelines set forth by the Canadian Council on Animal Care (CCAC), the national oversight body of animal-based scientific activities in Canada.

Specific policies, procedures and guidelines governing the use of animals at KPU should be reviewed by all investigators and instructors before submitting an animal use protocol to the ACC.

- Canadian Council on Animal Care - Policies
- Canadian Council on Animal Care - Guidelines
- KPU Policy and Procedure RS6 Animal Use and Ethics in Teaching and Research (See Stage 2 Appendix 6.9)

All research and teaching involving animals (and in certain cases, animal tissues) under the auspices of KPU requires prior review and approval by the ACC. This includes collaborations involving animals with those who are not KPU employees or students.

## Standard 7 – Program Resources and Infrastructure

### 7.1 Program Resources

Please see Stage 2 Appendix 7.1 for a detailed summary of Program Resources including: Information Technology; Facilities and Equipment; Learning Resources; Program; Student Support Services.

### 7.2 Implementation Schedule

The anticipated implementation date for the first intake is September 2026. There will be two intakes a year: fall and spring. This will be non-cohort based-delivery; students can take courses at their own pace. It is anticipated that eight (8) students minimum are expected at launch in fall 2026, and 25 students at steady state.

As of September 1, 2024, a new Faculty of Graduate Studies came into effect. A Dean was subsequently appointed to lead the Faculty of Graduate Studies at KPU. On October 21, 2024, Senate approved the bylaws for the Graduate Studies Council, a governance structure in the Faculty of Graduate Studies that will be empowered to govern its activities, to act upon matters relating to graduate studies at KPU, to consider matters that concern Faculty of Graduate Studies' governance and responsibilities such as providing guidance on academic standards, program proposals at the graduate degree level, and develop policies specifically pertaining to graduate degree studies, in conjunction with existing policies and governance structures. The proposed Master of OSCM will be reviewed by the Graduate Studies Council in fall 2024 for recommendation to Senate as part of the governance process for program development at KPU.

Section 47(1) of the University Act[24] stipulates that Special Purpose Teaching Universities are to, inter alia, provide academic programs leading to certificates, diplomas, baccalaureate, and master's degrees that meet the needs of the region and beyond. The Melville School of Business is ready to offer master's degree programming at KPU, as it has been offering two graduate diplomas at KPU for over two years with great success. KPU is ready to expand its graduate degree programs that enable members of its region's workforce to upgrade their credentials through innovative new graduate degrees at KPU such as the proposed Master of OSCM. In addition, KPU's research capacity and funding have expanded over the years led by KPU's Office of Research Services, along with an increasing number of Research Chairs at KPU[25].

### 7.3 Institution's Plans on Learning and Information Resources Renewal and Upgrade

KPU has a regular Information Technology infrastructure refresh and upgrade program aimed at ensuring the reliability, availability, and security of our systems that support our academic and administrative operations. This includes KPU's learning technology ecosystem platforms such as Moodle, Pebble Pad, WordPress and other approved educational technology tools supported by KPU .

## Standard 8 – Program Review and Assessment

### 8.1 Program Review

Please see Stage 2 Appendix 8.1 for KPU's Policy and Procedure AC3 Program Review on the requirements, governance process and procedures supporting program review at KPU.

This program will be subject to KPU's Policy AC3 Program Review, which requires programs to be evaluated every five years. This is a comprehensive review that starts with a self-study, which is data informed and includes curriculum mapping, assessment of enrolment, student success, retention and graduation trends, as well as feedback from current students, graduates and faculty. This is followed by an external review to validate the self-study and provide additional information on the program's strengths and areas needing improvement, and then a quality assurance plan to address recommendations that arise from the self-study and external review. After the plan has been approved by Senate there are annual follow-up reports until the actions identified in the quality assurance plan have been implemented. Details about KPU's program review process, including guides and report templates, can be found here: Program Review | Kwantlen Polytechnic University (kpu.ca)

### 8.2 Role of External Program Advisory Committee

A Program Advisory Committee, as per the KPU Policy and Procedure AC1 Program Advisory Committee (see Stage 2 Appendix 8.2), will be created once the proposed Master of OSCM is approved for implementation by the Ministry. The advisory committee will invite membership from the industry sector of Supply Chain, Operations, and Logistics. The advisory committee will also invite other academics within BC who are engaged in research, teaching, and scholarship in the discipline. Since the program is not approved, a committee has not been created during the development stage, rather the developers have consulted extensively across the sector as well as with other academic institutions, internally within KPU, and indigenous experts in the field to advise, inform, and provide feedback during the development. Ongoing oversight, feedback, and advice will be garnered through the formed Program Advisory Committee, and the program will adhere to the Ministry's Program Review schedule and be included in the Melville School of Business' international accreditation review processes.

[24] University Act: https://www.bclaws.gov.bc.ca/civix/content/complete/statreg/7900609/96468/?xsl=/templates/browse.xsl
[25] KPU Research Chairs: https://www.kpu.ca/research/research-chairs

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Melville School of Business

# Master of Operations and Supply Chain Management (OSCM)

# Stage 1 Appendices

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**Appendix 1.1 - Feasibility Assessment**

# Feasibility Assessment for the Proposed Master of Operations and Supply Chain Management Degree

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Kwantlen Polytechnic University
September 4, 2024

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# Summary of Assessment

The purpose of this report is to assess the labour market need, competitive environment, and student demand for the proposed Master of Operations and Supply Chain Management (OSCM) degree program. Conclusions provided at the end of each chapter are duplicated below.

## Description of KPU's Proposed Program

The proposed Master of OSCM program is designed for mid-career students already working in OSCM-related fields, who are aiming to advance into leadership positions. Courses in the program will combine to cover all three areas of management (i.e., operations, supply chains, logistics), and will include topics such as: quantitative methods and data science, risk management, communications, sustainability, information systems, inventory management, strategic planning, leadership, and ethics. In addition to coursework, students will complete an applied capstone project.

Graduates of the proposed program are expected to become proficient in:

- Understanding and explaining frameworks, tools, and technologies that lead to functional OSCM processes,
- Optimizing the design of OSCM processes in line with financial, sustainability, and productivity goals,
- Implementing OSCM processes in support of an organization's vision, goals, and competitive position,
- Creating and applying OSCM policies that mitigate risk and comply with relevant legal, regulatory, and ethical standards,
- Leading start-to-finish OSCM processes from a holistic, strategic perspective that integrates relevant broad-scale contextual factors, and
- Communicating clearly and effectively within and outside of one's organization, including to an organization's most senior leaders.

The program is best suited for applicants with a minimum of three years of work experience and/or training in operations and/or supply chain management or a related field.

The proposed program may be taken on a full- or part-time basis, and can be completed in four terms of full-time study, although five terms is more realistic given the course load. Initially, however, the program will be offered only on a part-time basis and it is expected that most students will study part-time. In order to make the program suitable for working professionals, courses will largely be scheduled during evenings and weekends, and/or in online or hybrid formats. No more than 30% of course work will be in-person, given that most of the students are expected to be working professionals. In-person activities will be mostly focused on networking, collaboration, and otherwise interacting with classmates and industry partners, rather than standard course-based instruction.

# Labour Market Demand Assessment

Overall, the labour market demand for graduates of the proposed program is strong in that workers in operations, logistics and supply chain management are needed in a wide range of roles and occupational categories. Most of these categories are growing at a rate in line with or slightly higher than the provincial annual growth rate of 1.1%. Given that the program is targeting those already in the field, this applied master's degree will help train them to deal with the increasing complexity in the operations, supply chain, and logistics management fields.

# Competitive Assessment

While several public post-secondary institutions in BC offer post-degree programs in the same subject area, including four programs offered at two institutions in the Lower Mainland, none are at the master's level. The closest Canadian master's program is in Manitoba, with other similar master's programs in Ontario and Quebec. Compared to local programs, a unique feature of the proposed Master of OSCM program is that it explicitly aims to recruit people already in the field, who may even be mid-career professionals seeking to advance within their field. As well, significant local industry support and planned partnerships also suggests that the proposed program would be desirable. While other similar programs often have standalone internship or co-op options, integrating such partnerships throughout the program, in the form of guest speakers, employer site tours, and applied research opportunities, is a unique feature of the proposed program.

The proposed program does not have a formal congruence with industry accreditation. For example, multiple programs have partnerships that either grant advanced standing towards professional designations or are part of completing them (e.g., Douglas College and the Diploma in International Trade from FITT; TRU and the Supply Chain Management Professional designation). Still others are tailored towards having graduates be fully prepared to write certain industry accreditation exams (e.g., Langara College and the Canadian International Freight Forwarders Association Certificate). However, the proposed program is targeting those already working in the field, who may have already completed various professional certifications. The skills gained through the program should also allow graduates to pursue accreditation outside of the program, if they wish.

The proposed program is eligible for Prior Learning Assessment and Recognition (PLAR). At KPU, any course is open for students to pursue PLAR-based credit, and it is expected that students with relevant work experience will be able to create a strong application for PLAR, particularly for courses early on in the sequence of the program. It appears that only two institutions with similar programs offer some form of PLAR or laddering. At Douglas College, there are three PLAR-eligible courses common to the three relevant programs, while York University's Master of Supply Chain Management program offers advanced standing for those with York's Bachelor of Business Administration degree, which allows students to bypass the first term.

Compared to other similar programs in the region, a main strength of the proposed program is the comprehensiveness of its curriculum. For instance, it includes topics such as sustainable operations, machine learning and AI, data science, digital design of supply chains, and tort law, most of which do not feature in similar local programs. The inclusion of these topics alongside the core areas of operations, supply chain, and logistics management adds to the robustness of the program's curriculum. The ability to explore all of these topics within a relatively short program could be appealing; four of six BC-based programs take a full two years to complete while studying full-time, compared to KPU's 16 to 20 months. The curriculum should also appeal to those who are interested in and prepared to study at a more advanced level, befitting the master's-level designation. Introductory material is not the focus of the program, as students will be expected to either have prior training or work experience in the field.

Compared to similar master's programs elsewhere in Canada, the proposed program appears to be shorter than most. Only Concordia and Wilfrid Laurier's programs have fewer courses to complete, but they are also more research-focused, with a major research project requirement and the primary focus being to prepare students for PhD programs. The other three master's programs require three to six more courses.

In terms of admission requirements at the master's level, the proposed program requires a similar GPA compared to Manitoba and Concordia. A slightly lower GPA (70%) is the minimum requirement at Windsor, while York and Wilfrid Laurier both have slightly higher criteria (at least 75% and 77%, respectively). Satisfactory standardized test scores from the GMAT or GRE must be submitted in most cases at Manitoba and Wilfrid Laurier, but are otherwise not required, similar to the proposed program. The proposed program is more flexible than some others regarding prior education. Any undergraduate degree is required at KPU; at Concordia and Windsor, one must have a bachelor's degree in a relevant field, and at Wilfrid Laurier, one must have an Honours degree in business. Only one similar master's program – York's – considers work experience during admissions. Taken together, the admissions requirements position the proposed program as less difficult or more difficult to gain entrance to, depending on the component of interest. The variation in requirements reflects the slightly different values and focuses of the different programs (e.g., the need for standardized testing, academic research vs. applied programming, work experience considerations). The admissions requirements are competitive with other institutions.

# Student Demand Assessment

Enrolments in supply chain, operations, and logistics management programs at the post-degree level have been growing, both in BC and other parts of Canada. In addition, we know from the labour market assessment that this is a growing sector. The increasing complexity in the field and the support from local members of industry suggests there is need for a program targeting those already in the field. KPU would be well-positioned since it would be offering the only applied master's program in this area in BC; the credential level reflects a comprehensiveness in

curriculum that other programs in this area lack. While there are three to five other master's programs in Canada that offer more direct competition, two of them are primarily focused on preparing students for PhD programs, and they are located in Manitoba, Ontario, and Quebec. Students residing within or closer to the Lower Mainland and seeking master's level study may favour the proposed program due to location. Students may also appreciate its relatively low number of courses compared to the most comparable master's programs elsewhere. Its close integration with industry and its ability to accommodate working professionals through both program delivery (e.g., evening and weekend courses, online and blended modes) and credit for work projects, including the ability to earn course credit through PLAR, should also help to attract students. With most courses taught online, and all courses (online or in-person) taught in evenings and weekends, this program should be attractive to working professionals. Given this, and assuming the tuition is within the range of comparable programs, and the program is appropriately marketed, demand for the program is expected to be good.

# 1. Labour Market Demand

## Operations and Supply Chain Management in Canada

Operations management and supply chain management, including logistics management, is the organizational function responsible for the planning, design, implementation, and management of all activities related to the processes and facilities required to transform resources into goods and services within and between organizations, from the primary sources of inputs to the delivery of the finished good or service to the end user. The quality of supply chains, while largely operating out of public view, has a significant influence on the national economy as well as the quality of life experienced by residents.[1] This became widely evident at the outset of the COVID-19 pandemic, when major supply chain disruptions occurred due to simultaneous increases in demand for specific products alongside decreased capacity to produce and transport these goods.[2] While the Canadian supply chain showed relative resiliency due to structural factors such as "ease of working with customs and other border agencies, infrastructure, logistics services quality, and the ability to track and trace shipments,"[2] disruptions nevertheless impacted consumers; experts in the field note that adaptability and creative problem-solving are crucial skills as the complex, unpredictable recovery process continues.[3] Disruptions and recovery have been evident regionally as well. In the World Bank Group Container Port Performance Index 2021, the Port of Vancouver was ranked 368th of 370 ports covered. The ranking was impacted by ongoing pandemic-related issues, as well as by multiple extreme weather events that year in BC.[4] These circumstances highlighted underlying capacity issues; recently approved expansions, including the Roberts Bank Terminal 2 project in Delta, will aim to alleviate this pressure, creating an estimated 17,300 ongoing jobs.[5]

Pandemic disruptions have highlighted the need for improvements, and correspondingly, practitioners with the skills to enact them. For instance, Supply Chain Canada has recommended that industry and government partners work to fortify systems against cyber attacks, increase digitization, and facilitate the uptake of ecommerce. In addition, they note that investments in

[1] Supply Chain Canada. Amadou Diallo. The Competencies of Canadian Supply Chain Professionals, 2nd edition. 2022. Retrieved from: https://www.supplychaincanada.com/initiatives/competencies-report

[2] Source: The World Bank. 2023. Connecting to Complete: Trade Logistics in the Global Economy.

[3] Deschamps, R. 2022. Will Omicron spoil a retail revival in 2022? Retrieved from: https://reporter.mcgill.ca/will-omicron-spoil-a-retail-revival-in-2022/

[4] Fenton, C. 2022, June 2. Port problems place Vancouver among the worst in the world. CityNews Vancouver. Retrieved from https://vancouver.citynews.ca/2022/06/02/port-problems-vancouver-failing-grade/

[5] Port of Vancouver. 2023. Roberts Bank Terminal 2 receives approval from the Government of Canada. Retrieved from https://www.portvancouver.com/news-and-media/news/roberts-bank-terminal-2-receives-approval-from-the-government-of-canada/

"reskilling" the labour force are crucial to ensure quality management through future crises.[6] Pagano and Liotine (2019) also note the increasing adoption of technological solutions in supply chain management, including technologies that are widespread and common (e.g., data warehousing), those that are growing (e.g., data analytics), and those that are new and emerging (e.g., machine learning).[7]

In addition to the importance of implementing more adept technological solutions, Hibberd (2020) notes that globalization has brought with it a set of sustainability concerns, both environmental and socio-economic in nature. The fashion industry provides a particular case study: the rapid turnaround in production of garments and their subsequent discarding results in increased environmental pollution as goods are continuously shipped. As well, workers in garment factories abroad are often subject to unjust labour practices. Understanding the scope of sustainability and ethical issues present in the supply chain management field are increasingly relevant, as are the skills and knowledge to mitigate such harms.[8]

The increasingly complex and evolving nature of operations, supply chain, and logistics management suggests that the proposed applied master's degree, which is designed to provide a comprehensive and integrative education, would be valuable, particularly for those in more senior positions tasked with decision-making.

The remainder of this section provides an informed view of the labour market trends in BC for occupations related to the proposed Master of OSCM program. Graduates of the proposed program will be employable in both the public and private sector, with potential job titles including, but not limited to:

- Operations Manager
- Corporate Transportation Manager
- Director of Strategic Sourcing
- Logistics Manager
- Pricing Analyst
- Inventory Analyst

# Employment Outlook

Due to a rapidly aging BC labour force, it is projected that a shortage of skilled workers will become a significant challenge for employers. Between 2022 and 2032, an estimated 1,017,000 job openings will be created; of these, 63% will be necessary to replace those who permanently

[6] Supply Chain Canada. 2021. Building Supply Chain Resilience: Assessing the Impact and Resilience of York Region's Manufacturing Supply Chain in Response to Covid-19. Retrieved from https://www.supplychaincanada.com/initiatives/building-supply-chain-resilience-report

[7] Pagano, A.M. & Liotine, M. (2019). Technologies in supply chain management and logistics.

[8] Hibberd, M. (2020). Examining globalisation, climate change and the fashion industry. In Supply Chain Management and Logistics in the Global Fashion Sector (in Nayak, R., ed.). Routledge: London.

leave (e.g., retire) from the workforce, and 37% will be created due to economic growth. Nearly 80% of job openings in this period will require post-secondary education or training, including 37% of which will require a bachelor's, graduate, or first professional degree.[9]

## *Occupational Groups Related to OSCM*

With respect to the proposed Master of OSCM degree, there are several relevant occupational categories. Information about the employment outlook for these categories is summarized below. Although all relevant occupations are addressed, graduates of the proposed master's degree may already be working in the field, and would hence be seeking senior roles where their master's degree and experience would be an asset.

***NOC 1215 – Supervisors, supply chain, tracking and scheduling co-ordination occupations***

> *"Supervisors of supply chain, tracking and scheduling co-ordination occupations supervise and co-ordinate the activities of workers in the following minor group: Supply chain logistics, tracking and scheduling co-ordination occupations. They are employed throughout the public and private sectors."*[10]

Job titles specific to this subgroup include, but are not limited to:

- Head shipper
- Distribution logistics technician
- Transportation logistics co-ordinator
- Warehouse foreperson
- Purchasing and inventory co-ordinator
- Logistics supervisor

The top industries, in terms of 2022 job openings, employing supervisors, supply chain, tracking and scheduling co-ordination occupations are:[11]

- Retail trade (115,500)
- Construction (72,700)
- Transportation and warehousing (53,400)
- Manufacturing (53,400)

The employment outlook for this category follows:

[9] British Columbia Labour Market Outlook 2022-2032 Forecast. Retrieved from: https://www.workbc.ca/research-labour-market/bcs-labour-market-outlook-2022-edition

[10] Source: Employment and Social Development Canada, NOC 2016 Version 1.3 – Supervisors, supply chain, tracking and scheduling co-ordination occupations

[11] Information in this section is drawn from https://www.workbc.ca/career-profiles/supervisors-supply-chain-tracking-and-scheduling-co-ordination-occupations

- Approximately 3,120 job openings are forecast between 2022 and 2032 in BC for occupations that fall in this category. This represents an annual demand growth rate of 1.3%. Of these job openings, 70% will be due to replacement demand resulting from the retirement or death of workers, and 30% will be due to new jobs resulting from economic growth.
- For the Mainland/Southwest region of BC, 2,500 new openings are projected for the period of 2022-2032, representing an annual demand growth rate of 1.3%.

Some BC-based employment characteristics of the occupational category follow:

- Of the individuals employed in this area in 2016, 67% worked full time.
- According to 2021 Job Bank wage data, the provincial annual salary range for full-time jobs within this occupational group was $35,455 to $88,242. The median was $52,140. In terms of hourly rates, the median was $25/hour and the high was $42.31/hour.

***NOC 0113 – Purchasing managers***

> *"Purchasing managers plan, organize, direct, control and evaluate the activities of a purchasing department and develop and implement the purchasing policies of a business or institution. They are employed throughout the public and private sectors."*[12]

Job titles specific to this subgroup include, but are not limited to:

- Contract manager
- Procurement director
- Purchasing director
- Supply chain logistics manager
- Material manager

The top industries, in terms of 2022-2032 job openings, employing purchasing managers are:[13]

- Professional, Scientific and Technical Services (148,000)
- Retail trade (115,500)
- Manufacturing (49,200)
- Public Administration (49,200)

The employment outlook for this category follows:

- Approximately 1,580 job openings are forecast between 2022 and 2032 in BC for occupations that fall in this category. This represents an annual demand growth rate of 1.1%. Of these job openings, 80% will be due to replacement demand resulting from the

[12] Source: Employment and Social Development Canada, NOC 2016 Version 1.3 – Purchasing managers
[13] Information in this section is drawn from https://www.workbc.ca/career-profiles/purchasing-managers

retirement or death of workers, and 20% will be due to new jobs resulting from economic growth.

- For the Mainland/Southwest region of BC, 1,190 new openings are projected for the period of 2022-2032, representing an annual demand growth rate of 1.1%.

Some BC-based employment characteristics of the occupational category follow:

- Of the individuals employed in this area in 2016, 72% worked full time.
- According to 2021 Job Bank wage data, the provincial annual salary range for full-time jobs within this occupational group was $54,226 to $140,382. The median was $93,247. In terms of hourly rate, the median was $44.71/hour and the high was $67.31/hour.

***NOC 0714 – Facility operation and maintenance managers***

> *"Facility operation managers plan, organize, direct, control and evaluate the operations of commercial, transportation and recreational facilities and the included real estate… Maintenance managers plan, organize, direct, control and evaluate the maintenance department within commercial, industrial, institutional, recreational and other facilities… [Both] are employed by a wide range of establishments."*[14]

Job titles specific to this subgroup include, but are not limited to:

- Airport manager
- Facility operations manager
- Harbour master
- Maintenance and service superintendent
- Warehouse manager

The top industries, in terms of 2022-2032 job openings, employing facility operation and maintenance managers are:[15]

- Information, Culture, and Recreation (57,300)
- Transportation and Warehousing (53,400)
- Finance, insurance, and Real Estate (50,900)
- Manufacturing (49,200)

The employment outlook for this category follows:

- Approximately 5,380 job openings are forecast between 2022 and 2032 in BC for occupations that fall in this category. This represents an annual demand growth rate of

[14] Source: Employment and Social Development Canada, NOC 2016 Version 1.3 – Facility operation and maintenance managers

[15] Information in this section is drawn from https://www.workbc.ca/career-profiles/facility-operation-and-maintenance-managers

1.3%. Of these job openings, 75% will be due to replacement demand resulting from the retirement or death of workers, and 25% will be due to new jobs resulting from economic growth.

- For the Mainland/Southwest region of BC, 3,230 new openings are projected for the period of 2022-2032, representing an annual demand growth rate of 1.2%.

Some BC-based employment characteristics of the occupational category follow:

- Of the individuals employed in this area in 2016, 68% worked full time.
- According to 2021 Job Bank wage data, the provincial annual salary range for full-time jobs within this occupational group was $51,347 to $108,618. The median was $68,992. In terms of hourly rates, the median was $33.08/hour and the high was $52.08/hour.

***NOC 0731 – Managers in transportation***

> *"Managers in transportation operations plan, organize, direct, control and evaluate the operations of transportation companies such as railways, airlines, bus lines, municipal transit systems, shipping lines and trucking companies, under the direction of a general manager or another senior manager. Managers in transportation freight traffic plan, organize, direct, control and evaluate companies or departments responsible for the transportation and movement of goods, under the direction of a general manager or another senior manager. They are employed by transportation, freight forwarding and shipping companies and by transportation departments of companies in retail and manufacturing sectors and utilities."*[16]

Job titles specific to this subgroup include, but are not limited to:

- Distribution manager - logistics
- Freight forwarding manager
- Traffic manager - transportation
- Transport department manager

The top industries, in terms of 2022-2032 job openings, employing managers in transportation are:[17]

- Construction (72,700)
- Transportation and Warehousing (53,400)
- Manufacturing (49,200)
- Public Administration (49,200)

The employment outlook for this category follows:

[16] Source: Employment and Social Development Canada, NOC 2016 Version 1.3 – Managers in transportation
[17] Information in this section is drawn from https://www.workbc.ca/career-profiles/managers-transportation

- Approximately 3,040 job openings are forecast between 2022 and 2032 in BC for occupations that fall in this category. This represents an annual demand growth rate of 1.1%. Of these job openings, 75% will be due to replacement demand resulting from the retirement or death of workers, and 25% will be due to new jobs resulting from economic growth.
- For the Mainland/Southwest region of BC, 2,110 new openings are projected for the period of 2022-2032, representing an annual demand growth rate of 1.1%.

Some BC-based employment characteristics of the occupational category follow:

- Of the individuals employed in this area in 2016, 73% worked full time.
- According to 2021 Job Bank wage data, the provincial annual salary range for full-time jobs within this occupational group was $55,143 to $128,348. The median was $85,238. In terms of hourly rate, the median was $40.87/hour and the high was $61.54/hour.

***NOC 1225 – Purchasing agents and officers***

> *"Purchasing agents and officers purchase general and specialized equipment, materials, land or access rights and business services for use or for further processing by their establishment. They are employed throughout the public and private sectors."*[18]

Job titles specific to this subgroup include, but are not limited to:

- Contract management officer
- Material management officer
- Procurement officer
- Purchasing agent

The top industries, in terms of 2022-2032 job openings, employing purchasing agents and officers are:[19]

- Professional, Scientific and Technical Services (148,000)
- Retail Trade (115,500)
- Manufacturing (49,200)
- Public Administration (49,200)

The employment outlook for this category follows:

- Approximately 2,520 job openings are forecast between 2022 and 2032 in BC for occupations that fall in this category. This represents an annual demand growth rate of 1.2%. Of these job openings, 71% will be due to replacement demand resulting from the

[18] Source: Employment and Social Development Canada, NOC 2016 Version 1.3 – Purchasing agents and officers
[19] Information in this section is drawn from https://www.workbc.ca/career-profiles/purchasing-agents-and-officers

retirement or death of workers, and 29% will be due to new jobs resulting from economic growth.
- For the Mainland/Southwest region of BC, 1,670 new openings are projected for the period of 2022-2032, representing an annual demand growth rate of 1.1%.

Some BC-based employment characteristics of the occupational category follow:

- Of the individuals employed in this area in 2016, 68% worked full time.
- According to 2021 Job Bank wage data, the provincial annual salary range for full-time jobs within this occupational group was $48,136 to $94,540. The median was $64,174. In terms of hourly rate, the median was $30.77/hour and the high was $45.33/hour.

***NOC 0911 – Manufacturing managers***

> *"Manufacturing managers plan, organize, direct, control and evaluate the operations of a manufacturing establishment or of a production department within a manufacturing establishment, under the direction of a general manager or other senior manager. They are employed by manufacturing companies."*[20]

Job titles specific to this subgroup include, but are not limited to:

- Factory superintendent
- Manufacturing operations manager
- Manufacturing plant manager
- Production manager - manufacturing

In terms of 2022-2032 job openings, the top industries employing manufacturing managers are:[21]

- Professional, Scientific and Technical Services (148,000)
- Construction (72,700)
- Manufacturing (49,200)
- Wholesale Trade (33,100)

The employment outlook for this category follows:

- Approximately 4,270 job openings are forecast between 2022 and 2032 in BC for occupations that fall in this category. This represents an annual demand growth rate of 0.4%. Of these job openings, 90% will be due to replacement demand resulting from the retirement or death of workers, and 10% will be due to new jobs resulting from economic growth.
- For the Mainland/Southwest region of BC, 2,890 new openings are projected for the period of 2022-2032, representing an annual demand growth rate of 0.3%.

[20] Source: Employment and Social Development Canada, NOC 2016 Version 1.3 – Manufacturing managers
[21] Information in this section is drawn from https://www.workbc.ca/career-profiles/manufacturing-managers

Some BC-based employment characteristics of the occupational category follow:

- Of the individuals employed in this area in 2016, 73% worked full time.

According to 2021 Job Bank wage data, the provincial annual salary range for full-time jobs within this occupational group was $50,138 to $152,082. The median was $83,424. In terms of hourly rate, the median was $40/hour and the high was $72.92/hour.

# Labour Market Demand Assessment

Overall, the labour market demand for graduates of the proposed program is strong in that workers in operations, logistics and supply chain management are needed in a wide range of roles and occupational categories. Most of these categories are growing at a rate in line with or slightly higher than the provincial annual growth rate of 1.1%. Given that the program is targeting those already in the field, this applied master's degree will help train them to deal with the increasing complexity in the operations, supply chain, and logistics management fields.

# 2. Competitive Environment

The purpose of this section is to identify public post-secondary institutions in Canada that offer similar programs to the proposed Master of OSCM degree program and compare them to the proposed program.

## Related Programs at Canadian Post-Secondary Institutions

Exhibit 2.1 provides a list of related master's and post-baccalaureate programs offered at Canadian post-secondary institutions and their associated program lengths.

***Exhibit 2.1: Related OSCM Programs at Canadian Post-Secondary Institutions***

| Program Name | Length of Program | Total Number of Credits |
|---|---|---|
| **KPU** Operations and Supply Chain Management (Post-Baccalaureate Diploma) | <2 years (full-time)<br>2 years (part time) | 33 (11 courses) |
| **Douglas College** International Supply Chain Management (Post-Baccalaureate Diploma) | 2 years (full-time)<br>2+ years (part-time) | 60 (20 courses)<br>69 with co-op |
| **Douglas College** Advanced Supply Chain Management (Post-Degree Diploma) | 2 years (full-time or part-time) | 60 (20 courses)<br>69 with co-op |
| **Douglas College** Supply Chain Management (Post-Degree Diploma) | 1 year (full-time or part-time) | 30 (10 courses) |
| **Langara College** Supply Chain and Logistics Post-Degree Diploma | 2 years (full-time) | Non-credit program (21 courses) |
| **Thompson Rivers University** Post-Baccalaureate Diploma in Supply Chain Management | 2 years, 5-6 terms (full-time) | 60 (20 courses) |
| **University of Manitoba** Master of Supply Chain Management and Logistics | 2 years (full-time)<br>4 years (part-time) | 48 (16 courses) |
| **University of Windsor** Master of Management, specialization in Logistics and Supply Chain Management | 4 terms<br>(full-time) | 39 (13 courses) |
| **York University** Master of Supply Chain Management | 1 year, 3 terms (full-time)<br>2 years, 6 terms (part-time) | 39 (13 courses) |
| **Concordia University** Master of Supply Chain Management | 2 years (full-time) | 45 (8 courses, thesis) |
| **Wilfrid Laurier University** Master of Science in Management | 1 year (full-time) | 3 (6 courses, major research project; regular courses are 0.5 credits each) |

Source: Institutional websites.

An overview of the programs follows:

**KPU's** Operations and Supply Chain Management Post-Baccalaureate Diploma program is designed to be completed within two years. It consists of 11 courses, covering accounting, project management, quantitative methods, business communications, operations, supply chain management, and quality management. Applicants must meet KPU's English proficiency requirements, and have completed either an undergraduate degree or have a combination of

relevant education and experience (completion of a technical or science diploma plus a minimum of five years of relevant work experience). OSCM work experience is not required for entry.

**Douglas College** has three supply chain management post-degree diploma programs, all of which have highly similar admissions requirements: meeting the College's general admission requirements, having an undergraduate degree, and demonstrating English proficiency. They all recommend, but do not require, Math standards: The International Supply Chain Management Post-Baccalaureate Diploma program recommends having a C or higher in Math 11 or equivalent, the Supply Chain Management Post-Degree Diploma recommends Foundations of Math 12 with a minimum grade of C+, and the Advanced Supply Chain Management Post-Degree Diploma recommend having a C+ or higher in Pre-Calculus, or Foundations of Math 12 or equivalent. None of the programs require OSCM-related work experience for entry.

The Supply Chain Management Post-Degree Diploma program consists of 10 courses (30 credits) covering management essentials, operations, statistics, strategy, supply chain management and planning, project management, and accounting. Students may also choose to complete a part-time, 3-credit unpaid internship. Students in the Advanced Supply Chain Management Post-Degree Diploma program take nearly all the same courses as the previous program, plus an additional 10 courses covering business communication, group dynamics, procurement, ethics, and change management. A co-op option is also available. Lastly, the International Supply Chain Management Post-Baccalaureate Diploma program also requires 20 courses, including the same set as the Supply Chain Management Post-Degree Diploma, as well as ones in marketing, business mathematics, global trade and finance, international trade law, and global economics. A 3-credit unpaid internship and co-op option are also available, and students are granted, upon completion of the program, a Diploma in International Trade via a partnership with the non-profit Forum for International Trade Training (FITT).

**Langara College's** Supply Chain and Logistics Post-Degree Diploma program is a two-year, full-time program open to those with a Bachelor's degree. It includes training on supply chain and general business management (e.g., finance, marketing, HR). Mostly delivered in-person, its 21 required courses are non-credit and the credential is offered through Langara's Continuing Studies division. The program also includes an unpaid work placement of approximately 20 hours per week for 8-10 months in a single term. The program aims for students to be prepared to write certifying exams for the Canadian International Freight Forwarders Association Certificate accreditation, and obtain equivalencies for various Supply Chain Management Professional designations. Applicants to the program must have a Bachelor's degree in any subject and demonstrated English proficiency. OSCM work experience is not required.

**Thompson Rivers University** offers a Post-Baccalaureate Diploma in Supply Chain Management program which can be completed in approximately two years. The program consists of 20 courses, including in economics, math, operations, logistics, marketing, and procurement. The program is accredited by Supply Chain Canada, and graduates of the program are granted advanced standing towards the organization's professional designation with a cumulative grade

of 70% or higher. Program admission requirements include a Bachelor's degree, high school mathematics (Foundations of Math 12, Pre-Calculus 12, or equivalent must be completed prior to or during the program), and six credits of university-level English or equivalent English-language test scores. OSCM work experience is not required for entry.

The **University of Manitoba's** Master of Supply Chain Management and Logistics program has 16 required courses, including a 4-month co-op or practicum, and can be completed in two years of full-time study or four years of part-time study. Topics covered include operations and supply chain management, logistics management, supply relationship management, people management, sustainability, executive leadership, and quantitative analysis. Admissions requirements include a bachelor's degree in any discipline, a 3.0 out of 4.5 GPA[22] in their last 60 credit hours of university degree-level study, a Graduate Management Admissions Test (GMAT) score of at least 550, or equivalent score on the Graduate Record Examination (GRE), and demonstration of English proficiency. GMAT and GRE requirements are waived for recent University of Manitoba graduates who meet minimum GPA requirements cumulatively (3.25) and in specific supply chain management courses (3.5). OSCM work experience is not required for entry.

The **University of Windsor's** Master of Management program includes a specialization in Logistics and Supply Chain Management. The program can be completed over four terms (16 consecutive months) and has eight core courses in accounting, communications, global finance, marketing, quantitative methods, strategy, and people management. The relevant stream contains an additional five courses focusing on supply chain management, logistics, and procurement, as well as a capstone course. A Bachelor's degree in a relevant discipline with a 70% (B-) cumulative grade or higher and demonstrated English proficiency are required for admission. OSCM work experience is not required for entry.

**York University's** Master of Supply Chain Management program can be completed in a year of full-time study, or two years of part-time study. The curriculum includes online pre-start modules in accounting, math, finance, and statistics, and 12 core courses in business communications; financial, marketing, and organizational management; supply chain, logistics, and supply relationship management; and advanced topics in supply chains (e.g., international trade, digital supply chain technology). The program also includes a capstone collaborative supply chain consulting project. Prospective students must have an undergraduate degree with a minimum B+ (75-79%) average in the last two years of study and demonstration of English proficiency. Work experience is considered, but not required, for admission. Graduates from a recognized North American Bachelor of Business Administration or Bachelor of Commerce program are

[22] A 3.0 GPA is approximately equivalent to a B- or B letter grade (68-75%) at KPU. A 3.5 GPA is approximately equivalent to a B+ letter grade (76-79%) at KPU. Source: U Manitoba Grade Equivalencies, April 2021.

eligible for advanced standing, shortening the program to two terms (full-time) or four terms (part-time).

**Concordia University's** Master of Supply Chain Management program is an interdisciplinary, research-based program from which graduates can enter industry or PhD programs. The program is 45 credits (two years) in length, and includes eight courses in statistics, research methods, supply chain management and design, and international procurement and logistics. It also contains a thesis component worth 21 credits. Admission requirements include a relevant Bachelor's degree with a cumulative GPA of at least 3.0 on a 4.3 scale (B) and a 3.0 (B) average in the final two years,[23] as well as demonstrated English proficiency. OSCM work experience is not required for entry.

**Wilfrid Laurier University's** Master of Science in Management program offers three areas of specialization, one of which is Supply Chain Management. It is a primarily research-focused degree through which students can enter PhD programs, though students can also tailor their elective courses to better prepare them for a career in the industry. The program can be completed in one year and consists of 10 courses and a major research project. Core courses focus primarily on quantitative analysis, economics, and supply chain management. Applicants to the program require an honours degree in business or a related field (e.g., industrial engineering or computer science), a B+ (77-79%) cumulative GPA, demonstration of English proficiency, and demonstration of quantitative skills through a satisfactory GMAT Focus exam score (595) or equivalent on the GRE. OSCM work experience is not required for entry.

Exhibit 2.2 provides the tuition estimates for the programs described in Exhibit 2.1. The cost of the program for students affects the competitive assessment.

***Exhibit 2.2: Tuition for Related OSCM Programs at Canadian Post-Secondary Institutions***

| Base Tuition (Program Total) | Institution-Levied Fees (Program Total) | Base Tuition and Fees (Program Total) |
|---|---|---|
| **KPU Operations and Supply Chain Management (Post-Baccalaureate Diploma)** | | |
| $13,267 (domestic)<br>$23,972 (international) | $929 (domestic)<br>$1,678 (international) | $14,196 (domestic)<br>$25,650 (international) |
| **Douglas College International Supply Chain Management (Post-Baccalaureate Diploma)** | | |
| $7,690 (domestic)<br>$38,980 (international) | $660 (domestic)<br>$660 (international) | $8,350 (domestic)<br>$39,640 (international) |
| **Douglas College Advanced Supply Chain Management (Post-Degree Diploma)** | | |
| $7,690 (domestic)<br>$38,980 (international) | $660 (domestic)<br>$660 (international) | $8,350 (domestic)<br>$39,640 (international) |
| **Douglas College Supply Chain Management (Post-Degree Diploma)** | | |
| $4,190 (domestic)<br>$19,490 (international) | $330 (domestic)<br>$330 (international) | $4,520 (domestic)<br>$19,820 (international) |

[23] Conversions of percentages to letter grades to GPA are not publicly available for Concordia undergraduate business programs.

| Base Tuition (Program Total) | Institution-Levied Fees (Program Total) | Base Tuition and Fees (Program Total) |
|---|---|---|
| **Langara College Supply Chain and Logistics Post-Degree Diploma** | | |
| $15,750 (domestic)<br>$25,825 (international) | $219 (domestic)<br>$429 (international) | $15,969 (domestic)<br>$26,254 (international) |
| **Thompson Rivers University Post-Baccalaureate Diploma in Supply Chain Management** | | |
| $9,522 (domestic)<br>$44,303 (international) | $1,592 (domestic)<br>International unclear | $11,114 (domestic)<br>≥$44,303 (international) |
| **University of Manitoba Master of Supply Chain Management and Logistics**[24] | | |
| $30,170 (domestic)<br>$44,736 (international) | $3,780 (domestic)<br>$3,780 (international) | $33,950 (domestic)<br>$48,517 (international) |
| **University of Windsor Master of Management, specialization in Logistics and Supply Chain Management** | | |
| $45,200 (domestic)<br>$45,200 (international) | $862 (domestic)<br>$862 (international) | $46,062 (domestic)<br>$46,062 (international) |
| **York University Master of Supply Chain Management** | | |
| $52,555 (domestic)<br>$91,167 (international) | $1,196 (domestic)<br>$1,196 (international) | $53,752 (domestic)<br>$92,364 (international) |
| **Concordia University Master of Supply Chain Management** | | |
| - | - | $7,450 (Quebec resident; French, Francophone Belgian international)<br>$16,900 (other domestic)<br>$43,250 (other international) |
| **Wilfrid Laurier University Master of Science in Management, specialization in Supply Chain Management** | | |
| $7,869 (domestic)<br>$21,807 (international) | $2,220 (domestic)<br>$2,220 (international) | $10,089 (domestic)<br>$24,027 (international) |

Source: Institutional websites, as of August 2024. Figures reflect full-time status. Where blank, breakdowns between tuition and fees were not available.

# Competitive Assessment

While several public post-secondary institutions in BC offer post-degree programs in the same subject area, including four programs offered at two institutions in the Lower Mainland, none are at the master's level. The closest Canadian master's program is in Manitoba, with other similar master's programs in Ontario and Quebec. Compared to local programs, a unique feature of the proposed Master of OSCM program is that it explicitly aims to recruit people already in the field, who may even be mid-career professionals seeking to advance within their field. As well, significant local industry support and planned partnerships also suggests that the proposed program would be desirable. While other similar programs often have standalone internship or co-op options, integrating such partnerships throughout the program, in the form of guest speakers, employer site tours, and applied research opportunities, is a unique feature of the proposed program.

The proposed program does not have a formal congruence with industry accreditation. For example, multiple programs have partnerships that either grant advanced standing towards

[24] This program offers a co-op/applied project term, which costs participating domestic and international students $5,125. This fee is not included in the table figures.

professional designations or are part of completing them (e.g., Douglas College and the Diploma in International Trade from FITT; TRU and the Supply Chain Management Professional designation). Still others are tailored towards having graduates be fully prepared to write certain industry accreditation exams (e.g., Langara College and the Canadian International Freight Forwarders Association Certificate). However, the proposed program is targeting those already working in the field, who may have already completed various professional certifications. The skills gained through the program should also allow graduates to pursue accreditation outside of the program, if they wish.

The proposed program is eligible for Prior Learning Assessment and Recognition (PLAR). At KPU, any course is open for students to pursue PLAR-based credit, and it is expected that students with relevant work experience will be able to create a strong application for PLAR, particularly for courses early on in the sequence of the program. It appears that only two institutions with similar programs offer some form of PLAR or laddering. At Douglas College, there are three PLAR-eligible courses common to the three relevant programs, while York University's Master of Supply Chain Management program offers advanced standing for those with York's Bachelor of Business Administration degree, which allows students to bypass the first term.

Compared to other similar programs in the region, a main strength of the proposed program is the comprehensiveness of its curriculum. For instance, it includes topics such as sustainable operations, machine learning and AI, data science, digital design of supply chains, and tort law, most of which do not feature in similar local programs. The inclusion of these topics alongside the core areas of operations, supply chain, and logistics management adds to the robustness of the program's curriculum. The ability to explore all of these topics within a relatively short program could be appealing; four of six BC-based programs take a full two years to complete while studying full-time, compared to KPU's 16 to 20 months. The curriculum should also appeal to those who are interested in and prepared to study at a more advanced level, befitting the master's-level designation. Introductory material is not the focus of the program, as students will be expected to either have prior training or work experience in the field.

Compared to similar master's programs elsewhere in Canada, the proposed program appears to be shorter than most. Only Concordia and Wilfrid Laurier's programs have fewer courses to complete, but they are also more research-focused, with a major research project requirement and the primary focus being to prepare students for PhD programs. The other three master's programs require three to six more courses.

In terms of admission requirements at the master's level, the proposed program requires a similar GPA compared to Manitoba and Concordia. A slightly lower GPA (70%) is the minimum requirement at Windsor, while York and Wilfrid Laurier both have slightly higher criteria (at least 75% and 77%, respectively). Satisfactory standardized test scores from the GMAT or GRE must be submitted in most cases at Manitoba and Wilfrid Laurier, but are otherwise not required, similar to the proposed program. The proposed program is more flexible than some others regarding prior education. Any undergraduate degree is required at KPU; at Concordia and

Windsor, one must have a bachelor's degree in a relevant field, and at Wilfrid Laurier, one must have an Honours degree in business. Only one similar master's program – York's – considers work experience during admissions. Taken together, the admissions requirements position the proposed program as less difficult or more difficult to gain entrance to, depending on the component of interest. The variation in requirements reflects the slightly different values and focuses of the different programs (e.g., the need for standardized testing, academic research vs. applied programming, work experience considerations). The admissions requirements are competitive with other institutions.

# 3. Student Demand

## Enrolments

The purpose of this section is to explore the extent of student demand for the proposed Master of OSCM program by examining the historical participation rates in related programs in Canada. Exhibit 3.1 shows headcounts in BC-based programs in the past six fiscal years. Enrolments in these programs have been increasing since the 2017/18 fiscal year.

***Exhibit 3.1: Enrolments (Headcounts) in Relevant BC Post-Baccalaureate Diploma Programs***

| Program | FY17/18 | FY18/19 | FY19/20 | FY20/21 | FY21/22 | FY22/23 |
|---|---|---|---|---|---|---|
| **Douglas College** | | | | | | |
| Supply Chain Management (Post-Degree Diploma) | 51 | 86 | 107 | 84 | 87 | 111 |
| International Supply Chain Management (Post-Baccalaureate Diploma) | 91 | 181 | 263 | 257 | 253 | 250 |
| Advanced Supply Chain Management (Post-Degree Diploma) | - | - | - | - | - | 30 |
| **Thompson Rivers University** | | | | | | |
| Post-Baccalaureate Diploma in Supply Chain Management | 128 | 238 | 299 | 314 | 316 | 351 |
| **Kwantlen Polytechnic University** | | | | | | |
| Post-Baccalaureate Diploma in Operations and Supply Chain Management | 31 | 76 | 175 | 246 | 395 | 417 |
| **Langara College** | | | | | | |
| Supply Chain and Logistics Post-Degree Diploma | 124 | 175 | 150 | 137 | 130 | 141 |
| **Grand Total** | **425** | **756** | **994** | **1,038** | **1,181** | **1,300** |

Advanced Supply Chain Management program data unavailable prior to FY22/23; program started in May 2022

Below, Exhibit 3.2 provides enrolment data for relevant Canadian master's programs, which only exist outside of BC. In all cases, enrolments have either remained stable since the start of a program, or have increased.

***Exhibit 3.2: Enrolments (Headcounts) in Relevant Canadian Master's Programs***

| Program | AY18/19 | AY19/20 | AY20/21 | AY21/22 | AY22/23 | AY23/24 |
|---|---|---|---|---|---|---|
| **University of Manitoba**[25] | | | | | | |
| Master of Supply Chain Management and Logistics | - | - | - | 11 | 15 | 25 |
| **University of Windsor** | | | | | | |
| Master of Management, Logistics and Supply Chain Management[26] | 65 | 87 | 95 | 183 | 245 | 172 |

[25] The University of Manitoba's program began in Fall 2021. Only Fall and Winter semesters are included when determining the headcount for each academic year.

[26] Includes the range of full-time students enrolled in each term. AY23/24 is incomplete; it does not include Spring 2024. In the first three years provided, Spring (May-Aug.) had the lowest enrollments and Fall had the highest.

| Program | AY18/19 | AY19/20 | AY20/21 | AY21/22 | AY22/23 | AY23/24 |
|---|---|---|---|---|---|---|
| **York University** | | | | | | |
| Master of Supply Chain Management | - | 54 | 73 | 63 | 77 | 80 |
| **Concordia University** | | | | | | |
| Master of Supply Chain Management | 16 | 20 | 32 | 25 | 30 | 38 |
| **Grand Total** | **81** | **161** | **200** | **282** | **367** | **315** |

Sources: University of Manitoba, University of Windsor, York University, email communication from Concordia's Office of Institutional Planning & Analysis. Data for Wilfrid Laurier is not available.

# Support from Local Industries and Organizations

Compared to local programs, KPU's proposed Master of OSCM program is unique in that it explicitly aims to recruit mid-career professionals who are aiming to advance within their field. Significant local industry support and planned partnerships also suggests that the proposed program would be desirable. While other similar programs often have standalone internship or co-op options, integrating such partnerships and applied research opportunities throughout the program would be a unique feature. Letters of support for the proposed program were received from a wide variety of businesses, professional associations, and professional organizations, and are provided in Appendix A. These groups span the areas of manufacturing, storage, mechanical contracting, telecoms, machinery, facility operations, cabinetry, retail, security, grocery warehousing, immigration services, health care, and intermodal transportation, as well as local boards of trade. Common aspects motivating their support include a skill shortage in the region, the increasing pace of technological change, the need for holistic management and leadership, particularly at the executive level, and a concern regarding the ability for local industries to remain competitive. The delivery mode, with online course work taught in evenings and weekends, is another feature that many valued, as it would allow their employees to continue working while they pursue the program. All of these elements suggest that graduates of the proposed program would be in demand in a variety of areas, which in turn should contribute to student demand.

# Student Demand Assessment

Enrolments in supply chain, operations, and logistics management programs at the post-degree level have been growing, both in BC and other parts of Canada. In addition, we know from the labour market assessment that this is a growing sector. The increasing complexity in the field and the support from local members of industry suggests there is need for a program targeting those already in the field. KPU would be well-positioned since it would be offering the only applied master's program in this area in BC; the credential level reflects a comprehensiveness in curriculum that other programs in this area lack. While there are three to five other master's programs in Canada that offer more direct competition, two of them are primarily focused on preparing students for PhD programs, and they are located in Manitoba, Ontario, and Quebec. Students residing within or closer to the Lower Mainland and seeking master's level study may favour the proposed program due to location. Students may also appreciate its relatively low

number of courses compared to the most comparable master's programs elsewhere. Its close integration with industry and its ability to accommodate working professionals through both program delivery (e.g., evening and weekend courses, online and blended modes) and credit for work projects, including the ability to earn course credit through PLAR, should also help to attract students. With most courses taught online, and all courses (online or in-person) taught in evenings and weekends, this program should be attractive to working professionals. Given this, and assuming the tuition is within the range of comparable programs, and the program is appropriately marketed, demand for the program is expected to be good.

# Appendix A: Letters of Support

This appendix contains 25 letters of support from businesses, business associations, professional bodies, and other organizations.

DOUGLASCOLLEGE

PO Box 2503 New Westminster BC
Canada V3L 5B2
New Westminster and Coquitlam
douglascollege.ca
604 527 5400

April 9, 2024

Stephanie Howes
Kwantlen Polytechnic University
Melville School of Business

Dear Stephanie,

Re: Masters in Operations and Supply Chain Management

Thanks so much for involving the School of Business, Douglas College, in KPU's consultation process for its first Masters program.

Based on our June 2023 discussion with acting Melville School of Business Dean (Heather Harrison) and faculty proponent (Mike Ford), I support the proposal of the new Masters in Operations and Supply Chain Management at KPU.

I also see great value in exploring pathways for Douglas College students in related programs. Thanks so much for the ongoing collaboration with faculty subject matter experts from Douglas College as KPU builds out this new Masters.

Sincerely,

Justin Williams

Dean, Faculty of Commerce and Business Administration

Douglas College

BRITISH COLUMBIA
INSTITUTE OF TECHNOLOGY
3700 Willingdon Avenue
Burnaby, British Columbia
Canada V5G 3H2

bcit.ca

December 6, 2023

Kwantlen Polytechnic University
Melville School of Business
12666 72 Avenue
Surrey, BC V3W 2M8
Attention: Mike Ford

Dear Mike,

Re: Master's in Operations, Supply Chain, and Logistics Management

I fully support your proposal for the development of a Master's in Operations, Supply Chain, and Logistics Management. This program will provide an excellent opportunity for the workforce to enhance their skills at a senior level, in this critically needed area of business.

Best wishes in the development of your program.

Sincerely,

Kenton Low

Dean, School of Business + Media, BCIT

**Southern Railway of British Columbia Limited**
2102 River Drive, New Westminster, BC V3M 6S3 Canada
604.521.1966 | 604.526.0914 fax
www.sryraillink.com

May 18, 2023

Kwantlen Polytechnic University
12666 72 Ave
Surrey, BC V3W 2M8

Attn: Mike Ford, Chair, Department of Business Graduate Programs

Dear Sirs/Mesdames,

Re: Proposed Master's program in Operations, Supply Chain, and Logistics Management

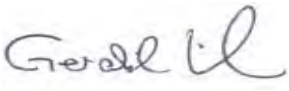
Southern Railway of British Columbia is pleased to provide this letter of support for Kwantlen Polytechnic University's (KPU) proposed development of a Master's program that will focus on operations, supply chain, and logistics management.

Reliable and seamless supply chains are critical to Canada's economic prosperity. While the dynamic interactions among supply chain partners already occur every day in practice, they are not necessarily well understood at a broader systems level. KPU's initiative to establish a program that will blend theoretical and applied understanding of the supply chain and logistics management will contribute to Vancouver's competitive advantage as a trade gateway.

Southern Railway of British Columbia (SRY) is a major transporter of freight by rail in southern British Columbia, providing connections for more than 140 shippers, and rail connections across North America via interchange with four Class 1 railways: CN Railway, CPKC (formerly, Canadian Pacific Railway), BNSF Railway, and Union Pacific Railway. As a short line railway, SRY provides first/last mile service and supports operational synergies among customers and the Class 1 rail network. SRY understands the complexities associated with operations, supply chain, and logistics management. Having locally trained graduates with skills in these areas would benefit SRY both as an employer, and as a stakeholder who relies on counterparts within the supply chain that are knowledgeable and skilled.

Thank you for the opportunity to express our support as KPU continues to work towards establishing the program. We look forward to partnering with KPU on this program in the future.

Yours truly,



Gerald Linden
President
Southern Railway of British Columbia Limited

BC Hydro
Power smart

May 16, 2023

Mike Ford
Chair, Department of Business Graduate Programs
Melville School of Business, KPU
12666 72 Ave, Surrey, BC V3W 2M8

Re: Kwantlen Polytechnic University & BC Hydro - Industry Partnership for Master's in Operations, Supply Chain and Logistics Management Program

Dear Mike,

Thank you for sharing the early details of the design for a KPU's Master's in Operations, Supply Chain and Logistics Management program.

As we have discussed with you, supply chain is growing in importance in many businesses and certainly within BC Hydro. As we recruit and grow our employees, we have been noticing that there are not many post-secondary institutions that have a focus on preparing students for careers in supply chain. We believe this is a gap given the current and growing demand for talent with skills and experience in this area. As a result, programs like the Master's program you are designing will help close the gap overtime.

Thank you for the opportunity to review your preliminary curriculum. We are pleased that there is an emphasis on topics that are important (category management, sourcing, negotiations etc.) to organizations such as BC Hydro; as well as critical underlying skills (critical thinking, project management, process improvement) that are core expectations for doing the types of roles we have. Our supply chain roles are highly integrated with other functions and the need to work collaboratively across the company. It appears that your program -- with a blend of cross-collaboration, and integration of work experiences, will serve students well in helping them grow their ability to apply their knowledge and skills in real life situations and leadership positions.

Thank you for the opportunity to provide feedback. We are willing to providing whatever assistance and input we can as you move forward.

Sincerely,

Bridgette Zacharias
Director, Operations & Enterprise Supply Chain

**GCT Canada Limited Partnership**
400 - 2925 Virtual Way
Vancouver, BC, Canada V5M 4X5

T +1 604 267 5200
F +1 604 267 5214
globalterminals.com

April 20, 2023

**RE: Kwantlen Polytechnic University Master's in Operations, Supply Chain and Logistics Management (OSCLM)**

GCT Canada knows first hand that a well-functioning transportation system secures supply chains, enables global trade, and is critical to the Canadian economy as a trading nation. We also know people are ultimately responsible for ensuring supply chains function safely, securely and competitively.

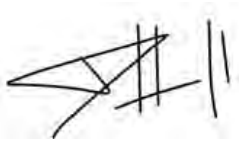
As the country's largest Canadian majority-owned container terminal operator and one of the maritime sector's largest employers, GCT operates two gateway terminals at the Port of Vancouver, GCT Vanterm and GCT Deltaport, Canada's flagship container terminal. These facilities provide global customers and ocean carriers with convenient, dependable access to major Asia-Pacific trade lanes and key markets. Our operations account for over 4.6 million hours of employment – the equivalent of 2,214 well-paying jobs in the Maritime and Logistics Sector.

Attracting and retaining talent is key to the success of our business. At GCT, we continue to invest and innovate at our terminals. We are planning new projects to bring capacity online and investing in modern equipment that creates efficiencies and facilitates growth. We are also committed to building on initiatives that harness data and technology to provide solutions to increase capacity, reduce emissions and provide sustainable and resilient solutions for future growth.

To facilitate this growth as an industry and an organization, we need to hire talented people with business management skills, technical capability and strong analysis supplemented by the ability to make decisions and solve problems. Educational programs, such as the OSCLM, that aim to strengthen these skills for graduates directly related to operations and supply chain will help companies within our Region improve productivity in operations and boost local and global supply chains.

As we plan for the future, we strongly support the ongoing focus on developing the right skills for people to contribute to positive change and development within the sector and organizations, such as GCT, that help contribute to a more successful, resilient and competitive economy.

Sincerely,



Daniel Howell
Vice President, Terminal Operations
GCT Deltaport

Teledyne FLIR
Integrated Imaging Solutions

TELEDYNE FLIR
Integrated Imaging Solutions
12051 Riverside Way
Richmond, British Columbia,
Canada V6W 1K7
P: 604-242-9937 | F: 604-242-9938
www.teledyneflir.com

22 March 2022

KPU-Melville School of Business
Master's program in Operations, Supply Chain, and Logistics Management

To Whom It May Concern,

Please accept this letter of support for the Master program in Operations, Supply Chain, and Logistics Management that the Melville School of Business at KPU plans to introduce in 2023.

Teledyne FLIR Integrated Imaging Solutions, with an office at 12051 Riverside Way, Richmond, BC V6W 1K7 Canada, is one of the world's leading designers and manufacturers of imaging products used in industrial, government and medical systems. Our digital cameras are vital components in the fast growing, transformative industries of robotics, autonomous vehicles, industrial automation, virtual reality, life sciences and retail analytics. Medical customers are using our products to save lives via screening and diagnostics, providing cancer treatment, inspecting vaccine vials, and performing research vital to future outcomes. Recently, we were also privileged to host the Premier and MLAs of British Columbia, following our locally made cameras' successful capture of the NASA Mars Perseverance Rover landing.

The COVID-19 pandemic presented global supply chains with unprecedented challenges. Overwhelming demand exceeded the semiconductor industry capacity, causing severe shortages of chips and electronic components that persist today. Limited domestic manufacturing capabilities quickly exposed the industry's reliance on offshore contracts and partnerships, as well as the limitations in domestic skills and expertise.

The Master program in OSCLM will help employers in B.C. and in Canada to strengthen the management of operations and supply chains of their business by hiring highly educated executive-level managers and professionals, as well as retaining this expertise. The importance of this program cannot be understated, as it can significantly add to the level of skills and knowledge of current and future employees in our industry. The program's development of relevant competencies will also help companies like ours to improve productivity in operations and strengthen supply chains and logistics, making its graduates valuable contributors to the economic success, resilience and competitiveness of our industry.

In closing, I strongly support the addition of the Master's program in Operations, Supply Chain and Logistics Management to the existing Melville School of Business programs at KPU.

Sincerely,

Vera Hummerston
Director of Supply Chain
Direct: +1 604 242 9937 x 262
Email: Vera.Hummerston@Teledyneflir.com

SURREY BOARD OF TRADE

inclusive | innovative | independent

January 11, 2022

**RE: Letter of Support**

The Surrey Board of Trade has over 6,000 business contacts with over 60,000 employees. The purpose of the organization, on behalf of its members, is to advocate at all levels of government, facilitate networking opportunities, and provide cost- saving benefits and marketing opportunities. We are a not-for-profit organization with a common goal of furthering the interests of businesses in our region. We have demonstrated, through our projects and initiatives, a commitment to enhancing the local economy. We provide businesses and organizations with economic opportunity, workplace development and education, international trade, government advocacy and business connections. We believe that transportation and education are the two economic foundations of building our city. We are keenly aware of the dynamics, the needs and the opportunities that our members experience and we understand the competitiveness factors that govern the success of the economic activity in this large city.

We have recently learned that the Melville School of Business (MSB) at KPU is developing a Master's program in Operations, Supply Chain, and Logistics Management (OSCLM). As we became aware that some of the proposed program features are, if not unique, at least very rare among similar programs in B.C., in Canada, in the US, and internationally, we would like to offer our support for this exciting project, for many reasons, including the following:

- The program is designed to be "applied through and through". One of the means to deliver on this is for each course to be assigned a *dedicated guest speaker* – an executive or industry expert who will collaborate with the instructor to create teaching materials, such as cases, workshops, webinars, etc. This would be of great value to our member-organizations, as the participants will be able to benefit from the collaboration by raising the standards of their own OSCLM practices, and by receiving invaluable feed-back at a graduate academic level regarding their own performances. The results of this industry-academia collaboration will probably be disseminated throughout the economic community, thus multiplying the beneficial effects
- The program aims to prepare graduates ready to occupy executive-level positions, provide consulting, work in government and higher education, and become leading-edge entrepreneurs. All these goals would have an exceptionally favourable impact on the general performance of our organizations, irrespective of their particular industry: manufacturing, services, transportation, warehousing, etc. The thousands of members of the SBOT would have the opportunity of working with students and faculty during the program, and will be able to use an outstanding source of highly educated potential executives ready to fulfil their managerial vacancies or, better yet, to become motivated to initiate developments into new areas of innovative products, processes, and management approaches
- The program curriculum deals – in an integrative manner – with all three components of the key function of organizations in any industry (i.e., the production of the goods and services destined for users): operations management, supply chain management, and logistics management. The many programs throughout the world that address only one of these functions (e.g., Master's in Supply Chain Management), do not offer their graduates the holistic understanding of what it

means to produce a good or a service – view that is needed, valid and applicable everywhere: from manufacturing to restaurants, from hospitals to military operations, from any mode of transportation to penitentiaries, and from institutions to humanitarian interventions

- The program is anticipated to be delivered "completely online". Not only is the online education gaining strength year after year and it has been proven a dependable "substitute product" at a time of existential threat in the history of education, but it will allow employees of organizations in Surrey and the Lower Mainland to continue working during their graduate-level education. The benefit to the students and to the organizations that employ them is significant.

Finally, we fully endorse MSB's stated vision of creating a Centre of Excellence in OSCLM right here, at KPU in Surrey, as inspiring and pragmatic at the same time.

In closing, I would like to sincerely express my appreciation for the opportunity of supporting KPU-MSB proposal to develop a Master's program in Operations, Supply Chain and Logistics Management. Please feel free to contact me at 604-634-0342 or at anita@businessinsurrey.com for any additional information you may need.

Sincerely,

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

GREATER LANGLEY
CHAMBER OF COMMERCE

January 18, 2022

TO WHOM IT MAY CONCERN

We, at the Greater Langley Chamber of Commerce are truly pleased to hear about the forward-thinking features of the Master program in Operations, Supply Chain, and Logistics Management that the Melville School of Business at KPU plans to introduce in 2023.

The Greater Langley Chamber of Commerce is a membership-driven organization comprised of businesses, community organizations, and professional individuals. Working in partnership with the local business community, our mission is to be the Voice of Business in Langley by promoting and improving trade and commerce, and the economic, civic and social welfare of the District, Langley City, Langley Township, and the community-at-large. With well over one thousand members, the Greater Langley Chamber of Commerce is one of BC's largest chambers of commerce. The chamber is nationally accredited with distinction and our mission is to "Create the best environment for business".

Among our many endeavors, we are engaged in advocacy in favor of projects that enhance the competitiveness of our members and the progression of the Canadian business environment. It is from this perspective that we are declaring our strong support for the initiative of Melville School of Business at KPU to offer an applied Master's in Operations, Supply Chain, and Logistics Management, completely online.

The curriculum of the proposed program appears to respond perfectly to one of the greatest challenges that our businesses have ever encountered. Practically, after years and decades of many organizations in our region being successful because supply chains used to be stable and provided good combinations of price, quality, and timeliness, they now experience one of the major consequences of the Covid-19 pandemic, namely significant disruptions in supply chains. This is visible virtually everywhere and with detrimental effects on most organizations. This reality has inflicted harm particularly to organizations where the operations management is not strong. The Master's program suggested by the Melville School of Business is designed to develop knowledge, skills and applied research on the improvement of Operations Management as integral part of a synchronized continuum of activities involved in providing goods and services to end users, which include the management of supply chains and logistics. This type of competencies, right here, in the South Fraser region, would be of substantial benefit to our members in all types of industries.



**Mailing Address** *207 – 8047 199 Street Langley BC V2Y 0E2*
**Phone** *604.371-3770*
**Fax** *604.371-3731*
**Web Address** *www.langleychamber.com*
**Email** *info@langleychamber.com*

GREATER LANGLEY
CHAMBER OF COMMERCE

The intended delivery of the program online, with a choice of attendance between full time cohort-based, or spread over several years with part-time study, is another feature that we appreciate in the design of this new credential at KPU because it would be very suitable to the wishes of most students to keep working while they attend educational programs. In addition, by delivering it online, this Master's program will enhance and solidify KPU's international reputation, while our region will benefit from international cooperation, intercultural exchanges, exposure to OSCLM challenges in other parts of the world and the integration of our economy in the global flow of goods, services and ideas.

To sum up, we wholeheartedly recommend the approval of this promising new credential, and we'll look forward to hearing about its first intake as soon as feasible.

We would be pleased to provide additional information, if necessary.

Sincerely,

K. Maier

Kristi Maier, Director of Operations

Bruce Livingstone
Business Retention and Expansion Officer
Economic Development Department
City of Maple Ridge
February 3, 2022

To whom it may concern,

I'm pleased to offer my personal support for the KPU-Melville School of Business' proposed **Master's program in Operations, Supply Chain, and Logistics Management.**

As the Business Retention and Expansion Officer for the City of Maple Ridge, I work with many small-to-medium sized businesses that are dealing with increasingly complex supply chain and logistics challenges that significantly impact their operations management. These challenges can be especially difficult for smaller firms with lean management structures that rely on just-in-time inventory management and efficient logistics to stay competitive.

I believe the proposed curriculum and on-line delivery method for teaching this program are well-suited to helping business meet the strategic and operational challenges in operations, supply chains, and logistics management they face. KPU's proposed Master's program recognizes that operations, supply chain and logistics management are parts of a single, holistic and interdependent process in all organizations regardless of the industry. More than ever before, businesses are competing on a global scale and need to ensure their employees have the knowledge and skills to remain competitive. The online format of this program ensures employees can gain critical skills that they can immediately apply within their organizations.

I'm also impressed with the level and depth of consultation that KPU has undertaken with the business community, both in Maple Ridge and throughout the Lower Mainland, to better understand their needs and the best way to deliver the program. The City of Maple Ridge has recently launched a new economic development strategy that focuses on growing our manufacturing sector. KPU's proposed program will be a key element to help local businesses improve their competitive strengths and position them to grow and thrive on local, national and global scale.

Sincerely,

Bruce Livingstone

February 15, 2022

The Honourable Anne Kang, MLA
Minister of Advanced Education and Skills Training
Room 346 Parliament Buildings
Victoria, BC V8V 1X4
Email: AEST.Minister@gov.bc.ca

**Re: Richmond Chamber of Commerce – Letter of Support for Kwantlen Polytechnic University Masters Credential in Operations, Supply Chain, and Logistics Management**

Dear Minister Kang,

I am writing on behalf of the Richmond Chamber of Commerce to offer our support for the proposed Kwantlen Polytechnic University Masters Credential in Operations, Supply Chain, and Logistics Management (M-OSCLM) for our community here in Richmond and countless others across BC and throughout Canada.

These fields are critical to many of Richmond's employers. The city of Richmond is home to over 14,000 businesses, many of which are directly involved in the movement of people and goods. With YVR Airport and Port of Vancouver facilities located in our backyard, it is no exaggeration to say Richmond embodies the opportunity that is Canada's Gateway to the Pacific and beyond. The Port of Vancouver alone supports more than 6,000 jobs in Richmond. Those jobs generate more than $300 million in annual wages that spurs $950 million in economic activity throughout the region. Moreover, in 2021, nearly 280,000 tonnes of cargo moved through YVR. Over 500 freight, logistics and cargo companies, including UPS, FedEx, Purolator, Canada Post and DHL, provide the capacity to efficiently distribute goods within the region and between Canada's major trading partners.

Behind all this cargo, are people. Two thirds of British Columbian jobs in the Transportation and Warehousing sector are based in the Lower Mainland. Careers in this sector can range broadly, from airport ramp attendants to operations executives. Specialized education can help local students achieve their career goals, while ensuring businesses have access to a skilled workforce.

One of our members, BPWood is a global supplier of lumber, with a focus on sustainable supply chains. Cindy Lee, Export Administration and Logistics at BPWood shared that "transportation and logistics is a crucial part of BPWood's business. We use land and sea transportation modes on a daily basis to and from locations in the lower mainland, Canada and export to countries around the world. The past couple of years has certainly been challenging for BPWood with problems caused by the environment, reduced capacity and now high fuel prices."

Clearly, expert response to global pressures on supply chain and logistics networks is more crucial than ever. Moreover, there is an abundance of local organizations who will benefit from the

applied curriculum feature of this credential. Additionally, the online coursework proposed for this credential by KPU, will allow working adults to upskill, without undue disruption to their work and family commitments.

I hope that we can soon welcome the news that KPU will be delivering this M-OSCLM to the lower mainland workforce. Please do not hesitate to reach out if you have any questions.

Sincerely,

Dan Baxter
President & CEO
Richmond Chamber of Commerce

GREATER VANCOUVER
BOARD OF TRADE

Greater Vancouver Board of Trade
World Trade Centre
400 – 999 Canada Place
Vancouver, B.C. Canada V6C 3E1
T. 604-681-2111 F. 604-681-0437
E. contactus@boardoftrade.com
boardoftrade.com

CEO
Bridgitte Anderson, ICD.D

2021-22
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| 1984 – 85 | A. M. Fowlis |
| 1978 | D. C. Selman |

February 25, 2022

To whom it may concern,

On behalf of The Greater Vancouver Board of Trade (the "GVBOT"), I am pleased to submit this letter in support of Kwantlen Polytechnic University, Melville School of Business.

The proposed Master's credential in Operations, Supply Chain and Logistics Management (M-OSCLM) at KPU Melville School of Business is an important addition to the training and education of qualified personnel in Greater Vancouver in order for the city to hold its place as a vibrant hub for commerce, trade, travel, and free enterprise.

As Western Canada's most active and influential business association, we're aware of the current skills gap between the relevant competencies needed for the future labour market and the broad skills provided in undergraduate education. The M-OSCLM addresses these labour market needs by providing the skills necessary for young graduates to secure positions in the most demanded occupational categories, namely: Sales and Service, Business, Finance, and Operations and Supply Chain Management.

As we look to the future, technological advancements will shape the future demand for new skills and competencies. KPU Melville School of Business' focus on people and management skills combined with digital literacy - embedded in business context- will equip students to deal with pressing global challenges affecting the economy and the environment as well as local and regional communities.

As a supporting sponsor of the Board of Trade's Leaders of Tomorrow Program, the GVBOT and KPU have a history of working together to support the professional and personal growth of emerging young leaders in the areas of Mentorship, Leadership, Networking and Volunteerism. We look forward to engaging with the students in KPU Melville's M-OSCLM program to support their successful career launch.

Sincerely,

Austin Nairn, MBA
Vice President, Greater Vancouver Board of Trade
Executive Director, d Trade Centre Vancouver

Attn: Mr. Vasile Zamfirescu

Melville School of Business,
Kwantlen Polytechnic University

**18 February, 2022**

## Letter of Endorsement and Support for KPU OSCLM Supply Chain Program

Many thanks Vasile for your presentation on your concept of development of a Master's Program in Operations, Supply Chain and Logistics Management. The subject matter was well received.

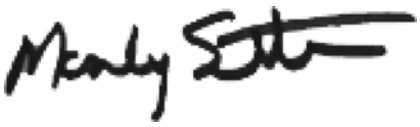
On behalf of **ASCM BC (Association for Supply Chain Management)** we welcome and endorse your initiative to develop the OSCLM program and also agree that a program such as this would be of great benefit to British Columbia, Lower Mainland and students seeking to enhance their skillsets. With the increasing growth and diversification in manufacturing sector in British Columbia and also manufacturing being a major contributor to our overall economy this type of program OSCLM would be timely and appreciated by any organization or person planning to develop their skillset in operations, supply chain, logistics management at this level of education.

As mentioned, we at ASCM BC have found strong demand for online programs and continue to offer our course offerings with increasing frequency as numbers continue to grow. We concur with your plan to offer online courses as it provides students who otherwise would not be able to attend class or simply requiring convenience to attend.

Should you need any input on your program throughout the development process or periodically, please do not hesitate to contact us as we have a number of experienced instructors with industry experience to provide input. We have members who do provide input regularly to other colleges programs on advisory committees.

Looking forward to further news on this initiative.

**Regards,**



Signed: Manly Sitter, CPIM, CSCP for Vice President of Education ASCM BC

APICS Vancouver
200-4170 Still Creek Drive.
Burnaby BC
V5C 6C6
778-927-1852
education@bc.ascm.org

Canada
Vancouver Section
ASQ The Global Voice of Quality™

To: Stephanie Howes
Dean
Melville School of Business, KPU

January 31, 2022

Dear Stephanie,

I am writing this letter on behalf of the ASQ Vancouver Section Leadership Committee to express our support for your master's program in Operations, Supply Chain, and Logistics Management.

We appreciate the opportunity to review your proposed program. We recognize the many benefits of this program, especially its approach in integrating supply chain and logistics with operations and quality management functions, which are all responsible for producing and delivering high-quality goods and services. As a knowledge-based community of quality professionals dedicated to promoting and advancing quality tools, principles, and best practices, we strongly endorse your forward-looking approach as it addresses the importance of total quality management throughout the end-to-end supply chain of goods and services.

For over thirty years, ASQ Vancouver Section 408 has worked to increase individual and organizational performance excellence in British Columbia by providing learning, quality improvement, and knowledge exchange opportunities to its members, mainly representing manufacturing, medical and high-tech industries. In the past three years, we have witnessed an increased interest in topics that address the integration of various organizational functions within businesses, evident in the results of annual customer surveys conducted by our section among its 400+ members. We are certain that the program graduates will strengthen the skills in British Columbia.

If you have any questions related to this letter of support, please do not hesitate to contact me again.

Sincerely,

*Fuat Ramazanov*

Fuat Ramazanov, M.Sc., PMP®, CCLP®, CQIA
Section Chair 2022
778-388-9667 | framazanov@memberleader.asq.org
**www.asq.org | my.asq.org**

Project Management Institute. Canadian West Coast

Date: February 24, 2022

**Reference: KPU Support Letter:**

To: Stephanie Howes, Dean, Melville School of Business, KPU

The Project Management Institute (PMI) is the leading, non-profit international organization dedicated to promoting professionalism in the practice of project management. The PMI Canadian West Coast Chapter (PMI CWCC), established in 1979, has two primary goals: to help our members build their project management careers and to provide a community for the project management industry in BC.

Based on our understanding, your proposed program, an applied Master's in Operations, Supply Chain, and Logistics Management, completely online (OSCLM), is a valuable addition and supports both our organizational goals. We look forward to collaborating with your students and the faculty delivering this program.

As project management professionals, we understand the importance of integrating the teaching of operations management, supply chain management, and logistics management into one graduate program. We understand that the formal approaches, concepts and tools to be studied in your Master's in OSCLM, much like the formal approaches, concepts and tools used by project management professionals, are universally applicable and would benefit organizations of any type and size, regardless of industry, throughout the Lower Mainland.

The PMI CWCC fully supports the inclusion in your program curriculum of a course that is fully dedicated to project management, the continual requirement to manage applied projects in most courses of the program as well as in its capstone project, and a PMI certification as a prerequisite of granting the credential.

We support your initiative for a Master's in OSCLM and look forward to collaborating with you as we both pursue our organizational goals and continue our respective contributions to the reputation of the Lower Mainland as a Centre of Excellence in the teaching and practice of the management of operations, supply chains, logistics and projects.

Sincerely,

Andrzej Nawrocki, PMP

PMI CWCC Board Director

Project Management Institute. Canadian West Coast

**Fibretech Distributors Inc.**

8247 130St. Surrey, BC V3W 7X4
P: 604-507-2199 x138, F: 604-507-2190
www.fibretechbc.ca

Date: January 28, 2022

TO: Stephanie Howes, Dean of the Melville School of Business, KPU

Fibretech (www.fibretechbc.ca) started its successful journey in 1993 as a prominent manufacturer of Canadian made plumbing fixtures. In 2001 Fibretech Distributors Inc. opened its first location in Surrey, BC and shifted its focus to supplying plumbing fixtures & faucets to local residential and commercial developers. With nearly 30 years of experience in the plumbing industry, Fibretech has now become a leading manufacturer and distributor of premier plumbing fixtures in British Columbia, with the vision to expand across Canada and the USA. Today, from its head office located in Surrey, Fibretech has three professional state-of-the-art showrooms located throughout the Lower Mainland with a supply chain spanning across Western Canada.

We understand operations, we understand supply chains, and we understand logistics. These are critical business functions, and we believe that they must work seamlessly together. That's why we are happy to see the Melville School of Business planning to do just that: provide graduate-level education that integrates the knowledge of these three business areas.

For companies like ours it would be of great benefit to know that we may address some of our challenges by working with students in the program or by engaging services of local consultants specializing in the interdependencies of operations management with supply chain and logistics management, and even by hiring graduates of this made-in-BC program. In fact, in the past, we have hired graduates of the OSCM program at KPU and are fully aware of the quality of education provided by the Melville School of Business.

We can also visualize how this Master's in Operations, Supply Chain and Logistics Management would have a trickle-down influence on the BC business in general, through applied projects carried out with real-world organizations and dissemination of knowledge and experiences using industry events, or development of teaching materials with the contribution of organizations such as ours. We would be very happy to collaborate with the program in any of these directions.

In closing, we strongly support the proposal of a Master's in Operations, Supply Chain, and Logistics Management at the Melville School of Business.

Yours truly,

**Parm Aujla**
**(Director)**

12745 116th Ave, Surrey, BC, V3V 7H9
Phone: 604.954.1263 Fax: 250.861.3165
Email: StorageVA@Secure-Rite.com
www.Secure-Rite.com

Vasile Zamfirescu
Faculty, Operations & Technical Management
Melville School of Business
Kwantlen Polytechnic University
12666 72 Ave, Surrey, BC V3W 2M8

Dear Mr. Zamfirescu

**RE: MSB Master's in OSCLM**

Thank you for your email outlining the planned expansion of the Melville School of Business to offer a Master's Degree in Operations, Supply Chain and Logistics.

I do not know of any post-secondary degree offered in this area of study. In my corporate career I have taken a lot of courses in operations and purchasing, but these courses were always taught by a variety of different organizations, and there was no cohesive, consistent approach to the subject matter. This Master's Degree in OSCL clearly fills this gap.

The current business climate needs trained professionals with expertise to navigate these very challenging times in the world of logistics. My present area of work is in Shipping Containers, and the difficulties we face in getting our units from other parts of the world are difficulties faced by any company importing or exporting goods. My BA in Geography and Economics, as well as my BEd in Secondary school level education certainly never covered any of the topics you are proposing to address, though I now wrestle with these challenges every day.

I sincerely hope your plans to expand the Melville School of Business with respect to this Master's program is a success. It is clearly needed.

Best Regards,

Kyle Fairfield

Kyle Fairfield, BA, BEd
Vancouver Branch Manager
604-353-1845
kylef@secure-rite.com

KenDor
TEXTILES LIMITED

February 25, 2022

Melville School of Business
Kwantlen Polytechnic University
Attention: Vasile Zamfirescu

**RE: In Favor of a KPU MSB OSCLM Master's Program**

To Whom It May Concern,

As an importer and wholesaler of textiles, KenDor sources from various international suppliers utilizing multiple resources in the global supply chain. In recent years, more than previous, the nuances and critical importance of strategic planning & effective supply chain management have grown increasingly integral to the effective operation of our business.

We are in strong favor of KPU MSB designing and implementing a comprehensive degree program in OSCLM that will furnish the workforce with a breadth of informed & focused professionals that are equipped to navigate the complex maze of multi-national bureaucracy with a comprehensive toolkit encompassing technical acumen, risk and project management, and a commitment to compliance. These skills and education will provide them with the agility and insights necessary to adapt and respond to the dynamic changes that have become constant factors in today's global business environment.

With Regards,

**Paul King**
President
T: (604) 940 0022 (ext 112)
C: (604) 230 9648
E: paul@kendortextiles.com

**Ayr Barnett**
Consulting Director of Operations
T: (604) 940 0022 (ext 113)
C: (604) 999 7796
E: ayr@kendortextiles.com

Pitt Meadows Plumbing
& Mechanical Systems Ltd.

February 7th, 2022

To: Stephanie Howes, Dean, Melville School of Business
Kwantlen Polytechnic University

Re: New Master's degree program

I have learned that Melville School of Business (MSB) is developing a Master program in Operations, Supply Chain, and Logistics Management (OSCLM) and would like to offer our support for this timely initiative.

Pitt Meadows Plumbing & Mechanical Systems Ltd. was started in 1979 and is a large-scale mechanical contracting firm. Our competitive advantage is derived through the use of pre-fabrication, automated tooling, and Building Information Modelling which allows us to work on projects that are larger and more complex than most mechanical contractors. We currently occupy a 50,000 square foot manufacturing space that produces tens of thousands of assemblies each year for our projects and for 3rd party clients. This facility, along with all our job sites, is supported by our Inventory, Logistics, and Procurement functions, all of which are dependent on operational excellence in supply chain and logistics management.

The general contents of the curriculum proposed match perfectly the strategic and operational challenges of our core business activity. The suggested Master program would clearly add to the resources of competence in the management of operations, supply chains, and logistics across all organizations and industries, in any part of Canada. We all need more, much more, of such competences if we expect our companies, cities, provinces, and our country to maintain competitiveness.

We believe that the graduates of the proposed program will very likely help organizations like ours to adopt the newest technologies and adapt to the latest developments in Operations Management as well as improving the quality of our products and systems. We are committed to continuous improvement and are excited to see a degree program specifically targeting this important area of our business. This program, its students and faculty, will have the opportunity to influence the business community by focusing on innovations in Operations Management which will be a benefit to us.

Furthermore, we would be very happy to collaborate with the KPU Master's program by inviting students and faculty to virtually visit our operations and to meet with us in-person or online to discuss new developments in the OSCLM disciplines, provide original cases of challenges that we face in running our operations and supply chains, or offer our time as guest speakers to the students. We would also consider assisting some of our own employees to enroll in the program, if it is delivered fully online.

20142 113B Ave, Maple Ridge, BC V2X 0A9
Tel: 604 465 8622 www.pittmeadows.net

Pitt Meadows Plumbing
& Mechanical Systems Ltd.

In closing, Pitt Meadows Plumbing & Mechanical Systems Ltd. strongly supports the addition of this rather unique Master's program in Operations, Supply Chain and Logistics Management to the existing MSB programs at KPU.

We would be pleased to provide additional information, if necessary.

Sincerely,

James Zelinski, *BCom, MA, C.Mgr*
Chief Administrative Officer

20142 113B Ave, Maple Ridge, BC V2X 0A9
Tel: 604 465 8622 www.pittmeadows.net

February 24, 2022

Alpha Technologies (an EnerSys Company) has over 4 decades of industry leadership in powering technology, Alpha has established itself as a preeminent total power solutions provider and one stop shop for AC, DC and renewable powering solutions for the Telecom, Cable Broadband, Traffic, Security, Industrial and Alternative Energy industries. Alpha's products are the trusted power behind large switching and data centers, mobile cell sites, broadband networks, traffic and security systems, private/industrial networks, and many more with customer tanging from Bell, Rogers, Telus, AT&T and Crown Castle etc.

As a Plant Manager with significant experience in every area of Operations and Manufacturing management that includes procurement, planning, warehouse, inventory, and logistics management, I am fully aware the basic principles of OM, SCM and Logistics. In my experience I have noticed these I are taught separately by various educational institutions. However, I find OSCLM concepts and tools are interconnected with overall operations function, and it would be great to bring these under one umbrella. I manage these activities on daily basis and I'd like to see candidates to management positions in my organization to possess knowledge in skills of OSCLM as a continuum.

We have hired student from KPU for co-ops in the past and always appreciated what they brought to the organization. I was pleased to hear that KPU, in their proposed Master's in OSCLM program would comprise all three subfunctions of the end-to-end activities that must be managed effectively and in a synchronized manner to produce virtually any good or service. Then, delivering the program based on applied research and teaching courses in collaboration with the industry, would benefit not only the graduates but many local organizations as well. Moreover, offering this program completely online would make this Master's available for people who cannot attend class in person due to a variety of constraints and who are perfectly capable to pursue this type of studies completely remotely.

This specialized graduate program right here in the Lower Mainland would incentivize many people to upgrade their management skills without considering the costs and disruption generated by enrolling to programs in Ontario or outside Canada.

The above are the major reasons for which I fully support the approval of this program

Sandeep Tattla,
Plant Manager
Alpha Technologies (an EnerSys company)

January 18, 2022

**Stephanie Howes**

Dean

Melville School of Business

Kwantlen Polytechnic University

Dear Stephanie Howes:

I was briefed on the proposal developed by the Melville School of Business for an Applied Master's program in Operations, Supply Chain, and Logistics Management (OSCLM). Because of the skills to be acquired from this program and the intended teaching methods, I am convinced this program has great potential to be successful, as there is a lack of such skills in industries across B.C. and Canada.

As every year we came across number of clients from different part of the world, who are interested to pursue their career in Operations, Supply Chain, and Logistics Management. Moreover, recent pandemic situation further highlighted the importance of such program as evident from the approximate number of clients that is 3-5 per month who approach us either to inquire about such program or have already secured a offers for supervisory /managerial jobs here and have a firm intentions to move to B.C and would be interested to enroll in Master's program in OSCLM proposed by KPU - Melville School of Business as we are not aware of any other Master program specialized in OSCLM.

Furthermore, the program is designed to be delivered completely online, which is another great advantage both for employees – who can keep their jobs during their studies and for the employers – who can have their student-employees working and contributing to the organization during their program.

Moreover, to have a source of advanced education in this field right here, in B.C, will be of great benefit to all types of local organizations in manufacturing (be it metal, wood, or machinery), warehousing, transportation, services, health care, etc. as general contents of the curriculum proposed match perfectly the strategic and operational challenges of any organization in any type of activity. The suggested Master program would clearly add to the resources of competence in the management of operations, supply chains, and logistics across all organizations and industries, in any part of Canada. We all need more, much more, of such competences if we expect our companies, cities, provinces, and our country to maintain competitiveness.

In closing, we intend to make our partners and our communities aware of this promising new Master's credential and we enthusiastically recommend its approval so that it can be offered to clients the soonest possible.

We would be pleased to provide additional information, if necessary.

Sincerely,

Satwant Singh, Sri Immigration (Director)

To: Stephanie Howes, Dean
Melville Scholl of Business
KPU

February 10, 2022

Dear Dean Howes,

Before talking about your program proposal, I'd like to make sure everyone understands Cintas. This is what Dun & Bradstreet says about us:

> *Cintas provide their products and services to over one million businesses of all types, from small service and manufacturing companies to major corporations that employ thousands of people. Cintas, which sells, leases, and rents uniforms, operates over 480 facilities in more than 330 cities; it leases over half of them. Besides offering rental and servicing of uniforms and other garments, the company provides flame-resistant clothing, mats, mops and shop towels and other ancillary items. Other products offered by Cintas include uniforms, floor care, restroom supplies, first-aid and safety products, fire extinguishers and testing, and safety and compliance training. Richard T. Farmer founded the company in 1929. Cintas is now run by Scott D. Farmer. (Cintas Corporation Company Profile | Cincinnati, OH | Competitors, Financials & Contacts - Dun & Bradstreet (dnb.com)*

Cintas Corporation helps businesses of all types and sizes get READY™ to open their doors with confidence every day by providing a wide range of products and services that enhance our customers' image and help keep their facilities and employees clean, safe and looking their best and be Ready for the Workday®.

I am a Service Manager at Cintas Surrey. My position entails responsibilities in the areas of general management, operations management, marketing, customer service, supply chain management, and others ((99+) Ahmed Iqbal | LinkedIn).

As I was getting acquainted with the framework of your proposal, I thought of my own managerial duties. As an integral part of the areas that I manage, I can say that I definitely use Operations management concepts and tools, as they help me plan and achieve strategic goals and complete effectively day-to-day activities. However, to do that, I also use knowledge about Supply chain management – from assessing supplier performance to developing the network of dealers and business accounts within the territory.

Educationally and professionally, I am proficient with marketing and strategy, but the reality of my own responsibilities in this position make me understand perfectly that operations, supply chain, and logistics management are intrinsically dependent on one another. Teaching one of these functions independently of the others may have two undesired effects. First, the graduates would be comfortable with a discipline much narrower than what the "real world" requires. Second, to respond to the demands of the marketplace and the needs of employers, these graduates would be forced to

round-up their knowledge and skills at a later time, by taking additional courses offered by various organizations not always at the highest academic standards. That is why I believe that Melville's approach is the perfect response: include in their Master's credential operations management together with supply chain and logistics management.

I fully support the Master's proposal developed by the Melville School of Business.

Ahmed Iqbal,

Service Manager
Cintas Langley

**Date – 01/29/2022**

**To**

**Stephanie Howes, Dean, Melville School of Business**

**Kwantlen Polytechnic University**

I got clarification on the proposal developed by the Melville School of Business for an Applied Master's program in Operations, Supply Chain, and Logistics Management. Because of the skills to be acquired from this program and the intended teaching methods, I am persuaded this program has great potential to be successful, as there is a lack of these skills in industries across B.C. and Canada.

Hawk Technologies, a Hawk Group of Companies division, is privately owned and incorporated in British Columbia, Canada specializes in retail, project management, ecommerce, concierge service etc. The leader in security and its services in the competitive market.

I am the Field Manager in Hawk Technologies, with more than 20 people in Hawk Technologies and we are proud to assist them in training and professional development. We are committed to the EDI principles. Moreover, I completed my studies in Canada and working in Canada from last 20 years with multiple areas of expertise like retail, team management, client interaction, project management, finance etc.

I believe this program will help employers in B.C. and in Canada to reinforce the management of operations and supply chain of their business by hiring highly educated executive-level managers and professionals ready to step in.
Further, this program will contribute to the creation of a centre of expertise in operations, supply chains, and logistics management in the Lower Mainland, which will help the local organizations and will also enhance the prestige of the BC companies and the reputation of the BC economy.

In addition, this program is designed to be delivered completely online, which is another extraordinary advantage both for employees – who can keep their jobs during their studies and for the employers – who can have their student-employees working and contributing to the organization during their program

I strongly support the addition of this rather unique Master's program in Operations, Supply Chain and Logistics Management to the existing MSB programs at KPU.

**Thanks and regard**

**Yours Sincerely**

**Naveen Kumar Saini**

**Field Manager (Hawk Technologies)**

## Vasile Zamfirescu

**From:** Cameron Thistle (Director - Warehousing Services) <cameron_thistle@saveonfoods.com>
**Sent:** Friday, February 25, 2022 11:56 AM
**To:** Vasile Zamfirescu
**Cc:** Heidi Ferriman (Sr VP - People & Corp Affairs); Joe Stelnicki (GM - Supply Chain Logistics)
**Subject:** KPU Survey Letter

**CAUTION External Sender:** Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hi Vasile,

Thank you for including me in the Kwantlen Polytechnic University survey about the Masters in Logistics and Supply Chain.

Through the pandemic and the recent floods in BC, the world understands that supply chain is critical for everyone. In order to develop leaders in this industry, we need a local western-based program to that is accessible and able to develop local talent. A program like this will reinforce the commitment to innovating and reinventing Western Canadian supply chain network.

More than ever, it is critical that logistics and supply chain leaders are able to successfully embrace AI and technological changes in this area so to deliver a more robust and efficient network. I know our Supply Chain/Warehouse Partners will be excited about this program and utilizing graduates and hopefully co-op students in the future. Not only is a program like this past due, but there are significant and rewarding career opportunities within this segment and it's time to showcase the opportunity to move careers along this pathway – which is something we are very much missing in the west.

Cameron

**Cameron Thistle**
Director Warehousing Services

**Save-On-Foods, a division of Save-On-Foods Limited Partnership**
**E.** Cameron_thistle@saveonfoods.com
**M.** 604 308-3270
saveonfoods.com

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**Stephanie Howes**
Melville School of Business
Kwantlen Polytechnic University

29 January 2022

Dear Stephanie Howes,

Thank you for providing us an opportunity to participate in the survey and information provided regarding the proposal of MSB for Applied Master's program in Operations, Supply Chain, and Logistics Management (OSCLM). Considering the methods of instructions for this course, we wish this could be a great success for MSB as well as KPU. This program should offer a great deal of opportunities for the aspiring students as well as the companies those who wish to modernize and enhance their productivity skills using qualified students from the program. As we understand in general, there is a lack of professional or quality leadership and managerial efforts in the Operations and Logistics in our part of the world and this kind of courses and on hand trainings using qualitative methods could solve the problem or could address the issues in the industry and can increase the productivity of our area, which could be a boon for the economy and population in the region.

As we are in Immigration business, there are always questions coming from our prospects and clients regarding opportunities in the specific field and possible study or skill advancement options from those who already working or entering to this part of the business. As we do international student placements across Canada in colleges and universities, we suggest the aspiring students about the course in Supply Chain and Logistics management. We do receive interest in master's program in supply chain management from the middle level and entry level graduates who started their career and looking for an advanced opportunity in Canada especially in British Columbia.

Deliverability of this program via online platforms could attract more interest in the subject and will provide an opportunity for the people already working in same kind of jobs and like to advance their position in the career ladder and may like to open their entrepreneurial attempts with more armors in their sleeve.

Further to this, we feel that an advanced education facility and opportunity here in Vancouver region of BC, the local organizations working in various fields related to the specific subjects mentioned or taught in the proposed course will be highly benefitted. As well as many students may get a chance to interact and learn the current process and completing the course with higher on hand working experience.

For service-based industries in the area, the program offering may provide an opportunity to source qualified graduates from the course and use their newly learned skills and techniques to improve the service standards.

On a closing note, we wish to extend our support to MSB and KPU for introducing this program and surely recommend this program for any aspirants who approach us after the launching of the program. We wish to get any further updates on this program, so we could start offering this opportunity to our clients across the globe as well as our local student.

Should you need any further clarifications from us on anything we have mentioned, we would be pleased to interact with your organization and like to have any progressive discussions.

Sincerely,

Anil Menon

Anilkumar Bhaskaran
Director (RCIC – R706690)
Vizazen Immigration Inc.

fraserhealth Better health. Best in health care.

February 24, 2022

Stephanie Howes, Dean
Melville School of Business
Kwantlen Polytechnic University
12666 72 Ave, Surrey, BC V3W 2M8

**Re: Letter of Support**
**New MSB Program: Master's in Operations, Supply Chain, and Logistics Management**

The reason I am writing this letter is to show my support for the proposed MSB program at KPU. Recently, I completed the survey that Vasile Zamfirescu sent out. This survey highlighted that OSCLM concepts and tools are not only necessary in healthcare operations, but also that leadership teams could benefit from onboarding graduates of the program.

The new online, applied Master's in Operations, Supply Chain, and Logistics Management, as I understand, would provide teaching and learning opportunities with the inclusion of guest speakers, case development and webinars. As a PMP myself, I can appreciate the formal delivery of the concepts and the integration of industry professionals into one program and recognise that this can prove beneficial to all industries, even the untapped healthcare industry.

I am an Operations Manager in healthcare, but I am not a Registered Nurse. This has facilitated me viewing operations from a different lens. I bring knowledge and experience from being a PT Instructor in a School of Business and completing my MBA, and this shed light on what operational knowledge was missing. As such, including a course in the proposed program devoted to project management receives my support as well. Healthcare continues to have quality improvement projects and PDCA cycles that warrant knowledge and understanding of operations and project management.

I personally support your initiative for a Master's in OSCLM.

Sincerely,

Tracey Demirbas, B.Ed., PMP
Clinical Operations Manager
New Westminster Community Health Services
Specialized Community Services Programs (SCSP) CMF
#218 – 610 6th Street
New Westminster, BC V3L 3C2

# Feasibility Assessment Request Form

Please complete each cell in the right-hand column. If you have any questions, please contact the Office of Planning & Accountability at <opa@kpu.ca>.

OPA will share the draft feasibility assessment with you. Once finalized, OPA will append it to this document as Appendix A prior to submission for governance approval.

| | |
|---|---|
| **Name of person to contact for additional information** | Mike Ford, faculty, Melville School of Business mike.ford@kpu.ca / 604-599-2862 |
| **OVERVIEW** | |
| **Academic unit offering proposed program**<br>*Specify the Faculty and department or unit within the Faculty that will deliver the program.* | Melville School of Business<br>Department of Business Graduate Programs |
| **Name of proposed program**<br>*(include all related programs, such as minors)*<br>*Acronym Key used throughout this report:*<br>OM – Operations Management<br>SCM – Supply Chain Management<br>LM – Logistics Management<br>OSCL – Operations, Supply Chain, and Logistics<br>OSCM – Operations, Supply Chain, and Logistics Management | Master of Operations and Supply Chain Management (OSCM) |
| **Program Alignment**<br>***In approximately 300-500 words**, explain how the proposed program aligns with any of the following:*<br>• *KPU Mission and Mandate,*<br>• *Strategic Plan, or*<br>• *Academic Plan* | The KPU Mandate Letter for 2022-2023 directs the University to collaborate with communities, employers and industry partners to offer programs to British Columbians to participate fully in economic recovery and growing career opportunities.[1] This program will help expand career opportunities for mid-career professionals who want to advance within the OSCM field in the province, and is a component of KPU's response to this mandate in contributing to a more successful, resilient and competitive economy in support of economic recovery. Graduates of this program will be equipped with skills that will help |

[1] Ministry of Post-Secondary Education and Future Skills, "Kwantlen Polytechnic University 2022/23 Mandate Letter," *Mandate Letters – Post-Secondary* Institutions, accessed July 21, 2023, https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/minister-letters/minister-letter-kwantlen-polytechnic-university.pdf.

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| | elevate productivity in operations, and strengthen supply chain and logistics in KPU's region and beyond.<br><br>The KPU Mandate Letter for 2023-2024, addressed to KPU on June 22, 2023, directs the University to deliver educational and training programs in support of *StrongerBC Future Ready Action Plan*.[2] Specifically, this program will provide British Columbians with accessible and relevant training in the field of OSCM, train for future jobs and career advancement opportunities, and help employers and industry partners find the skilled people they need in the field to lead a changing and innovative economy. This program aligns with *StrongerBC Future Ready Action Plan*'s call for supporting mid-career OSCM professionals looking to reskill to further their careers for in-demand jobs in their field.<br><br>As outlined in KPU's Vision 2026, our regions have increasingly become dependent on global supply chains that continue to face significant impacts of the continuing global COVID-19 pandemic and a changing world order.[3] This program will be able to respond to these challenges by offering innovative and experiential learning opportunities, and help current mid-career professionals evolve into leaders as they contribute to more sustainable OSCM operations in KPU's region.<br><br>This program is a response to goal #9 in KPU's Academic Plan 2023: to offer Graduate Studies at KPU that enable members of our region's workforce to upgrade their credentials through innovative new graduate degrees at KPU.[4] Industry partnerships integration, and a unique blend of delivery modes are key features of this innovative program, which will |

[2] Ministry of Post-Secondary Education and Future Skills, "Kwantlen Polytechnic University 2023/24 Mandate Letter," *Mandate Letters – Post-Secondary* Institutions, accessed July 21, 2023, https://sppublic.kpu.ca/board/Board/2023%20Agendas%20and%20Minutes/06%20June%2028,%202023/13%20129479%20-%202023%20Mandate%20Letter%20to%20KPU%20(Ivy%20Chen).pdf.

[3] Kwantlen Polytechnic University, "Vision 2026," *Kwantlen Polytechnic University Vision 2026*, last modified May 16, 2023, https://www.kpu.ca/sites/default/files/Institutional%20Analysis%20and%20Planning/VISION%202026%20FINAL%20-%20May%2016%202023.pdf.

[4] Kwantlen Polytechnic University, "Graduate Studies at KPU," *Academic Plan 2023*, accessed July 21, 2023, https://www.kpu.ca/vp-academic/academic-plan-2023.

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| | help mid-career professionals in OSCM to advance in their careers. In support of goal #3, "Accelerate Research at KPU" in KPU's Academic Plan 2023, this program is in support of strategy 3.3 in that it deepens the university's relationship with external industry partners and employers by providing powerful and innovative learning experiences for students in this program while seeking practical solutions that will address the needs of the OSCM field. |
| **Proposed implementation date**<br>*Consult with the Provost's Office* | January 2026 |
| **DISCIPLINE & PROGRAM DESCRIPTION** | |
| **Description of discipline**<br>*In two or three sentences, provide an overview of the discipline.* | Operations Management (OM) and Supply Chain Management (SCM), including Logistics Management (LM), is the organizational function responsible for the planning, design, implementation, and management of all activities related to the processes and facilities required to transform resources into goods and services within and between organizations, from the primary sources of inputs to the delivery of the finished good or service to the end user. |
| **Program description**<br>***In approximately 300-500 words**, provide an overview of the proposed program, including:*<br>• *its relationship to the discipline (i.e. focus of program*<br>• *program learning outcomes (list 3-5).*<br>*Please be specific.* | The program will cover a comprehensive range of topics in OM, SCM, and LM – applicable to a large array of economic sectors. The Master of OSCM program will provide graduates with industry-ready, advanced theoretical knowledge and practical skills. The graduates from this program will be ready to take on leadership roles, holistically and strategically managing the activities necessary for the end-to-end production and delivery of goods and services.<br><br>The program will prepare graduates for management capacity, leading-edge entrepreneurship, research activities, government leadership, consultancy, and higher education.<br><br>*Students who complete the program will have reliably demonstrated key abilities to:*<br><br>• Understand and explain the frameworks (i.e. lean manufacturing), tools (i.e. line balancing, 5-S) and technologies (i.e. robotics) that ensure OSCM processes run smoothly. This is particularly important in the face of trends |

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| | (opportunities and challenges) arising from the increasingly global reach of the business.<br>• Practice designing and managing OSCM processes that add value, reduce waste, and increase productivity. This includes timeliness of actions, tasks, and deliverables while minimizing costs and maximize the quality of the goods and services of the organization.<br>• Utilize industry case problems and problem-based learning situations to demonstrate the management of a multitude of activities within the end-to-end supply chain. This includes the:<br>o Acquisition and sale of goods and services.<br>o Entirety of processes transforming inputs into outputs.<br>• Address an organization's vision, goals and competitive position by developing OM, SCM, and LM functional level strategies. These students will also demonstrate how OSCM functional level strategies will support the goals an organization while enabling cross-silo collaboration with all of the other functions of the company (I.e. Finance, HR, Marketing).<br>• Create and apply OSCM policies that contribute directly to the mitigation of risks for the organization and ensure compliance with applicable legal, regulatory, and contractual obligations, as well as observance of industry best practice standards for health, safety, social responsibility, environmental protection, and ethical business conduct. |
| **Program concentrations**<br>*Provide an overview of the subject concentration(s) that will be included in the program and an estimate of the proportion of the credits for each. Also indicate whether these are at the introductory, intermediate or advanced level.* | The program has only one subject concentration which may be described as the holistic management of operations, supply chain and logistics. It aims to fully integrate these functions and to strategically align the end-to-end activities related to the production and delivery of goods and services. |

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| *Note: A program may have more than one subject concentration – for example, an equal number of general management/leadership courses and supply chain management courses.* | The program will consist of 36 credits. There are ten proposed courses (@3 credits each) and one applied project (@6 credits).<br><br>12 credits will be foundation (LEVEL 1) and 18 credits will be practiced (LEVEL 2) and 6 credits will be mastered (LEVEL 3). The applied project will serve as the capstone project for this program.<br><br>In order for this program to be competitive in the labour market, the curriculum will include the following areas of study:<br>• Quantitative Methods.<br>• Risk Management.<br>• Communications.<br>• Financial and Managerial Accounting.<br>• Organizational Development/HR.<br>• Governance, Strategy and Structure.<br>• Sustainability.<br>• Strategic Marketing Planning.<br>• Project Management.<br>• Operations Management.<br>• Sustainable Operations.<br>• Information Systems for Operations, Supply Chain and Logistics Management.<br>• Quality management and lean six sigma.<br>• Inventory Management.<br>• Supply Chain Resiliency and Forecasting with AI<br>• Automation<br>• Machine Learning<br>• SC Resilience and Forecasting with AI<br>• Data Science<br>• Digital design of supply chains.<br>• Digital twins.<br>• Innovation.<br>• Modeling and simulations.<br>• Strategic Planning.<br>• Leadership Values and Ethics.<br>• Tort Law. |
| **Classification of Instructional Program**<br>*OPA will complete* | 52.0203 – Logistics, materials, and supply chain management |
| **Program Courses**<br>*Will new courses be created for this program, or is it based entirely on existing courses?* | While the program will be building on expertise gained in offering post-baccalaureate programs, all the courses are new. |

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| **Relationship with Existing KPU Programs**<br>*Will this program replace or be a significant revision to an existing KPU program? If so, name the program and explain why it's being replaced.* | This will be a new program. As the target student is a mid-career professional, there is no opportunity to ladder into this program.<br>All courses in this program will be new.<br>Existing faculty across Melville School of Business (MSB) with related industry and teaching experience will be leveraged to help design and deliver new curriculum for the proposed master's program. |
| **PROGRAM STRUCTURE & DELIVERY** | |
| **Proposed credential(s) to be granted** | Master of Operations and Supply Chain Management |
| **Expected time to complete** *(in semesters)*<br>*Indicate if program is concentrated with 3 semesters a year.* | The program could be completed in four semesters, but it is anticipated that the program will typically be completed in twenty months to five years (five semesters to twelve semesters). Please note the capstone project will take place over two semesters (8 months). |
| **Total number of credits required** | 36 |
| **Type of intake**<br>*Open intake (Faculty admission) or Limited intake (Program admission)* | Limited intake. |
| **Cohort delivery**<br>*Will the program be delivered as a cohort?* | The program will not be delivered as a cohort. The program allows for full-time and part-time studies. |
| **Admission requirements**<br>*For Limited intake programs describe admission requirements* | In addition to KPU's Undergraduate English Proficiency Requirement, the following program admission requirements apply:<br>• Successful completion of an undergraduate degree from a recognized post-secondary institution with a minimum cumulative GPA of 3.00 on the last 60 credit hours of university degree-level study<br>• A statement of intent in the program (800 – 1,000 words)<br>• Two reference letters from qualified referees supporting the applicant's ability to undertake advanced studies in the area of interest<br>The program is best suited for applicants with a minimum of three years of work experience and/or training in operations and/or supply chain management or a related field. Applicants with an |

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| | equivalent combination of education and significant, relevant professional experience may be considered for the program.<br><br>All applicants are assessed by an admissions committee for maturity, fit with the academic program, educational background, and work experience. Applicants may also be interviewed by a member of the Admissions Committee as part of the application screening process. Meeting the minimum admission requirements does not guarantee admission into the program. |
| **Alternative Entry options**<br>*Describe the alternate ways to meet the entrance requirements, such as laddering (one program building into another), bridging, transfer credit and Prior Learning Assessment & Recognition (PLAR).* | Examples of PLAR could be considered for significant industry experience for applicants who have the following:<br>• Three (3) years of working experience in a leadership role in the industry (e.g., Operations Manager, Superintendent)<br>We will investigate transfer credit opportunities from institutions that offer similar and comparable programs. |
| **Course delivery options**<br>*Indicate Y/N for the below options. If Y, provide a brief description (e.g., all core courses scheduled for the weekday evenings).* | |
| *Part-time studies possible (i.e., students can choose to study part-time)* | Yes, part-time is possible. This allows students to complete the program at their own pace. Note that initially, the program will be delivered so that it can only be taken part-time. Once all program courses are fully rolled out, students can choose either part-time or full-time studies. |
| *Evening delivery* | Yes, evening delivery will be offered. This accommodates those students pursuing part-time studies and working full-time |
| *Weekend delivery* | Yes, weekend delivery will be offered. This accommodates those students pursuing part-time studies and working full-time. |
| *Online delivery (complete or partial).*<br>*If yes, which of the following applies:* | |

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| • *All courses only taught online* | No. Some courses will be on campus. |
| • *All courses taught both online and on campus* | No. Not all courses will be blended. |
| • *A portion of courses are taught online each term (indicate what portion can be taken online)* | Yes, a portion of the program's courses (at least 70%) will be offered online. |
| • *Some courses will be blended (taught partially on-campus and partially online)* | Yes, some courses will be blended. This accommodates those students pursuing part-time studies and working full-time. In-person components of courses will typically be reserved for collaboration and networking with classmates and industry partners. |
| **Co-op education program / practicum / clinical practice, etc. available?**<br>*If yes, specify which.* | All courses as well as the Degree Capstone Project require applied research opportunities for students. |
| **Will graduates require certification and/or will the program have to meet external accreditation requirements?**<br>*Y/N. If yes, name the agency and provide an overview of how the graduates and/or program will meet the standards.* | No, graduates will not require certification, and the program does not need to meet external accreditation requirements. |
| **INFORMATION FOR COMPETITIVE ASSESSMENT**<br>*This information will be used by OPA in the assessment of the proposed program.* | |
| **Related programs at other postsecondary institutions**<br>*Provide the name(s) of related/most closely related program(s) and institution(s) in BC. Include institutions elsewhere only if there are no relevant programs offered at public institutions in BC.* | Examples of related master's programs in Canada are:<br>• The University of Manitoba's Master of Supply Chain and Logistics<br>• York University's Master of Supply Chain Management<br>• The University of Windsor's Master of Management, specialization in Logistics and Supply Chain Management<br>• Concordia University's Master of Supply Chain Management<br>• Wilfrid Laurier University's Master of Science in Management – Supply Chain Management specialization |
| **Unique aspects of the program/program strengths**<br>*Describe the unique aspects of the program (in terms of curriculum, unique experiential learning options, delivery, etc.). How would* | A significant portion of the master's program will emphasize local program partnerships. It is the goal of the program to seek input and participation from organizations like Delta Port and Finning.<br><br>Unique features: |

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| *these differences attract potential students to KPU? Please be specific* | • Covering – seamlessly and in an integrative manner – the study of theoretical and applied management of three key organizational functions: OM, SCM, LM.<br>• Significant depth and breadth of applied research to benefit the "industry partners."<br>• Students develop and practice advanced skills of analysis and problem-solving of real-life problems from real-world organizations operating in any location in the world.<br>• Each instructor for each course will be paired with a high-level executive, business owner, practitioner, or similar expert in the subject matter from relevant industries and organizations to collaborate in teaching, testing, applied project supervision, production of webinars and other learning materials, etc. |
| **INFORMATION FOR STUDENT DEMAND ASSESSMENT**<br>*This information will be used by OPA in the assessment of the proposed program.* | |
| **New applicants to KPU**<br>*What is/are the target audience(s) for the program (e.g., direct from high school, mid-career upgrading, etc.)?* | The proposed master's program targets mid-career professions who work in OSCM or related fields and want to grow into leadership roles in the field of operations, supply chain, and logistics management fields. It is also open to more recent graduates with training in this field. |
| **Current KPU students**<br>*If you expect students in current KPU programs would be interested in this program, name the program(s) and explain why students from that program would be interested in this one. Be specific. How would they progress into the program?* | Current KPU students would only be eligible for this program if they meet the industry and academic entry requirements to this program. |
| **Domestic/International Students**<br>*Will the program be targeted to both domestic and international? If not, explain why not. Is this program expected to have special appeal to international students?* | The primary target for the program is likely to be domestic students, since the program is designed for working professionals who are obtaining additional education while remaining employed. Since this is a two-year program when taken full-time it could be attractive to international students wishing to qualify for a post-graduate work permit. |

| **INFORMATION FOR LABOUR MARKET ASSESSMENT**<br>*This information will be used by OPA in the assessment of the proposed program.* | |
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| **Main skills graduates will have upon completion of the program** *(be specific)* | Students will be able to:<br>• Develop OSCL functional-level strategies and manage their implementation.<br>• Lead execution plans in activities and processes pertaining to OSCL.<br>• Audit, analyze and improve processes in OSCM activities using modern methodologies and principles from a large variety of disciplines and subjects.<br>• Integrate people and machines and appropriately use Big Data & Analytics and Blockchain. applications, devise and implement solutions of Lean Thinking, TQM, and Six Sigma.<br>• Improve design and optimize OM processes in any OM area of responsibility (such as those related to product, process, capacity, layout, quality, scheduling, maintenance, etc.).<br>• Design and implement solutions to the entire gamut of SCLM activities, from optimizing networks to selecting supply sources and distribution targets, and from negotiating terms and conditions to measuring performance.<br>• Optimize the operationalization of SC designs by choosing the most appropriate, cost-efficient, time-saving, and environmentally-friendly LM solutions.<br>• Lead specialized teams, or individually conduct, hands-on, work assignments related to Forecasting, Planning, Project management, Decision making, Investment analysis (equipment, technologies).<br>• Communicate clearly and effectively with all stakeholders. |
| **Sectors/types of employers that would <u>most likely</u> hire new graduates** *(list at least 3 and please be specific – e.g. municipal government, biotechnology firms, conservation agencies, etc.)* | Any employer in virtually any sector including but not limited to:<br>• Manufacturing, Construction.<br>• Any type of services.<br>• Public Administration.<br>• Mining.<br>• Utilities.<br>• Construction. |

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| | • Wholesale and Retail Trade.<br>• Transportation and Warehousing.<br>• Information and cultural, industries.<br>• Waste management.<br>• Health care and social assistance.<br>• Arts, entertainment and recreation.<br>• Tourism, accommodation and food services.<br>• Banking, finance and insurance.<br>• Education.<br>• Military.<br>• Humanitarian endeavours.<br>• Consulting.<br>• Non-profit organizations. |
| **Occupations and job titles for which <u>new graduates</u> of the program would be qualified** *(What jobs are the program preparing students for? Please list 5-10 specific occupations. Optional: provide the National Occupational Classification (NOC) codes most relevant to these positions.)* | At time of graduation, the students could be in a position to take on immediate OSCL roles including but not limited to:<br>• Business Intelligence Manager.<br>• Corporate Transportation Manager.<br>• Director of Global Operations.<br>• Director of Strategic Sourcing.<br>• Global Warehouse Manager.<br>• International Logistics Analyst.<br>• Inventory Analyst.<br>• Logistics Manager.<br>• Operations Manager.<br>• Pricing Analyst.<br>• Senior ERP Consultant.<br>• Senior IT Analyst.<br>• Sr. Manager, Analytics and Data Science.<br>While the program's target student is a mid-career professional, the program will prepare students to occupy future positions (in any industry and activity sector), in the upper third of the job hierarchy for management, with titles such as:<br>• Chief Operating Officer (COO); or<br>• Vice President, Director, or Executive Manager of:<br>o Operations.<br>o Production.<br>o Manufacturing.<br>o Purchasing/Procurement.<br>o Supply Chain.<br>o Logistics. |

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| | o Transportation.<br>o Distribution & Warehousing.<br>o Business Development.<br>o Export/Import.<br>o Regional operations. |
| **Optional:** If the graduates will be seeking jobs in a new/emerging sector, are there information sources that could inform the assessment (e.g., professional associations, industry organizations, reports, etc.)? | List of organizations with professional designations readily achievable by the students and graduates of the proposed program: Project Management Institute, Association for Supply Chain Management, Supply Chain Canada, Institute for Supply Management, Council of Supply Chain Management Professionals, The Chartered Institute of Logistics and Transport, National Contract Management Association, Canada's Logistics Association, American Society for Quality, Society of Manufacturing Engineers, KPI Institute, Forum for International Trade Training. |

**Reviewed and approved by the Dean and Office of the Provost & Vice President Academic to proceed to OPA:**

Stephanie Howes Digitally signed by Stephanie Howes Date: 2024.09.04 16:33:44 -07'00' September 4, 2024

Dean Date

Diane Purvey Digitally signed by Diane Purvey Date: 2024.09.05 09:03:35 -07'00' September 5, 2024

Provost and Vice President Academic Date

Haskayne
School of Business

September 27, 2024

To Whom It May Concern,

As the current director of the Doctor of Business Administration (DBA) program at the Haskayne School of business, University of Calgary, and also a member of the PhD program advisory committee, I am writing to express our enthusiastic support for the proposed Master in Operations and Supply Chain Management (OSCM) at the Melville School of Business, Kwantlen Polytechnic University (KPU).

After consultations with the program leaders at the Melville School of Business, I see at least three pathways in which graduates from the Master in OSCM program could transition into our graduate programs at Haskayne:

1. For those entrants into the OSCM Masters that already have considerable industry experience and some managerial experience, they may qualify for entrance into the DBA program straight out of the Masters.
2. For those entrants into the OSCM Masters who may be promoted or gain managerial experience after the Masters program, they may qualify for entrance into the DBA program a few years after completing the Masters.
3. For those entrants in the OSCM Masters who may decide to pursue a more academic career afterwards, the OSCM area in our PhD program would be an ideal fit that they would immediately qualify for.

Additionally, I would like to express that to my knowledge we currently have very few opportunities in Canadian higher education for professionals to gain specialized knowledge in Operations and Supply Chain Management at the Masters level.

Therefore, in general I am very supportive of the KPU proposal for a Master in Operations and Supply Chain Management program.

Sincerely,

**Mohammad Keyhani (he/him)**
**Director of DBA Program & Associate Professor of Entrepreneurship & Innovation**
Haskayne School of Business, University of Calgary
2500 University Dr NW, Calgary, AB T2N 1N4, Canada | (Office SH 436)
**W** 1-403-220-3908 - **M** 1-647-829-3820
https://profiles.ucalgary.ca/mohammad-keyhani

Royal Roads
UNIVERSITY

Oct. 15, 2024

Mr. Mike Ford & Mr. Darren Anderson
Kwantlen Polytechnic University
Melville School of Business
12666 72 Avenue
Surrey, BC V3W 2M8

**Subject: Master of Operations and Supply Chain Management, Melville School of Business, KPU**

Dear Mr. Ford and Anderson,

Thank you for consulting with Royal Roads University (RRU) regarding the proposed **Master of Operations and Supply Chain Management (OSCM)** at KPU. I reviewed the proposed program objectives, the high-level structure, and the initial course descriptions.

One of the requirements for standard admission into Royal Roads University's Doctor of Business Administration (DBA) degree program is the successful completion of a relevant master's degree. The proposed OSCM is relevant to RRU's Doctor of Business Administration (DBA) degree program. Should graduates of your program meet our full admission requirements, and should they be competitive applicants, our university would be pleased to accept them into the DBA Program.

I am pleased to support the development of the proposed **Master of Operations and Supply Chain Management (OSCM)** at KPU and wish you success in the launch of this new program.

Yours sincerely,

M. Hassan Wafai

**M. Hassan Wafai, PhD**
Associate Professor & DBA Program Head
Faculty of Management | **Royal Roads University**
**T** 250.391.2600 x4818 | **F** 250.391.2610
2005 Sooke Road, Victoria, BC Canada V9B 5Y2 | royalroads.ca



LIFE.CHANGING

## Appendix 2.1 Letters of Support

DOUGLAS COLLEGE

PO Box 2503 New Westminster BC
Canada V3L 5B2
New Westminster and Coquitlam
douglascollege.ca
604 527 5400

April 9, 2024

Stephanie Howes
Kwantlen Polytechnic University
Melville School of Business

Dear Stephanie,

Re: Masters in Operations and Supply Chain Management

Thanks so much for involving the School of Business, Douglas College, in KPU's consultation process for its first Masters program.

Based on our June 2023 discussion with acting Melville School of Business Dean (Heather Harrison) and faculty proponent (Mike Ford), I support the proposal of the new Masters in Operations and Supply Chain Management at KPU.

I also see great value in exploring pathways for Douglas College students in related programs. Thanks so much for the ongoing collaboration with faculty subject matter experts from Douglas College as KPU builds out this new Masters.

Sincerely,

Justin Williams

Dean, Faculty of Commerce and Business Administration

Douglas College

**Southern Railway of British Columbia Limited**
2102 River Drive, New Westminster, BC V3M 6S3 Canada
604.521.1966 | 604.526.0914 fax
www.sryraillink.com

May 18, 2023

Kwantlen Polytechnic University
12666 72 Ave
Surrey, BC V3W 2M8

Attn: Mike Ford, Chair, Department of Business Graduate Programs

Dear Sirs/Mesdames,

Re: Proposed Master's program in Operations, Supply Chain, and Logistics Management

Southern Railway of British Columbia is pleased to provide this letter of support for Kwantlen Polytechnic University's (KPU) proposed development of a Master's program that will focus on operations, supply chain, and logistics management.

Reliable and seamless supply chains are critical to Canada's economic prosperity. While the dynamic interactions among supply chain partners already occur every day in practice, they are not necessarily well understood at a broader systems level. KPU's initiative to establish a program that will blend theoretical and applied understanding of the supply chain and logistics management will contribute to Vancouver's competitive advantage as a trade gateway.

Southern Railway of British Columbia (SRY) is a major transporter of freight by rail in southern British Columbia, providing connections for more than 140 shippers, and rail connections across North America via interchange with four Class 1 railways: CN Railway, CPKC (formerly, Canadian Pacific Railway), BNSF Railway, and Union Pacific Railway. As a short line railway, SRY provides first/last mile service and supports operational synergies among customers and the Class 1 rail network. SRY understands the complexities associated with operations, supply chain, and logistics management. Having locally trained graduates with skills in these areas would benefit SRY both as an employer, and as a stakeholder who relies on counterparts within the supply chain that are knowledgeable and skilled.

Thank you for the opportunity to express our support as KPU continues to work towards establishing the program. We look forward to partnering with KPU on this program in the future.

Yours truly,

Gerald Linden
President
Southern Railway of British Columbia Limited

BC Hydro
Power smart

May 16, 2023

Mike Ford
Chair, Department of Business Graduate Programs
Melville School of Business, KPU
12666 72 Ave, Surrey, BC V3W 2M8

Re: Kwantlen Polytechnic University & BC Hydro - Industry Partnership for Master's in Operations, Supply Chain and Logistics Management Program

Dear Mike,

Thank you for sharing the early details of the design for a KPU's Master's in Operations, Supply Chain and Logistics Management program.

As we have discussed with you, supply chain is growing in importance in many businesses and certainly within BC Hydro. As we recruit and grow our employees, we have been noticing that there are not many post-secondary institutions that have a focus on preparing students for careers in supply chain. We believe this is a gap given the current and growing demand for talent with skills and experience in this area. As a result, programs like the Master's program you are designing will help close the gap overtime.

Thank you for the opportunity to review your preliminary curriculum. We are pleased that there is an emphasis on topics that are important (category management, sourcing, negotiations etc.) to organizations such as BC Hydro; as well as critical underlying skills (critical thinking, project management, process improvement) that are core expectations for doing the types of roles we have. Our supply chain roles are highly integrated with other functions and the need to work collaboratively across the company. It appears that your program -- with a blend of cross-collaboration, and integration of work experiences, will serve students well in helping them grow their ability to apply their knowledge and skills in real life situations and leadership positions.

Thank you for the opportunity to provide feedback. We are willing to providing whatever assistance and input we can as you move forward.

Sincerely,

Bridgette Zacharias
Director, Operations & Enterprise Supply Chain

**GCT Canada Limited Partnership**
400 - 2925 Virtual Way
Vancouver, BC, Canada V5M 4X5

T +1 604 267 5200
F +1 604 267 5214
globalterminals.com

April 20, 2023

**RE: Kwantlen Polytechnic University Master's in Operations, Supply Chain and Logistics Management (OSCLM)**

GCT Canada knows first hand that a well-functioning transportation system secures supply chains, enables global trade, and is critical to the Canadian economy as a trading nation. We also know people are ultimately responsible for ensuring supply chains function safely, securely and competitively.

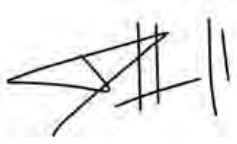
As the country's largest Canadian majority-owned container terminal operator and one of the maritime sector's largest employers, GCT operates two gateway terminals at the Port of Vancouver, GCT Vanterm and GCT Deltaport, Canada's flagship container terminal. These facilities provide global customers and ocean carriers with convenient, dependable access to major Asia-Pacific trade lanes and key markets. Our operations account for over 4.6 million hours of employment – the equivalent of 2,214 well-paying jobs in the Maritime and Logistics Sector.

Attracting and retaining talent is key to the success of our business. At GCT, we continue to invest and innovate at our terminals. We are planning new projects to bring capacity online and investing in modern equipment that creates efficiencies and facilitates growth. We are also committed to building on initiatives that harness data and technology to provide solutions to increase capacity, reduce emissions and provide sustainable and resilient solutions for future growth.

To facilitate this growth as an industry and an organization, we need to hire talented people with business management skills, technical capability and strong analysis supplemented by the ability to make decisions and solve problems. Educational programs, such as the OSCLM, that aim to strengthen these skills for graduates directly related to operations and supply chain will help companies within our Region improve productivity in operations and boost local and global supply chains.

As we plan for the future, we strongly support the ongoing focus on developing the right skills for people to contribute to positive change and development within the sector and organizations, such as GCT, that help contribute to a more successful, resilient and competitive economy.

Sincerely,



Daniel Howell
Vice President, Terminal Operations
GCT Deltaport

Teledyne FLIR
Integrated Imaging Solutions

TELEDYNE FLIR
Everywhereyoulook™

TELEDYNE FLIR
Integrated Imaging Solutions
12051 Riverside Way
Richmond, British Columbia,
Canada V6W 1K7
P: 604-242-9937 | F: 604-242-9938
www.teledyneflir.com

22 March 2022

KPU-Melville School of Business
Master's program in Operations, Supply Chain, and Logistics Management

To Whom It May Concern,

Please accept this letter of support for the Master program in Operations, Supply Chain, and Logistics Management that the Melville School of Business at KPU plans to introduce in 2023.

Teledyne FLIR Integrated Imaging Solutions, with an office at 12051 Riverside Way, Richmond, BC V6W 1K7 Canada, is one of the world's leading designers and manufacturers of imaging products used in industrial, government and medical systems. Our digital cameras are vital components in the fast growing, transformative industries of robotics, autonomous vehicles, industrial automation, virtual reality, life sciences and retail analytics. Medical customers are using our products to save lives via screening and diagnostics, providing cancer treatment, inspecting vaccine vials, and performing research vital to future outcomes. Recently, we were also privileged to host the Premier and MLAs of British Columbia, following our locally made cameras' successful capture of the NASA Mars Perseverance Rover landing.

The COVID-19 pandemic presented global supply chains with unprecedented challenges. Overwhelming demand exceeded the semiconductor industry capacity, causing severe shortages of chips and electronic components that persist today. Limited domestic manufacturing capabilities quickly exposed the industry's reliance on offshore contracts and partnerships, as well as the limitations in domestic skills and expertise.

The Master program in OSCLM will help employers in B.C. and in Canada to strengthen the management of operations and supply chains of their business by hiring highly educated executive-level managers and professionals, as well as retaining this expertise. The importance of this program cannot be understated, as it can significantly add to the level of skills and knowledge of current and future employees in our industry. The program's development of relevant competencies will also help companies like ours to improve productivity in operations and strengthen supply chains and logistics, making its graduates valuable contributors to the economic success, resilience and competitiveness of our industry.

In closing, I strongly support the addition of the Master's program in Operations, Supply Chain and Logistics Management to the existing Melville School of Business programs at KPU.

Sincerely,

Vera Hummerston
Director of Supply Chain
Direct: +1 604 242 9937 x 262
Email: Vera.Hummerston@Teledyneflir.com

BRITISH COLUMBIA
INSTITUTE OF TECHNOLOGY
3700 Willingdon Avenue
Burnaby, British Columbia
Canada V5G 3H2

bcit.ca

December 6, 2023

Kwantlen Polytechnic University
Melville School of Business
12666 72 Avenue
Surrey, BC V3W 2M8
Attention: Mike Ford

Dear Mike,

Re: Master's in Operations, Supply Chain, and Logistics Management

I fully support your proposal for the development of a Master's in Operations, Supply Chain, and Logistics Management. This program will provide an excellent opportunity for the workforce to enhance their skills at a senior level, in this critically needed area of business.

Best wishes in the development of your program.

Sincerely,

Kenton Low

Dean, School of Business + Media, BCIT

SURREY BOARD OF TRADE

inclusive | innovative | independent

January 11, 2022

**RE: Letter of Support**

The Surrey Board of Trade has over 6,000 business contacts with over 60,000 employees. The purpose of the organization, on behalf of its members, is to advocate at all levels of government, facilitate networking opportunities, and provide cost- saving benefits and marketing opportunities. We are a not-for-profit organization with a common goal of furthering the interests of businesses in our region. We have demonstrated, through our projects and initiatives, a commitment to enhancing the local economy. We provide businesses and organizations with economic opportunity, workplace development and education, international trade, government advocacy and business connections. We believe that transportation and education are the two economic foundations of building our city. We are keenly aware of the dynamics, the needs and the opportunities that our members experience and we understand the competitiveness factors that govern the success of the economic activity in this large city.

We have recently learned that the Melville School of Business (MSB) at KPU is developing a Master's program in Operations, Supply Chain, and Logistics Management (OSCLM). As we became aware that some of the proposed program features are, if not unique, at least very rare among similar programs in B.C., in Canada, in the US, and internationally, we would like to offer our support for this exciting project, for many reasons, including the following:

- The program is designed to be "applied through and through". One of the means to deliver on this is for each course to be assigned a *dedicated guest speaker* – an executive or industry expert who will collaborate with the instructor to create teaching materials, such as cases, workshops, webinars, etc. This would be of great value to our member-organizations, as the participants will be able to benefit from the collaboration by raising the standards of their own OSCLM practices, and by receiving invaluable feed-back at a graduate academic level regarding their own performances. The results of this industry-academia collaboration will probably be disseminated throughout the economic community, thus multiplying the beneficial effects
- The program aims to prepare graduates ready to occupy executive-level positions, provide consulting, work in government and higher education, and become leading-edge entrepreneurs. All these goals would have an exceptionally favourable impact on the general performance of our organizations, irrespective of their particular industry: manufacturing, services, transportation, warehousing, etc. The thousands of members of the SBOT would have the opportunity of working with students and faculty during the program, and will be able to use an outstanding source of highly educated potential executives ready to fulfil their managerial vacancies or, better yet, to become motivated to initiate developments into new areas of innovative products, processes, and management approaches
- The program curriculum deals – in an integrative manner – with all three components of the key function of organizations in any industry (i.e., the production of the goods and services destined for users): operations management, supply chain management, and logistics management. The many programs throughout the world that address only one of these functions (e.g., Master's in Supply Chain Management), do not offer their graduates the holistic understanding of what it

means to produce a good or a service – view that is needed, valid and applicable everywhere: from manufacturing to restaurants, from hospitals to military operations, from any mode of transportation to penitentiaries, and from institutions to humanitarian interventions

- The program is anticipated to be delivered "completely online". Not only is the online education gaining strength year after year and it has been proven a dependable "substitute product" at a time of existential threat in the history of education, but it will allow employees of organizations in Surrey and the Lower Mainland to continue working during their graduate-level education. The benefit to the students and to the organizations that employ them is significant.

Finally, we fully endorse MSB's stated vision of creating a Centre of Excellence in OSCLM right here, at KPU in Surrey, as inspiring and pragmatic at the same time.

In closing, I would like to sincerely express my appreciation for the opportunity of supporting KPU-MSB proposal to develop a Master's program in Operations, Supply Chain and Logistics Management. Please feel free to contact me at 604-634-0342 or at anita@businessinsurrey.com for any additional information you may need.

Sincerely,

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

GREATER LANGLEY
CHAMBER OF COMMERCE

January 18, 2022

TO WHOM IT MAY CONCERN

We, at the Greater Langley Chamber of Commerce are truly pleased to hear about the forward-thinking features of the Master program in Operations, Supply Chain, and Logistics Management that the Melville School of Business at KPU plans to introduce in 2023.

The Greater Langley Chamber of Commerce is a membership-driven organization comprised of businesses, community organizations, and professional individuals. Working in partnership with the local business community, our mission is to be the Voice of Business in Langley by promoting and improving trade and commerce, and the economic, civic and social welfare of the District, Langley City, Langley Township, and the community-at-large. With well over one thousand members, the Greater Langley Chamber of Commerce is one of BC's largest chambers of commerce. The chamber is nationally accredited with distinction and our mission is to "Create the best environment for business".

Among our many endeavors, we are engaged in advocacy in favor of projects that enhance the competitiveness of our members and the progression of the Canadian business environment. It is from this perspective that we are declaring our strong support for the initiative of Melville School of Business at KPU to offer an applied Master's in Operations, Supply Chain, and Logistics Management, completely online.

The curriculum of the proposed program appears to respond perfectly to one of the greatest challenges that our businesses have ever encountered. Practically, after years and decades of many organizations in our region being successful because supply chains used to be stable and provided good combinations of price, quality, and timeliness, they now experience one of the major consequences of the Covid-19 pandemic, namely significant disruptions in supply chains. This is visible virtually everywhere and with detrimental effects on most organizations. This reality has inflicted harm particularly to organizations where the operations management is not strong. The Master's program suggested by the Melville School of Business is designed to develop knowledge, skills and applied research on the improvement of Operations Management as integral part of a synchronized continuum of activities involved in providing goods and services to end users, which include the management of supply chains and logistics. This type of competencies, right here, in the South Fraser region, would be of substantial benefit to our members in all types of industries.



**Mailing Address** *207 – 8047 199 Street Langley BC V2Y 0E2*
**Phone** *604.371-3770*
**Fax** *604.371-3731*
**Web Address** *www.langleychamber.com*
**Email** *info@langleychamber.com*

GREATER LANGLEY
CHAMBER OF COMMERCE

The intended delivery of the program online, with a choice of attendance between full time cohort-based, or spread over several years with part-time study, is another feature that we appreciate in the design of this new credential at KPU because it would be very suitable to the wishes of most students to keep working while they attend educational programs. In addition, by delivering it online, this Master's program will enhance and solidify KPU's international reputation, while our region will benefit from international cooperation, intercultural exchanges, exposure to OSCLM challenges in other parts of the world and the integration of our economy in the global flow of goods, services and ideas.

To sum up, we wholeheartedly recommend the approval of this promising new credential, and we'll look forward to hearing about its first intake as soon as feasible.

We would be pleased to provide additional information, if necessary.

Sincerely,

K. Maier

Kristi Maier, Director of Operations

Bruce Livingstone
Business Retention and Expansion Officer
Economic Development Department
City of Maple Ridge
February 3, 2022

To whom it may concern,

I'm pleased to offer my personal support for the KPU-Melville School of Business' proposed **Master's program in Operations, Supply Chain, and Logistics Management.**

As the Business Retention and Expansion Officer for the City of Maple Ridge, I work with many small-to-medium sized businesses that are dealing with increasingly complex supply chain and logistics challenges that significantly impact their operations management. These challenges can be especially difficult for smaller firms with lean management structures that rely on just-in-time inventory management and efficient logistics to stay competitive.

I believe the proposed curriculum and on-line delivery method for teaching this program are well-suited to helping business meet the strategic and operational challenges in operations, supply chains, and logistics management they face. KPU's proposed Master's program recognizes that operations, supply chain and logistics management are parts of a single, holistic and interdependent process in all organizations regardless of the industry. More than ever before, businesses are competing on a global scale and need to ensure their employees have the knowledge and skills to remain competitive. The online format of this program ensures employees can gain critical skills that they can immediately apply within their organizations.

I'm also impressed with the level and depth of consultation that KPU has undertaken with the business community, both in Maple Ridge and throughout the Lower Mainland, to better understand their needs and the best way to deliver the program. The City of Maple Ridge has recently launched a new economic development strategy that focuses on growing our manufacturing sector. KPU's proposed program will be a key element to help local businesses improve their competitive strengths and position them to grow and thrive on local, national and global scale.

Sincerely,

Bruce Livingstone

February 15, 2022

The Honourable Anne Kang, MLA
Minister of Advanced Education and Skills Training
Room 346 Parliament Buildings
Victoria, BC V8V 1X4
Email: AEST.Minister@gov.bc.ca

**Re: Richmond Chamber of Commerce – Letter of Support for Kwantlen Polytechnic University Masters Credential in Operations, Supply Chain, and Logistics Management**

Dear Minister Kang,

I am writing on behalf of the Richmond Chamber of Commerce to offer our support for the proposed Kwantlen Polytechnic University Masters Credential in Operations, Supply Chain, and Logistics Management (M-OSCLM) for our community here in Richmond and countless others across BC and throughout Canada.

These fields are critical to many of Richmond's employers. The city of Richmond is home to over 14,000 businesses, many of which are directly involved in the movement of people and goods. With YVR Airport and Port of Vancouver facilities located in our backyard, it is no exaggeration to say Richmond embodies the opportunity that is Canada's Gateway to the Pacific and beyond. The Port of Vancouver alone supports more than 6,000 jobs in Richmond. Those jobs generate more than $300 million in annual wages that spurs $950 million in economic activity throughout the region. Moreover, in 2021, nearly 280,000 tonnes of cargo moved through YVR. Over 500 freight, logistics and cargo companies, including UPS, FedEx, Purolator, Canada Post and DHL, provide the capacity to efficiently distribute goods within the region and between Canada's major trading partners.

Behind all this cargo, are people. Two thirds of British Columbian jobs in the Transportation and Warehousing sector are based in the Lower Mainland. Careers in this sector can range broadly, from airport ramp attendants to operations executives. Specialized education can help local students achieve their career goals, while ensuring businesses have access to a skilled workforce.

One of our members, BPWood is a global supplier of lumber, with a focus on sustainable supply chains. Cindy Lee, Export Administration and Logistics at BPWood shared that "transportation and logistics is a crucial part of BPWood's business. We use land and sea transportation modes on a daily basis to and from locations in the lower mainland, Canada and export to countries around the world. The past couple of years has certainly been challenging for BPWood with problems caused by the environment, reduced capacity and now high fuel prices."

Clearly, expert response to global pressures on supply chain and logistics networks is more crucial than ever. Moreover, there is an abundance of local organizations who will benefit from the

applied curriculum feature of this credential. Additionally, the online coursework proposed for this credential by KPU, will allow working adults to upskill, without undue disruption to their work and family commitments.

I hope that we can soon welcome the news that KPU will be delivering this M-OSCLM to the lower mainland workforce. Please do not hesitate to reach out if you have any questions.

Sincerely,

Dan Baxter
President & CEO
Richmond Chamber of Commerce

GREATER VANCOUVER
**BOARD OF TRADE**

**Greater Vancouver Board of Trade**
World Trade Centre
400 – 999 Canada Place
Vancouver, B.C. Canada V6C 3E1
T. 604-681-2111 F. 604-681-0437
E. contactus@boardoftrade.com
**boardoftrade.com**

CEO
**Bridgitte Anderson, ICD.D**

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| 2000 - 01 | Harri Jansson |
| 1999 - 2000 | T. Richard Turner |
| 1998 - 99 | A. Allan Skidmore |
| 1997 - 98 | Robert A. Fairweather |
| 1996 - 97 | Brandt C. Louie, O.B.C. |
| 1995 - 96 | Wayne A. Nygren |
| 1994 - 95 | Jill Bodkin |
| 1994 | George F. Gaffney |
| 1993 - 94 | Iain J. Harris |
| 1992 - 93 | David G. McLean, O.B.C., LL.D, F.ICD |
| 1989 - 90 | L. I. Bell, O.B.C. |
| 1988 - 89 | P. H. Hebb |
| 1987 - 88 | R. E. Kadlec |
| 1986 - 87 | G. P. Clarke |
| 1985 - 86 | A. S. Hara, O.C. |
| 1984 - 85 | A. M. Fowlis |
| 1978 | D. C. Selman |

February 25, 2022

To whom it may concern,

On behalf of The Greater Vancouver Board of Trade (the "GVBOT"), I am pleased to submit this letter in support of Kwantlen Polytechnic University, Melville School of Business.

The proposed Master's credential in Operations, Supply Chain and Logistics Management (M-OSCLM) at KPU Melville School of Business is an important addition to the training and education of qualified personnel in Greater Vancouver in order for the city to hold its place as a vibrant hub for commerce, trade, travel, and free enterprise.

As Western Canada's most active and influential business association, we're aware of the current skills gap between the relevant competencies needed for the future labour market and the broad skills provided in undergraduate education. The M-OSCLM addresses these labour market needs by providing the skills necessary for young graduates to secure positions in the most demanded occupational categories, namely: Sales and Service, Business, Finance, and Operations and Supply Chain Management.

As we look to the future, technological advancements will shape the future demand for new skills and competencies. KPU Melville School of Business' focus on people and management skills combined with digital literacy - embedded in business context- will equip students to deal with pressing global challenges affecting the economy and the environment as well as local and regional communities.

As a supporting sponsor of the Board of Trade's Leaders of Tomorrow Program, the GVBOT and KPU have a history of working together to support the professional and personal growth of emerging young leaders in the areas of Mentorship, Leadership, Networking and Volunteerism. We look forward to engaging with the students in KPU Melville's M-OSCLM program to support their successful career launch.

Sincerely,

Austin Nairn, MBA
Vice President, Greater Vancouver Board of Trade
Executive Director, [illegible] Trade Centre Vancouver

Attn: Mr. Vasile Zamfirescu

Melville School of Business,
Kwantlen Polytechnic University

**18 February, 2022**

## Letter of Endorsement and Support for KPU OSCLM Supply Chain Program

Many thanks Vasile for your presentation on your concept of development of a Master's Program in Operations, Supply Chain and Logistics Management. The subject matter was well received.

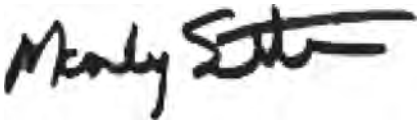
On behalf of **ASCM BC (Association for Supply Chain Management)** we welcome and endorse your initiative to develop the OSCLM program and also agree that a program such as this would be of great benefit to British Columbia, Lower Mainland and students seeking to enhance their skillsets. With the increasing growth and diversification in manufacturing sector in British Columbia and also manufacturing being a major contributor to our overall economy this type of program OSCLM would be timely and appreciated by any organization or person planning to develop their skillset in operations, supply chain, logistics management at this level of education.

As mentioned, we at ASCM BC have found strong demand for online programs and continue to offer our course offerings with increasing frequency as numbers continue to grow. We concur with your plan to offer online courses as it provides students who otherwise would not be able to attend class or simply requiring convenience to attend.

Should you need any input on your program throughout the development process or periodically, please do not hesitate to contact us as we have a number of experienced instructors with industry experience to provide input. We have members who do provide input regularly to other colleges programs on advisory committees.

Looking forward to further news on this initiative.

**Regards,**



Signed: Manly Sitter, CPIM, CSCP for Vice President of Education ASCM BC

APICS Vancouver
200-4170 Still Creek Drive.
Burnaby BC
V5C 6C6
778-927-1852
education@bc.ascm.org

Canada
Vancouver Section
ASQ The Global Voice of Quality

To: Stephanie Howes
Dean
Melville School of Business, KPU

January 31, 2022

Dear Stephanie,

I am writing this letter on behalf of the ASQ Vancouver Section Leadership Committee to express our support for your master's program in Operations, Supply Chain, and Logistics Management.

We appreciate the opportunity to review your proposed program. We recognize the many benefits of this program, especially its approach in integrating supply chain and logistics with operations and quality management functions, which are all responsible for producing and delivering high-quality goods and services. As a knowledge-based community of quality professionals dedicated to promoting and advancing quality tools, principles, and best practices, we strongly endorse your forward-looking approach as it addresses the importance of total quality management throughout the end-to-end supply chain of goods and services.

For over thirty years, ASQ Vancouver Section 408 has worked to increase individual and organizational performance excellence in British Columbia by providing learning, quality improvement, and knowledge exchange opportunities to its members, mainly representing manufacturing, medical and high-tech industries. In the past three years, we have witnessed an increased interest in topics that address the integration of various organizational functions within businesses, evident in the results of annual customer surveys conducted by our section among its 400+ members. We are certain that the program graduates will strengthen the skills in British Columbia.

If you have any questions related to this letter of support, please do not hesitate to contact me again.

Sincerely,

*Fuat Ramazanov*

Fuat Ramazanov, M.Sc., PMP®, CCLP®, CQIA
Section Chair 2022
778-388-9667 | framazanov@memberleader.asq.org
**www.asq.org | my.asq.org**

Project Management Institute. Canadian West Coast

Date: February 24, 2022

**Reference: KPU Support Letter:**

To: Stephanie Howes, Dean, Melville School of Business, KPU

The Project Management Institute (PMI) is the leading, non-profit international organization dedicated to promoting professionalism in the practice of project management. The PMI Canadian West Coast Chapter (PMI CWCC), established in 1979, has two primary goals: to help our members build their project management careers and to provide a community for the project management industry in BC.

Based on our understanding, your proposed program, an applied Master's in Operations, Supply Chain, and Logistics Management, completely online (OSCLM), is a valuable addition and supports both our organizational goals. We look forward to collaborating with your students and the faculty delivering this program.

As project management professionals, we understand the importance of integrating the teaching of operations management, supply chain management, and logistics management into one graduate program. We understand that the formal approaches, concepts and tools to be studied in your Master's in OSCLM, much like the formal approaches, concepts and tools used by project management professionals, are universally applicable and would benefit organizations of any type and size, regardless of industry, throughout the Lower Mainland.

The PMI CWCC fully supports the inclusion in your program curriculum of a course that is fully dedicated to project management, the continual requirement to manage applied projects in most courses of the program as well as in its capstone project, and a PMI certification as a prerequisite of granting the credential.

We support your initiative for a Master's in OSCLM and look forward to collaborating with you as we both pursue our organizational goals and continue our respective contributions to the reputation of the Lower Mainland as a Centre of Excellence in the teaching and practice of the management of operations, supply chains, logistics and projects.

Sincerely,

Andrzej Nawrocki, PMP

PMI CWCC Board Director

Project Management Institute. Canadian West Coast

**Fibretech Distributors Inc.**

8247 130St. Surrey, BC V3W 7X4
P: 604-507-2199 x138, F: 604-507-2190
www.fibretechbc.ca

Date: January 28, 2022

TO: Stephanie Howes, Dean of the Melville School of Business, KPU

Fibretech (www.fibretechbc.ca) started its successful journey in 1993 as a prominent manufacturer of Canadian made plumbing fixtures. In 2001 Fibretech Distributors Inc. opened its first location in Surrey, BC and shifted its focus to supplying plumbing fixtures & faucets to local residential and commercial developers. With nearly 30 years of experience in the plumbing industry, Fibretech has now become a leading manufacturer and distributor of premier plumbing fixtures in British Columbia, with the vision to expand across Canada and the USA. Today, from its head office located in Surrey, Fibretech has three professional state-of-the-art showrooms located throughout the Lower Mainland with a supply chain spanning across Western Canada.

We understand operations, we understand supply chains, and we understand logistics. These are critical business functions, and we believe that they must work seamlessly together. That's why we are happy to see the Melville School of Business planning to do just that: provide graduate-level education that integrates the knowledge of these three business areas.

For companies like ours it would be of great benefit to know that we may address some of our challenges by working with students in the program or by engaging services of local consultants specializing in the interdependencies of operations management with supply chain and logistics management, and even by hiring graduates of this made-in-BC program. In fact, in the past, we have hired graduates of the OSCM program at KPU and are fully aware of the quality of education provided by the Melville School of Business.

We can also visualize how this Master's in Operations, Supply Chain and Logistics Management would have a trickle-down influence on the BC business in general, through applied projects carried out with real-world organizations and dissemination of knowledge and experiences using industry events, or development of teaching materials with the contribution of organizations such as ours. We would be very happy to collaborate with the program in any of these directions.

In closing, we strongly support the proposal of a Master's in Operations, Supply Chain, and Logistics Management at the Melville School of Business.

Yours truly,

**Parm Aujla**
**(Director)**

12745 116th Ave, Surrey, BC, V3V 7H9
Phone: 604.954.1263 Fax: 250.861.3165
Email: StorageVA@Secure-Rite.com
www.Secure-Rite.com

Vasile Zamfirescu
Faculty, Operations & Technical Management
Melville School of Business
Kwantlen Polytechnic University
12666 72 Ave, Surrey, BC V3W 2M8

Dear Mr. Zamfirescu

**RE: MSB Master's in OSCLM**

Thank you for your email outlining the planned expansion of the Melville School of Business to offer a Master's Degree in Operations, Supply Chain and Logistics.

I do not know of any post-secondary degree offered in this area of study. In my corporate career I have taken a lot of courses in operations and purchasing, but these courses were always taught by a variety of different organizations, and there was no cohesive, consistent approach to the subject matter. This Master's Degree in OSCL clearly fills this gap.

The current business climate needs trained professionals with expertise to navigate these very challenging times in the world of logistics. My present area of work is in Shipping Containers, and the difficulties we face in getting our units from other parts of the world are difficulties faced by any company importing or exporting goods. My BA in Geography and Economics, as well as my BEd in Secondary school level education certainly never covered any of the topics you are proposing to address, though I now wrestle with these challenges every day.

I sincerely hope your plans to expand the Melville School of Business with respect to this Master's program is a success. It is clearly needed.

Best Regards,

Kyle Fairfield

Kyle Fairfield, BA, BEd
Vancouver Branch Manager
604-353-1845
kylef@secure-rite.com

KenDor
TEXTILES LIMITED

February 25, 2022

Melville School of Business
Kwantlen Polytechnic University
Attention: Vasile Zamfirescu

**RE: In Favor of a KPU MSB OSCLM Master's Program**

To Whom It May Concern,

As an importer and wholesaler of textiles, KenDor sources from various international suppliers utilizing multiple resources in the global supply chain. In recent years, more than previous, the nuances and critical importance of strategic planning & effective supply chain management have grown increasingly integral to the effective operation of our business.

We are in strong favor of KPU MSB designing and implementing a comprehensive degree program in OSCLM that will furnish the workforce with a breadth of informed & focused professionals that are equipped to navigate the complex maze of multi-national bureaucracy with a comprehensive toolkit encompassing technical acumen, risk and project management, and a commitment to compliance. These skills and education will provide them with the agility and insights necessary to adapt and respond to the dynamic changes that have become constant factors in today's global business environment.

With Regards,

**Paul King**
President
T: (604) 940 0022 (ext 112)
C: (604) 230 9648
E: paul@kendortextiles.com

**Ayr Barnett**
Consulting Director of Operations
T: (604) 940 0022 (ext 113)
C: (604) 999 7796
E: ayr@kendortextiles.com

Pitt Meadows Plumbing
& Mechanical Systems Ltd.

February 7th, 2022

To: Stephanie Howes, Dean, Melville School of Business
Kwantlen Polytechnic University

Re: New Master's degree program

I have learned that Melville School of Business (MSB) is developing a Master program in Operations, Supply Chain, and Logistics Management (OSCLM) and would like to offer our support for this timely initiative.

Pitt Meadows Plumbing & Mechanical Systems Ltd. was started in 1979 and is a large-scale mechanical contracting firm. Our competitive advantage is derived through the use of pre-fabrication, automated tooling, and Building Information Modelling which allows us to work on projects that are larger and more complex than most mechanical contractors. We currently occupy a 50,000 square foot manufacturing space that produces tens of thousands of assemblies each year for our projects and for 3rd party clients. This facility, along with all our job sites, is supported by our Inventory, Logistics, and Procurement functions, all of which are dependent on operational excellence in supply chain and logistics management.

The general contents of the curriculum proposed match perfectly the strategic and operational challenges of our core business activity. The suggested Master program would clearly add to the resources of competence in the management of operations, supply chains, and logistics across all organizations and industries, in any part of Canada. We all need more, much more, of such competences if we expect our companies, cities, provinces, and our country to maintain competitiveness.

We believe that the graduates of the proposed program will very likely help organizations like ours to adopt the newest technologies and adapt to the latest developments in Operations Management as well as improving the quality of our products and systems. We are committed to continuous improvement and are excited to see a degree program specifically targeting this important area of our business. This program, its students and faculty, will have the opportunity to influence the business community by focusing on innovations in Operations Management which will be a benefit to us.

Furthermore, we would be very happy to collaborate with the KPU Master's program by inviting students and faculty to virtually visit our operations and to meet with us in-person or online to discuss new developments in the OSCLM disciplines, provide original cases of challenges that we face in running our operations and supply chains, or offer our time as guest speakers to the students. We would also consider assisting some of our own employees to enroll in the program, if it is delivered fully online.

20142 113B Ave, Maple Ridge, BC V2X 0A9
Tel: 604 465 8622 www.pittmeadows.net

Pitt Meadows Plumbing
& Mechanical Systems Ltd.

In closing, Pitt Meadows Plumbing & Mechanical Systems Ltd. strongly supports the addition of this rather unique Master's program in Operations, Supply Chain and Logistics Management to the existing MSB programs at KPU.

We would be pleased to provide additional information, if necessary.

Sincerely,

James Zelinski, *BCom, MA, C.Mgr*
Chief Administrative Officer

20142 113B Ave, Maple Ridge, BC V2X 0A9
Tel: 604 465 8622 www.pittmeadows.net

February 24, 2022

Alpha Technologies (an EnerSys Company) has over 4 decades of industry leadership in powering technology, Alpha has established itself as a preeminent total power solutions provider and one stop shop for AC, DC and renewable powering solutions for the Telecom, Cable Broadband, Traffic, Security, Industrial and Alternative Energy industries. Alpha's products are the trusted power behind large switching and data centers, mobile cell sites, broadband networks, traffic and security systems, private/industrial networks, and many more with customer tanging from Bell, Rogers, Telus, AT&T and Crown Castle etc.

As a Plant Manager with significant experience in every area of Operations and Manufacturing management that includes procurement, planning, warehouse, inventory, and logistics management, I am fully aware the basic principles of OM, SCM and Logistics. In my experience I have noticed these I are taught separately by various educational institutions. However, I find OSCLM concepts and tools are interconnected with overall operations function, and it would be great to bring these under one umbrella. I manage these activities on daily basis and I'd like to see candidates to management positions in my organization to possess knowledge in skills of OSCLM as a continuum.

We have hired student from KPU for co-ops in the past and always appreciated what they brought to the organization. I was pleased to hear that KPU, in their proposed Master's in OSCLM program would comprise all three subfunctions of the end-to-end activities that must be managed effectively and in a synchronized manner to produce virtually any good or service. Then, delivering the program based on applied research and teaching courses in collaboration with the industry, would benefit not only the graduates but many local organizations as well. Moreover, offering this program completely online would make this Master's available for people who cannot attend class in person due to a variety of constraints and who are perfectly capable to pursue this type of studies completely remotely.

This specialized graduate program right here in the Lower Mainland would incentivize many people to upgrade their management skills without considering the costs and disruption generated by enrolling to programs in Ontario or outside Canada.

The above are the major reasons for which I fully support the approval of this program

Sandeep Tattla,
Plant Manager
Alpha Technologies (an EnerSys company)

January 18, 2022

**Stephanie Howes**

Dean

Melville School of Business

Kwantlen Polytechnic University

Dear Stephanie Howes:

I was briefed on the proposal developed by the Melville School of Business for an Applied Master's program in Operations, Supply Chain, and Logistics Management (OSCLM). Because of the skills to be acquired from this program and the intended teaching methods, I am convinced this program has great potential to be successful, as there is a lack of such skills in industries across B.C. and Canada.

As every year we came across number of clients from different part of the world, who are interested to pursue their career in Operations, Supply Chain, and Logistics Management. Moreover, recent pandemic situation further highlighted the importance of such program as evident from the approximate number of clients that is 3-5 per month who approach us either to inquire about such program or have already secured a offers for supervisory /managerial jobs here and have a firm intentions to move to B.C and would be interested to enroll in Master's program in OSCLM proposed by KPU - Melville School of Business as we are not aware of any other Master program specialized in OSCLM.

Furthermore, the program is designed to be delivered completely online, which is another great advantage both for employees – who can keep their jobs during their studies and for the employers – who can have their student-employees working and contributing to the organization during their program.

Moreover, to have a source of advanced education in this field right here, in B.C, will be of great benefit to all types of local organizations in manufacturing (be it metal, wood, or machinery), warehousing, transportation, services, health care, etc. as general contents of the curriculum proposed match perfectly the strategic and operational challenges of any organization in any type of activity. The suggested Master program would clearly add to the resources of competence in the management of operations, supply chains, and logistics across all organizations and industries, in any part of Canada. We all need more, much more, of such competences if we expect our companies, cities, provinces, and our country to maintain competitiveness.

In closing, we intend to make our partners and our communities aware of this promising new Master's credential and we enthusiastically recommend its approval so that it can be offered to clients the soonest possible.

We would be pleased to provide additional information, if necessary.

Sincerely,

Satwant Singh, Sri Immigration (Director)

To: Stephanie Howes, Dean
Melville Scholl of Business
KPU

February 10, 2022

Dear Dean Howes,

Before talking about your program proposal, I'd like to make sure everyone understands Cintas. This is what Dun & Bradstreet says about us:

> *Cintas provide their products and services to over one million businesses of all types, from small service and manufacturing companies to major corporations that employ thousands of people. Cintas, which sells, leases, and rents uniforms, operates over 480 facilities in more than 330 cities; it leases over half of them. Besides offering rental and servicing of uniforms and other garments, the company provides flame-resistant clothing, mats, mops and shop towels and other ancillary items. Other products offered by Cintas include uniforms, floor care, restroom supplies, first-aid and safety products, fire extinguishers and testing, and safety and compliance training. Richard T. Farmer founded the company in 1929. Cintas is now run by Scott D. Farmer. (Cintas Corporation Company Profile | Cincinnati, OH | Competitors, Financials & Contacts - Dun & Bradstreet (dnb.com)*

Cintas Corporation helps businesses of all types and sizes get READY™ to open their doors with confidence every day by providing a wide range of products and services that enhance our customers' image and help keep their facilities and employees clean, safe and looking their best and be Ready for the Workday®.

I am a Service Manager at Cintas Surrey. My position entails responsibilities in the areas of general management, operations management, marketing, customer service, supply chain management, and others ((99+) Ahmed Iqbal | LinkedIn).

As I was getting acquainted with the framework of your proposal, I thought of my own managerial duties. As an integral part of the areas that I manage, I can say that I definitely use Operations management concepts and tools, as they help me plan and achieve strategic goals and complete effectively day-to-day activities. However, to do that, I also use knowledge about Supply chain management – from assessing supplier performance to developing the network of dealers and business accounts within the territory.

Educationally and professionally, I am proficient with marketing and strategy, but the reality of my own responsibilities in this position make me understand perfectly that operations, supply chain, and logistics management are intrinsically dependent on one another. Teaching one of these functions independently of the others may have two undesired effects. First, the graduates would be comfortable with a discipline much narrower than what the "real world" requires. Second, to respond to the demands of the marketplace and the needs of employers, these graduates would be forced to

round-up their knowledge and skills at a later time, by taking additional courses offered by various organizations not always at the highest academic standards. That is why I believe that Melville's approach is the perfect response: include in their Master's credential operations management together with supply chain and logistics management.

I fully support the Master's proposal developed by the Melville School of Business.

Ahmed Iqbal,

Service Manager
Cintas Langley

**Date – 01/29/2022**

**To**

**Stephanie Howes, Dean, Melville School of Business**

**Kwantlen Polytechnic University**

I got clarification on the proposal developed by the Melville School of Business for an Applied Master's program in Operations, Supply Chain, and Logistics Management. Because of the skills to be acquired from this program and the intended teaching methods, I am persuaded this program has great potential to be successful, as there is a lack of these skills in industries across B.C. and Canada.

Hawk Technologies, a Hawk Group of Companies division, is privately owned and incorporated in British Columbia, Canada specializes in retail, project management, ecommerce, concierge service etc. The leader in security and its services in the competitive market.

I am the Field Manager in Hawk Technologies, with more than 20 people in Hawk Technologies and we are proud to assist them in training and professional development. We are committed to the EDI principles. Moreover, I completed my studies in Canada and working in Canada from last 20 years with multiple areas of expertise like retail, team management, client interaction, project management, finance etc.

I believe this program will help employers in B.C. and in Canada to reinforce the management of operations and supply chain of their business by hiring highly educated executive-level managers and professionals ready to step in.
Further, this program will contribute to the creation of a centre of expertise in operations, supply chains, and logistics management in the Lower Mainland, which will help the local organizations and will also enhance the prestige of the BC companies and the reputation of the BC economy.

In addition, this program is designed to be delivered completely online, which is another extraordinary advantage both for employees – who can keep their jobs during their studies and for the employers – who can have their student-employees working and contributing to the organization during their program

I strongly support the addition of this rather unique Master's program in Operations, Supply Chain and Logistics Management to the existing MSB programs at KPU.

**Thanks and regard**

**Yours Sincerely**

**Naveen Kumar Saini**

**Field Manager (Hawk Technologies)**

## Vasile Zamfirescu

**From:** Cameron Thistle (Director - Warehousing Services) <cameron_thistle@saveonfoods.com>
**Sent:** Friday, February 25, 2022 11:56 AM
**To:** Vasile Zamfirescu
**Cc:** Heidi Ferriman (Sr VP - People & Corp Affairs); Joe Stelnicki (GM - Supply Chain Logistics)
**Subject:** KPU Survey Letter

**CAUTION External Sender:** Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hi Vasile,

Thank you for including me in the Kwantlen Polytechnic University survey about the Masters in Logistics and Supply Chain.

Through the pandemic and the recent floods in BC, the world understands that supply chain is critical for everyone. In order to develop leaders in this industry, we need a local western-based program to that is accessible and able to develop local talent. A program like this will reinforce the commitment to innovating and reinventing Western Canadian supply chain network.

More than ever, it is critical that logistics and supply chain leaders are able to successfully embrace AI and technological changes in this area so to deliver a more robust and efficient network. I know our Supply Chain/Warehouse Partners will be excited about this program and utilizing graduates and hopefully co-op students in the future. Not only is a program like this past due, but there are significant and rewarding career opportunities within this segment and it's time to showcase the opportunity to move careers along this pathway – which is something we are very much missing in the west.

Cameron

**Cameron Thistle**
Director Warehousing Services

**Save-On-Foods, a division of Save-On-Foods Limited Partnership**
**E.** Cameron_thistle@saveonfoods.com
**M.** 604 308-3270
saveonfoods.com

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Please consider the environment before printing this email or its attachments

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SURREY BC
CANADA - V3W6L4

**Stephanie Howes**
Melville School of Business
Kwantlen Polytechnic University

29 January 2022

Dear Stephanie Howes,

Thank you for providing us an opportunity to participate in the survey and information provided regarding the proposal of MSB for Applied Master's program in Operations, Supply Chain, and Logistics Management (OSCLM). Considering the methods of instructions for this course, we wish this could be a great success for MSB as well as KPU. This program should offer a great deal of opportunities for the aspiring students as well as the companies those who wish to modernize and enhance their productivity skills using qualified students from the program. As we understand in general, there is a lack of professional or quality leadership and managerial efforts in the Operations and Logistics in our part of the world and this kind of courses and on hand trainings using qualitative methods could solve the problem or could address the issues in the industry and can increase the productivity of our area, which could be a boon for the economy and population in the region.

As we are in Immigration business, there are always questions coming from our prospects and clients regarding opportunities in the specific field and possible study or skill advancement options from those who already working or entering to this part of the business. As we do international student placements across Canada in colleges and universities, we suggest the aspiring students about the course in Supply Chain and Logistics management. We do receive interest in master's program in supply chain management from the middle level and entry level graduates who started their career and looking for an advanced opportunity in Canada especially in British Columbia.

Deliverability of this program via online platforms could attract more interest in the subject and will provide an opportunity for the people already working in same kind of jobs and like to advance their position in the career ladder and may like to open their entrepreneurial attempts with more armors in their sleeve.

Further to this, we feel that an advanced education facility and opportunity here in Vancouver region of BC, the local organizations working in various fields related to the specific subjects mentioned or taught in the proposed course will be highly benefitted. As well as many students may get a chance to interact and learn the current process and completing the course with higher on hand working experience.

For service-based industries in the area, the program offering may provide an opportunity to source qualified graduates from the course and use their newly learned skills and techniques to improve the service standards.

On a closing note, we wish to extend our support to MSB and KPU for introducing this program and surely recommend this program for any aspirants who approach us after the launching of the program. We wish to get any further updates on this program, so we could start offering this opportunity to our clients across the globe as well as our local student.

Should you need any further clarifications from us on anything we have mentioned, we would be pleased to interact with your organization and like to have any progressive discussions.

Sincerely,

Anil Menon

Anilkumar Bhaskaran
Director (RCIC – R706690)
Vizazen Immigration Inc.

fraserhealth Better health. Best in health care.

February 24, 2022

Stephanie Howes, Dean
Melville School of Business
Kwantlen Polytechnic University
12666 72 Ave, Surrey, BC V3W 2M8

**Re: Letter of Support**
**New MSB Program: Master's in Operations, Supply Chain, and Logistics Management**

The reason I am writing this letter is to show my support for the proposed MSB program at KPU. Recently, I completed the survey that Vasile Zamfirescu sent out. This survey highlighted that OSCLM concepts and tools are not only necessary in healthcare operations, but also that leadership teams could benefit from onboarding graduates of the program.

The new online, applied Master's in Operations, Supply Chain, and Logistics Management, as I understand, would provide teaching and learning opportunities with the inclusion of guest speakers, case development and webinars. As a PMP myself, I can appreciate the formal delivery of the concepts and the integration of industry professionals into one program and recognise that this can prove beneficial to all industries, even the untapped healthcare industry.

I am an Operations Manager in healthcare, but I am not a Registered Nurse. This has facilitated me viewing operations from a different lens. I bring knowledge and experience from being a PT Instructor in a School of Business and completing my MBA, and this shed light on what operational knowledge was missing. As such, including a course in the proposed program devoted to project management receives my support as well. Healthcare continues to have quality improvement projects and PDCA cycles that warrant knowledge and understanding of operations and project management.

I personally support your initiative for a Master's in OSCLM.

Sincerely,

Tracey Demirbas, B.Ed., PMP
Clinical Operations Manager
New Westminster Community Health Services
Specialized Community Services Programs (SCSP) CMF
#218 – 610 6th Street
New Westminster, BC V3L 3C2

**Appendix 3.1 - Feasibility Assessment**

# Feasibility Assessment for the Proposed Master of Operations and Supply Chain Management Degree

Prepared by the Office of Planning & Accountability
Kwantlen Polytechnic University
September 4, 2024

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# Summary of Assessment

The purpose of this report is to assess the labour market need, competitive environment, and student demand for the proposed Master of Operations and Supply Chain Management (OSCM) degree program. Conclusions provided at the end of each chapter are duplicated below.

## Description of KPU's Proposed Program

The proposed Master of OSCM program is designed for mid-career students already working in OSCM-related fields, who are aiming to advance into leadership positions. Courses in the program will combine to cover all three areas of management (i.e., operations, supply chains, logistics), and will include topics such as: quantitative methods and data science, risk management, communications, sustainability, information systems, inventory management, strategic planning, leadership, and ethics. In addition to coursework, students will complete an applied capstone project.

Graduates of the proposed program are expected to become proficient in:

- Understanding and explaining frameworks, tools, and technologies that lead to functional OSCM processes,
- Optimizing the design of OSCM processes in line with financial, sustainability, and productivity goals,
- Implementing OSCM processes in support of an organization's vision, goals, and competitive position,
- Creating and applying OSCM policies that mitigate risk and comply with relevant legal, regulatory, and ethical standards,
- Leading start-to-finish OSCM processes from a holistic, strategic perspective that integrates relevant broad-scale contextual factors, and
- Communicating clearly and effectively within and outside of one's organization, including to an organization's most senior leaders.

The program is best suited for applicants with a minimum of three years of work experience and/or training in operations and/or supply chain management or a related field.

The proposed program may be taken on a full- or part-time basis, and can be completed in four terms of full-time study, although five terms is more realistic given the course load. Initially, however, the program will be offered only on a part-time basis and it is expected that most students will study part-time. In order to make the program suitable for working professionals, courses will largely be scheduled during evenings and weekends, and/or in online or hybrid formats. No more than 30% of course work will be in-person, given that most of the students are expected to be working professionals. In-person activities will be mostly focused on networking, collaboration, and otherwise interacting with classmates and industry partners, rather than standard course-based instruction.

# Labour Market Demand Assessment

Overall, the labour market demand for graduates of the proposed program is strong in that workers in operations, logistics and supply chain management are needed in a wide range of roles and occupational categories. Most of these categories are growing at a rate in line with or slightly higher than the provincial annual growth rate of 1.1%. Given that the program is targeting those already in the field, this applied master's degree will help train them to deal with the increasing complexity in the operations, supply chain, and logistics management fields.

# Competitive Assessment

While several public post-secondary institutions in BC offer post-degree programs in the same subject area, including four programs offered at two institutions in the Lower Mainland, none are at the master's level. The closest Canadian master's program is in Manitoba, with other similar master's programs in Ontario and Quebec. Compared to local programs, a unique feature of the proposed Master of OSCM program is that it explicitly aims to recruit people already in the field, who may even be mid-career professionals seeking to advance within their field. As well, significant local industry support and planned partnerships also suggests that the proposed program would be desirable. While other similar programs often have standalone internship or co-op options, integrating such partnerships throughout the program, in the form of guest speakers, employer site tours, and applied research opportunities, is a unique feature of the proposed program.

The proposed program does not have a formal congruence with industry accreditation. For example, multiple programs have partnerships that either grant advanced standing towards professional designations or are part of completing them (e.g., Douglas College and the Diploma in International Trade from FITT; TRU and the Supply Chain Management Professional designation). Still others are tailored towards having graduates be fully prepared to write certain industry accreditation exams (e.g., Langara College and the Canadian International Freight Forwarders Association Certificate). However, the proposed program is targeting those already working in the field, who may have already completed various professional certifications. The skills gained through the program should also allow graduates to pursue accreditation outside of the program, if they wish.

The proposed program is eligible for Prior Learning Assessment and Recognition (PLAR). At KPU, any course is open for students to pursue PLAR-based credit, and it is expected that students with relevant work experience will be able to create a strong application for PLAR, particularly for courses early on in the sequence of the program. It appears that only two institutions with similar programs offer some form of PLAR or laddering. At Douglas College, there are three PLAR-eligible courses common to the three relevant programs, while York University's Master of Supply Chain Management program offers advanced standing for those with York's Bachelor of Business Administration degree, which allows students to bypass the first term.

Compared to other similar programs in the region, a main strength of the proposed program is the comprehensiveness of its curriculum. For instance, it includes topics such as sustainable operations, machine learning and AI, data science, digital design of supply chains, and tort law, most of which do not feature in similar local programs. The inclusion of these topics alongside the core areas of operations, supply chain, and logistics management adds to the robustness of the program's curriculum. The ability to explore all of these topics within a relatively short program could be appealing; four of six BC-based programs take a full two years to complete while studying full-time, compared to KPU's 16 to 20 months. The curriculum should also appeal to those who are interested in and prepared to study at a more advanced level, befitting the master's-level designation. Introductory material is not the focus of the program, as students will be expected to either have prior training or work experience in the field.

Compared to similar master's programs elsewhere in Canada, the proposed program appears to be shorter than most. Only Concordia and Wilfrid Laurier's programs have fewer courses to complete, but they are also more research-focused, with a major research project requirement and the primary focus being to prepare students for PhD programs. The other three master's programs require three to six more courses.

In terms of admission requirements at the master's level, the proposed program requires a similar GPA compared to Manitoba and Concordia. A slightly lower GPA (70%) is the minimum requirement at Windsor, while York and Wilfrid Laurier both have slightly higher criteria (at least 75% and 77%, respectively). Satisfactory standardized test scores from the GMAT or GRE must be submitted in most cases at Manitoba and Wilfrid Laurier, but are otherwise not required, similar to the proposed program. The proposed program is more flexible than some others regarding prior education. Any undergraduate degree is required at KPU; at Concordia and Windsor, one must have a bachelor's degree in a relevant field, and at Wilfrid Laurier, one must have an Honours degree in business. Only one similar master's program – York's – considers work experience during admissions. Taken together, the admissions requirements position the proposed program as less difficult or more difficult to gain entrance to, depending on the component of interest. The variation in requirements reflects the slightly different values and focuses of the different programs (e.g., the need for standardized testing, academic research vs. applied programming, work experience considerations). The admissions requirements are competitive with other institutions.

# Student Demand Assessment

Enrolments in supply chain, operations, and logistics management programs at the post-degree level have been growing, both in BC and other parts of Canada. In addition, we know from the labour market assessment that this is a growing sector. The increasing complexity in the field and the support from local members of industry suggests there is need for a program targeting those already in the field. KPU would be well-positioned since it would be offering the only applied master's program in this area in BC; the credential level reflects a comprehensiveness in

curriculum that other programs in this area lack. While there are three to five other master's programs in Canada that offer more direct competition, two of them are primarily focused on preparing students for PhD programs, and they are located in Manitoba, Ontario, and Quebec. Students residing within or closer to the Lower Mainland and seeking master's level study may favour the proposed program due to location. Students may also appreciate its relatively low number of courses compared to the most comparable master's programs elsewhere. Its close integration with industry and its ability to accommodate working professionals through both program delivery (e.g., evening and weekend courses, online and blended modes) and credit for work projects, including the ability to earn course credit through PLAR, should also help to attract students. With most courses taught online, and all courses (online or in-person) taught in evenings and weekends, this program should be attractive to working professionals. Given this, and assuming the tuition is within the range of comparable programs, and the program is appropriately marketed, demand for the program is expected to be good.

# 1. Labour Market Demand

## Operations and Supply Chain Management in Canada

Operations management and supply chain management, including logistics management, is the organizational function responsible for the planning, design, implementation, and management of all activities related to the processes and facilities required to transform resources into goods and services within and between organizations, from the primary sources of inputs to the delivery of the finished good or service to the end user. The quality of supply chains, while largely operating out of public view, has a significant influence on the national economy as well as the quality of life experienced by residents.[1] This became widely evident at the outset of the COVID-19 pandemic, when major supply chain disruptions occurred due to simultaneous increases in demand for specific products alongside decreased capacity to produce and transport these goods.[2] While the Canadian supply chain showed relative resiliency due to structural factors such as "ease of working with customs and other border agencies, infrastructure, logistics services quality, and the ability to track and trace shipments,"[2] disruptions nevertheless impacted consumers; experts in the field note that adaptability and creative problem-solving are crucial skills as the complex, unpredictable recovery process continues.[3] Disruptions and recovery have been evident regionally as well. In the World Bank Group Container Port Performance Index 2021, the Port of Vancouver was ranked 368th of 370 ports covered. The ranking was impacted by ongoing pandemic-related issues, as well as by multiple extreme weather events that year in BC.[4] These circumstances highlighted underlying capacity issues; recently approved expansions, including the Roberts Bank Terminal 2 project in Delta, will aim to alleviate this pressure, creating an estimated 17,300 ongoing jobs.[5]

Pandemic disruptions have highlighted the need for improvements, and correspondingly, practitioners with the skills to enact them. For instance, Supply Chain Canada has recommended that industry and government partners work to fortify systems against cyber attacks, increase digitization, and facilitate the uptake of ecommerce. In addition, they note that investments in

[1] Supply Chain Canada. Amadou Diallo. The Competencies of Canadian Supply Chain Professionals, 2nd edition. 2022. Retrieved from: https://www.supplychaincanada.com/initiatives/competencies-report

[2] Source: The World Bank. 2023. Connecting to Complete: Trade Logistics in the Global Economy.

[3] Deschamps, R. 2022. Will Omicron spoil a retail revival in 2022? Retrieved from: https://reporter.mcgill.ca/will-omicron-spoil-a-retail-revival-in-2022/

[4] Fenton, C. 2022, June 2. Port problems place Vancouver among the worst in the world. CityNews Vancouver. Retrieved from https://vancouver.citynews.ca/2022/06/02/port-problems-vancouver-failing-grade/

[5] Port of Vancouver. 2023. Roberts Bank Terminal 2 receives approval from the Government of Canada. Retrieved from https://www.portvancouver.com/news-and-media/news/roberts-bank-terminal-2-receives-approval-from-the-government-of-canada/

"reskilling" the labour force are crucial to ensure quality management through future crises.[6] Pagano and Liotine (2019) also note the increasing adoption of technological solutions in supply chain management, including technologies that are widespread and common (e.g., data warehousing), those that are growing (e.g., data analytics), and those that are new and emerging (e.g., machine learning).[7]

In addition to the importance of implementing more adept technological solutions, Hibberd (2020) notes that globalization has brought with it a set of sustainability concerns, both environmental and socio-economic in nature. The fashion industry provides a particular case study: the rapid turnaround in production of garments and their subsequent discarding results in increased environmental pollution as goods are continuously shipped. As well, workers in garment factories abroad are often subject to unjust labour practices. Understanding the scope of sustainability and ethical issues present in the supply chain management field are increasingly relevant, as are the skills and knowledge to mitigate such harms.[8]

The increasingly complex and evolving nature of operations, supply chain, and logistics management suggests that the proposed applied master's degree, which is designed to provide a comprehensive and integrative education, would be valuable, particularly for those in more senior positions tasked with decision-making.

The remainder of this section provides an informed view of the labour market trends in BC for occupations related to the proposed Master of OSCM program. Graduates of the proposed program will be employable in both the public and private sector, with potential job titles including, but not limited to:

- Operations Manager
- Corporate Transportation Manager
- Director of Strategic Sourcing
- Logistics Manager
- Pricing Analyst
- Inventory Analyst

# Employment Outlook

Due to a rapidly aging BC labour force, it is projected that a shortage of skilled workers will become a significant challenge for employers. Between 2022 and 2032, an estimated 1,017,000 job openings will be created; of these, 63% will be necessary to replace those who permanently

[6] Supply Chain Canada. 2021. Building Supply Chain Resilience: Assessing the Impact and Resilience of York Region's Manufacturing Supply Chain in Response to Covid-19. Retrieved from https://www.supplychaincanada.com/initiatives/building-supply-chain-resilience-report

[7] Pagano, A.M. & Liotine, M. (2019). Technologies in supply chain management and logistics.

[8] Hibberd, M. (2020). Examining globalisation, climate change and the fashion industry. In Supply Chain Management and Logistics in the Global Fashion Sector (in Nayak, R., ed.). Routledge: London.

leave (e.g., retire) from the workforce, and 37% will be created due to economic growth. Nearly 80% of job openings in this period will require post-secondary education or training, including 37% of which will require a bachelor's, graduate, or first professional degree.[9]

## *Occupational Groups Related to OSCM*

With respect to the proposed Master of OSCM degree, there are several relevant occupational categories. Information about the employment outlook for these categories is summarized below. Although all relevant occupations are addressed, graduates of the proposed master's degree may already be working in the field, and would hence be seeking senior roles where their master's degree and experience would be an asset.

***NOC 1215 – Supervisors, supply chain, tracking and scheduling co-ordination occupations***

> *"Supervisors of supply chain, tracking and scheduling co-ordination occupations supervise and co-ordinate the activities of workers in the following minor group: Supply chain logistics, tracking and scheduling co-ordination occupations. They are employed throughout the public and private sectors."*[10]

Job titles specific to this subgroup include, but are not limited to:

- Head shipper
- Distribution logistics technician
- Transportation logistics co-ordinator
- Warehouse foreperson
- Purchasing and inventory co-ordinator
- Logistics supervisor

The top industries, in terms of 2022 job openings, employing supervisors, supply chain, tracking and scheduling co-ordination occupations are:[11]

- Retail trade (115,500)
- Construction (72,700)
- Transportation and warehousing (53,400)
- Manufacturing (53,400)

The employment outlook for this category follows:

[9] British Columbia Labour Market Outlook 2022-2032 Forecast. Retrieved from: https://www.workbc.ca/research-labour-market/bcs-labour-market-outlook-2022-edition

[10] Source: Employment and Social Development Canada, NOC 2016 Version 1.3 – Supervisors, supply chain, tracking and scheduling co-ordination occupations

[11] Information in this section is drawn from https://www.workbc.ca/career-profiles/supervisors-supply-chain-tracking-and-scheduling-co-ordination-occupations

- Approximately 3,120 job openings are forecast between 2022 and 2032 in BC for occupations that fall in this category. This represents an annual demand growth rate of 1.3%. Of these job openings, 70% will be due to replacement demand resulting from the retirement or death of workers, and 30% will be due to new jobs resulting from economic growth.
- For the Mainland/Southwest region of BC, 2,500 new openings are projected for the period of 2022-2032, representing an annual demand growth rate of 1.3%.

Some BC-based employment characteristics of the occupational category follow:

- Of the individuals employed in this area in 2016, 67% worked full time.
- According to 2021 Job Bank wage data, the provincial annual salary range for full-time jobs within this occupational group was $35,455 to $88,242. The median was $52,140. In terms of hourly rates, the median was $25/hour and the high was $42.31/hour.

***NOC 0113 – Purchasing managers***

> *"Purchasing managers plan, organize, direct, control and evaluate the activities of a purchasing department and develop and implement the purchasing policies of a business or institution. They are employed throughout the public and private sectors."*[12]

Job titles specific to this subgroup include, but are not limited to:

- Contract manager
- Procurement director
- Purchasing director
- Supply chain logistics manager
- Material manager

The top industries, in terms of 2022-2032 job openings, employing purchasing managers are:[13]

- Professional, Scientific and Technical Services (148,000)
- Retail trade (115,500)
- Manufacturing (49,200)
- Public Administration (49,200)

The employment outlook for this category follows:

- Approximately 1,580 job openings are forecast between 2022 and 2032 in BC for occupations that fall in this category. This represents an annual demand growth rate of 1.1%. Of these job openings, 80% will be due to replacement demand resulting from the

[12] Source: Employment and Social Development Canada, NOC 2016 Version 1.3 – Purchasing managers
[13] Information in this section is drawn from https://www.workbc.ca/career-profiles/purchasing-managers

retirement or death of workers, and 20% will be due to new jobs resulting from economic growth.

- For the Mainland/Southwest region of BC, 1,190 new openings are projected for the period of 2022-2032, representing an annual demand growth rate of 1.1%.

Some BC-based employment characteristics of the occupational category follow:

- Of the individuals employed in this area in 2016, 72% worked full time.
- According to 2021 Job Bank wage data, the provincial annual salary range for full-time jobs within this occupational group was $54,226 to $140,382. The median was $93,247. In terms of hourly rate, the median was $44.71/hour and the high was $67.31/hour.

***NOC 0714 – Facility operation and maintenance managers***

> *"Facility operation managers plan, organize, direct, control and evaluate the operations of commercial, transportation and recreational facilities and the included real estate… Maintenance managers plan, organize, direct, control and evaluate the maintenance department within commercial, industrial, institutional, recreational and other facilities… [Both] are employed by a wide range of establishments."*[14]

Job titles specific to this subgroup include, but are not limited to:

- Airport manager
- Facility operations manager
- Harbour master
- Maintenance and service superintendent
- Warehouse manager

The top industries, in terms of 2022-2032 job openings, employing facility operation and maintenance managers are:[15]

- Information, Culture, and Recreation (57,300)
- Transportation and Warehousing (53,400)
- Finance, insurance, and Real Estate (50,900)
- Manufacturing (49,200)

The employment outlook for this category follows:

- Approximately 5,380 job openings are forecast between 2022 and 2032 in BC for occupations that fall in this category. This represents an annual demand growth rate of

[14] Source: Employment and Social Development Canada, NOC 2016 Version 1.3 – Facility operation and maintenance managers

[15] Information in this section is drawn from https://www.workbc.ca/career-profiles/facility-operation-and-maintenance-managers

1.3%. Of these job openings, 75% will be due to replacement demand resulting from the retirement or death of workers, and 25% will be due to new jobs resulting from economic growth.

- For the Mainland/Southwest region of BC, 3,230 new openings are projected for the period of 2022-2032, representing an annual demand growth rate of 1.2%.

Some BC-based employment characteristics of the occupational category follow:

- Of the individuals employed in this area in 2016, 68% worked full time.
- According to 2021 Job Bank wage data, the provincial annual salary range for full-time jobs within this occupational group was $51,347 to $108,618. The median was $68,992. In terms of hourly rates, the median was $33.08/hour and the high was $52.08/hour.

***NOC 0731 – Managers in transportation***

> *"Managers in transportation operations plan, organize, direct, control and evaluate the operations of transportation companies such as railways, airlines, bus lines, municipal transit systems, shipping lines and trucking companies, under the direction of a general manager or another senior manager. Managers in transportation freight traffic plan, organize, direct, control and evaluate companies or departments responsible for the transportation and movement of goods, under the direction of a general manager or another senior manager. They are employed by transportation, freight forwarding and shipping companies and by transportation departments of companies in retail and manufacturing sectors and utilities."*[16]

Job titles specific to this subgroup include, but are not limited to:

- Distribution manager - logistics
- Freight forwarding manager
- Traffic manager - transportation
- Transport department manager

The top industries, in terms of 2022-2032 job openings, employing managers in transportation are:[17]

- Construction (72,700)
- Transportation and Warehousing (53,400)
- Manufacturing (49,200)
- Public Administration (49,200)

The employment outlook for this category follows:

[16] Source: Employment and Social Development Canada, NOC 2016 Version 1.3 – Managers in transportation
[17] Information in this section is drawn from https://www.workbc.ca/career-profiles/managers-transportation

- Approximately 3,040 job openings are forecast between 2022 and 2032 in BC for occupations that fall in this category. This represents an annual demand growth rate of 1.1%. Of these job openings, 75% will be due to replacement demand resulting from the retirement or death of workers, and 25% will be due to new jobs resulting from economic growth.
- For the Mainland/Southwest region of BC, 2,110 new openings are projected for the period of 2022-2032, representing an annual demand growth rate of 1.1%.

Some BC-based employment characteristics of the occupational category follow:

- Of the individuals employed in this area in 2016, 73% worked full time.
- According to 2021 Job Bank wage data, the provincial annual salary range for full-time jobs within this occupational group was $55,143 to $128,348. The median was $85,238. In terms of hourly rate, the median was $40.87/hour and the high was $61.54/hour.

***NOC 1225 – Purchasing agents and officers***

> *"Purchasing agents and officers purchase general and specialized equipment, materials, land or access rights and business services for use or for further processing by their establishment. They are employed throughout the public and private sectors."*[18]

Job titles specific to this subgroup include, but are not limited to:

- Contract management officer
- Material management officer
- Procurement officer
- Purchasing agent

The top industries, in terms of 2022-2032 job openings, employing purchasing agents and officers are:[19]

- Professional, Scientific and Technical Services (148,000)
- Retail Trade (115,500)
- Manufacturing (49,200)
- Public Administration (49,200)

The employment outlook for this category follows:

- Approximately 2,520 job openings are forecast between 2022 and 2032 in BC for occupations that fall in this category. This represents an annual demand growth rate of 1.2%. Of these job openings, 71% will be due to replacement demand resulting from the

[18] Source: Employment and Social Development Canada, NOC 2016 Version 1.3 – Purchasing agents and officers
[19] Information in this section is drawn from https://www.workbc.ca/career-profiles/purchasing-agents-and-officers

retirement or death of workers, and 29% will be due to new jobs resulting from economic growth.
- For the Mainland/Southwest region of BC, 1,670 new openings are projected for the period of 2022-2032, representing an annual demand growth rate of 1.1%.

Some BC-based employment characteristics of the occupational category follow:

- Of the individuals employed in this area in 2016, 68% worked full time.
- According to 2021 Job Bank wage data, the provincial annual salary range for full-time jobs within this occupational group was $48,136 to $94,540. The median was $64,174. In terms of hourly rate, the median was $30.77/hour and the high was $45.33/hour.

***NOC 0911 – Manufacturing managers***

> *"Manufacturing managers plan, organize, direct, control and evaluate the operations of a manufacturing establishment or of a production department within a manufacturing establishment, under the direction of a general manager or other senior manager. They are employed by manufacturing companies."*[20]

Job titles specific to this subgroup include, but are not limited to:

- Factory superintendent
- Manufacturing operations manager
- Manufacturing plant manager
- Production manager - manufacturing

In terms of 2022-2032 job openings, the top industries employing manufacturing managers are:[21]

- Professional, Scientific and Technical Services (148,000)
- Construction (72,700)
- Manufacturing (49,200)
- Wholesale Trade (33,100)

The employment outlook for this category follows:

- Approximately 4,270 job openings are forecast between 2022 and 2032 in BC for occupations that fall in this category. This represents an annual demand growth rate of 0.4%. Of these job openings, 90% will be due to replacement demand resulting from the retirement or death of workers, and 10% will be due to new jobs resulting from economic growth.
- For the Mainland/Southwest region of BC, 2,890 new openings are projected for the period of 2022-2032, representing an annual demand growth rate of 0.3%.

[20] Source: Employment and Social Development Canada, NOC 2016 Version 1.3 – Manufacturing managers
[21] Information in this section is drawn from https://www.workbc.ca/career-profiles/manufacturing-managers

Some BC-based employment characteristics of the occupational category follow:

- Of the individuals employed in this area in 2016, 73% worked full time.

According to 2021 Job Bank wage data, the provincial annual salary range for full-time jobs within this occupational group was $50,138 to $152,082. The median was $83,424. In terms of hourly rate, the median was $40/hour and the high was $72.92/hour.

# Labour Market Demand Assessment

Overall, the labour market demand for graduates of the proposed program is strong in that workers in operations, logistics and supply chain management are needed in a wide range of roles and occupational categories. Most of these categories are growing at a rate in line with or slightly higher than the provincial annual growth rate of 1.1%. Given that the program is targeting those already in the field, this applied master's degree will help train them to deal with the increasing complexity in the operations, supply chain, and logistics management fields.

# 2. Competitive Environment

The purpose of this section is to identify public post-secondary institutions in Canada that offer similar programs to the proposed Master of OSCM degree program and compare them to the proposed program.

## Related Programs at Canadian Post-Secondary Institutions

Exhibit 2.1 provides a list of related master's and post-baccalaureate programs offered at Canadian post-secondary institutions and their associated program lengths.

***Exhibit 2.1: Related OSCM Programs at Canadian Post-Secondary Institutions***

| Program Name | Length of Program | Total Number of Credits |
|---|---|---|
| **KPU** Operations and Supply Chain Management (Post-Baccalaureate Diploma) | <2 years (full-time)<br>2 years (part time) | 33 (11 courses) |
| **Douglas College** International Supply Chain Management (Post-Baccalaureate Diploma) | 2 years (full-time)<br>2+ years (part-time) | 60 (20 courses)<br>69 with co-op |
| **Douglas College** Advanced Supply Chain Management (Post-Degree Diploma) | 2 years (full-time or part-time) | 60 (20 courses)<br>69 with co-op |
| **Douglas College** Supply Chain Management (Post-Degree Diploma) | 1 year (full-time or part-time) | 30 (10 courses) |
| **Langara College** Supply Chain and Logistics Post-Degree Diploma | 2 years (full-time) | Non-credit program (21 courses) |
| **Thompson Rivers University** Post-Baccalaureate Diploma in Supply Chain Management | 2 years, 5-6 terms (full-time) | 60 (20 courses) |
| **University of Manitoba** Master of Supply Chain Management and Logistics | 2 years (full-time)<br>4 years (part-time) | 48 (16 courses) |
| **University of Windsor** Master of Management, specialization in Logistics and Supply Chain Management | 4 terms<br>(full-time) | 39 (13 courses) |
| **York University** Master of Supply Chain Management | 1 year, 3 terms (full-time)<br>2 years, 6 terms (part-time) | 39 (13 courses) |
| **Concordia University** Master of Supply Chain Management | 2 years (full-time) | 45 (8 courses, thesis) |
| **Wilfrid Laurier University** Master of Science in Management | 1 year (full-time) | 3 (6 courses, major research project; regular courses are 0.5 credits each) |

Source: Institutional websites.

An overview of the programs follows:

**KPU's** Operations and Supply Chain Management Post-Baccalaureate Diploma program is designed to be completed within two years. It consists of 11 courses, covering accounting, project management, quantitative methods, business communications, operations, supply chain management, and quality management. Applicants must meet KPU's English proficiency requirements, and have completed either an undergraduate degree or have a combination of

relevant education and experience (completion of a technical or science diploma plus a minimum of five years of relevant work experience). OSCM work experience is not required for entry.

**Douglas College** has three supply chain management post-degree diploma programs, all of which have highly similar admissions requirements: meeting the College's general admission requirements, having an undergraduate degree, and demonstrating English proficiency. They all recommend, but do not require, Math standards: The International Supply Chain Management Post-Baccalaureate Diploma program recommends having a C or higher in Math 11 or equivalent, the Supply Chain Management Post-Degree Diploma recommends Foundations of Math 12 with a minimum grade of C+, and the Advanced Supply Chain Management Post-Degree Diploma recommend having a C+ or higher in Pre-Calculus, or Foundations of Math 12 or equivalent. None of the programs require OSCM-related work experience for entry.

The Supply Chain Management Post-Degree Diploma program consists of 10 courses (30 credits) covering management essentials, operations, statistics, strategy, supply chain management and planning, project management, and accounting. Students may also choose to complete a part-time, 3-credit unpaid internship. Students in the Advanced Supply Chain Management Post-Degree Diploma program take nearly all the same courses as the previous program, plus an additional 10 courses covering business communication, group dynamics, procurement, ethics, and change management. A co-op option is also available. Lastly, the International Supply Chain Management Post-Baccalaureate Diploma program also requires 20 courses, including the same set as the Supply Chain Management Post-Degree Diploma, as well as ones in marketing, business mathematics, global trade and finance, international trade law, and global economics. A 3-credit unpaid internship and co-op option are also available, and students are granted, upon completion of the program, a Diploma in International Trade via a partnership with the non-profit Forum for International Trade Training (FITT).

**Langara College's** Supply Chain and Logistics Post-Degree Diploma program is a two-year, full-time program open to those with a Bachelor's degree. It includes training on supply chain and general business management (e.g., finance, marketing, HR). Mostly delivered in-person, its 21 required courses are non-credit and the credential is offered through Langara's Continuing Studies division. The program also includes an unpaid work placement of approximately 20 hours per week for 8-10 months in a single term. The program aims for students to be prepared to write certifying exams for the Canadian International Freight Forwarders Association Certificate accreditation, and obtain equivalencies for various Supply Chain Management Professional designations. Applicants to the program must have a Bachelor's degree in any subject and demonstrated English proficiency. OSCM work experience is not required.

**Thompson Rivers University** offers a Post-Baccalaureate Diploma in Supply Chain Management program which can be completed in approximately two years. The program consists of 20 courses, including in economics, math, operations, logistics, marketing, and procurement. The program is accredited by Supply Chain Canada, and graduates of the program are granted advanced standing towards the organization's professional designation with a cumulative grade

of 70% or higher. Program admission requirements include a Bachelor's degree, high school mathematics (Foundations of Math 12, Pre-Calculus 12, or equivalent must be completed prior to or during the program), and six credits of university-level English or equivalent English-language test scores. OSCM work experience is not required for entry.

The **University of Manitoba's** Master of Supply Chain Management and Logistics program has 16 required courses, including a 4-month co-op or practicum, and can be completed in two years of full-time study or four years of part-time study. Topics covered include operations and supply chain management, logistics management, supply relationship management, people management, sustainability, executive leadership, and quantitative analysis. Admissions requirements include a bachelor's degree in any discipline, a 3.0 out of 4.5 GPA[22] in their last 60 credit hours of university degree-level study, a Graduate Management Admissions Test (GMAT) score of at least 550, or equivalent score on the Graduate Record Examination (GRE), and demonstration of English proficiency. GMAT and GRE requirements are waived for recent University of Manitoba graduates who meet minimum GPA requirements cumulatively (3.25) and in specific supply chain management courses (3.5). OSCM work experience is not required for entry.

The **University of Windsor's** Master of Management program includes a specialization in Logistics and Supply Chain Management. The program can be completed over four terms (16 consecutive months) and has eight core courses in accounting, communications, global finance, marketing, quantitative methods, strategy, and people management. The relevant stream contains an additional five courses focusing on supply chain management, logistics, and procurement, as well as a capstone course. A Bachelor's degree in a relevant discipline with a 70% (B-) cumulative grade or higher and demonstrated English proficiency are required for admission. OSCM work experience is not required for entry.

**York University's** Master of Supply Chain Management program can be completed in a year of full-time study, or two years of part-time study. The curriculum includes online pre-start modules in accounting, math, finance, and statistics, and 12 core courses in business communications; financial, marketing, and organizational management; supply chain, logistics, and supply relationship management; and advanced topics in supply chains (e.g., international trade, digital supply chain technology). The program also includes a capstone collaborative supply chain consulting project. Prospective students must have an undergraduate degree with a minimum B+ (75-79%) average in the last two years of study and demonstration of English proficiency. Work experience is considered, but not required, for admission. Graduates from a recognized North American Bachelor of Business Administration or Bachelor of Commerce program are

[22] A 3.0 GPA is approximately equivalent to a B- or B letter grade (68-75%) at KPU. A 3.5 GPA is approximately equivalent to a B+ letter grade (76-79%) at KPU. Source: U Manitoba Grade Equivalencies, April 2021.

eligible for advanced standing, shortening the program to two terms (full-time) or four terms (part-time).

**Concordia University's** Master of Supply Chain Management program is an interdisciplinary, research-based program from which graduates can enter industry or PhD programs. The program is 45 credits (two years) in length, and includes eight courses in statistics, research methods, supply chain management and design, and international procurement and logistics. It also contains a thesis component worth 21 credits. Admission requirements include a relevant Bachelor's degree with a cumulative GPA of at least 3.0 on a 4.3 scale (B) and a 3.0 (B) average in the final two years,[23] as well as demonstrated English proficiency. OSCM work experience is not required for entry.

**Wilfrid Laurier University's** Master of Science in Management program offers three areas of specialization, one of which is Supply Chain Management. It is a primarily research-focused degree through which students can enter PhD programs, though students can also tailor their elective courses to better prepare them for a career in the industry. The program can be completed in one year and consists of 10 courses and a major research project. Core courses focus primarily on quantitative analysis, economics, and supply chain management. Applicants to the program require an honours degree in business or a related field (e.g., industrial engineering or computer science), a B+ (77-79%) cumulative GPA, demonstration of English proficiency, and demonstration of quantitative skills through a satisfactory GMAT Focus exam score (595) or equivalent on the GRE. OSCM work experience is not required for entry.

Exhibit 2.2 provides the tuition estimates for the programs described in Exhibit 2.1. The cost of the program for students affects the competitive assessment.

***Exhibit 2.2: Tuition for Related OSCM Programs at Canadian Post-Secondary Institutions***

| Base Tuition (Program Total) | Institution-Levied Fees (Program Total) | Base Tuition and Fees (Program Total) |
|---|---|---|
| **KPU Operations and Supply Chain Management (Post-Baccalaureate Diploma)** | | |
| $13,267 (domestic)<br>$23,972 (international) | $929 (domestic)<br>$1,678 (international) | $14,196 (domestic)<br>$25,650 (international) |
| **Douglas College International Supply Chain Management (Post-Baccalaureate Diploma)** | | |
| $7,690 (domestic)<br>$38,980 (international) | $660 (domestic)<br>$660 (international) | $8,350 (domestic)<br>$39,640 (international) |
| **Douglas College Advanced Supply Chain Management (Post-Degree Diploma)** | | |
| $7,690 (domestic)<br>$38,980 (international) | $660 (domestic)<br>$660 (international) | $8,350 (domestic)<br>$39,640 (international) |
| **Douglas College Supply Chain Management (Post-Degree Diploma)** | | |
| $4,190 (domestic)<br>$19,490 (international) | $330 (domestic)<br>$330 (international) | $4,520 (domestic)<br>$19,820 (international) |

[23] Conversions of percentages to letter grades to GPA are not publicly available for Concordia undergraduate business programs.

| Base Tuition (Program Total) | Institution-Levied Fees (Program Total) | Base Tuition and Fees (Program Total) |
|---|---|---|
| **Langara College Supply Chain and Logistics Post-Degree Diploma** | | |
| $15,750 (domestic)<br>$25,825 (international) | $219 (domestic)<br>$429 (international) | $15,969 (domestic)<br>$26,254 (international) |
| **Thompson Rivers University Post-Baccalaureate Diploma in Supply Chain Management** | | |
| $9,522 (domestic)<br>$44,303 (international) | $1,592 (domestic)<br>International unclear | $11,114 (domestic)<br>≥$44,303 (international) |
| **University of Manitoba Master of Supply Chain Management and Logistics**[24] | | |
| $30,170 (domestic)<br>$44,736 (international) | $3,780 (domestic)<br>$3,780 (international) | $33,950 (domestic)<br>$48,517 (international) |
| **University of Windsor Master of Management, specialization in Logistics and Supply Chain Management** | | |
| $45,200 (domestic)<br>$45,200 (international) | $862 (domestic)<br>$862 (international) | $46,062 (domestic)<br>$46,062 (international) |
| **York University Master of Supply Chain Management** | | |
| $52,555 (domestic)<br>$91,167 (international) | $1,196 (domestic)<br>$1,196 (international) | $53,752 (domestic)<br>$92,364 (international) |
| **Concordia University Master of Supply Chain Management** | | |
| - | - | $7,450 (Quebec resident; French, Francophone Belgian international)<br>$16,900 (other domestic)<br>$43,250 (other international) |
| **Wilfrid Laurier University Master of Science in Management, specialization in Supply Chain Management** | | |
| $7,869 (domestic)<br>$21,807 (international) | $2,220 (domestic)<br>$2,220 (international) | $10,089 (domestic)<br>$24,027 (international) |

Source: Institutional websites, as of August 2024. Figures reflect full-time status. Where blank, breakdowns between tuition and fees were not available.

# Competitive Assessment

While several public post-secondary institutions in BC offer post-degree programs in the same subject area, including four programs offered at two institutions in the Lower Mainland, none are at the master's level. The closest Canadian master's program is in Manitoba, with other similar master's programs in Ontario and Quebec. Compared to local programs, a unique feature of the proposed Master of OSCM program is that it explicitly aims to recruit people already in the field, who may even be mid-career professionals seeking to advance within their field. As well, significant local industry support and planned partnerships also suggests that the proposed program would be desirable. While other similar programs often have standalone internship or co-op options, integrating such partnerships throughout the program, in the form of guest speakers, employer site tours, and applied research opportunities, is a unique feature of the proposed program.

The proposed program does not have a formal congruence with industry accreditation. For example, multiple programs have partnerships that either grant advanced standing towards

[24] This program offers a co-op/applied project term, which costs participating domestic and international students $5,125. This fee is not included in the table figures.

professional designations or are part of completing them (e.g., Douglas College and the Diploma in International Trade from FITT; TRU and the Supply Chain Management Professional designation). Still others are tailored towards having graduates be fully prepared to write certain industry accreditation exams (e.g., Langara College and the Canadian International Freight Forwarders Association Certificate). However, the proposed program is targeting those already working in the field, who may have already completed various professional certifications. The skills gained through the program should also allow graduates to pursue accreditation outside of the program, if they wish.

The proposed program is eligible for Prior Learning Assessment and Recognition (PLAR). At KPU, any course is open for students to pursue PLAR-based credit, and it is expected that students with relevant work experience will be able to create a strong application for PLAR, particularly for courses early on in the sequence of the program. It appears that only two institutions with similar programs offer some form of PLAR or laddering. At Douglas College, there are three PLAR-eligible courses common to the three relevant programs, while York University's Master of Supply Chain Management program offers advanced standing for those with York's Bachelor of Business Administration degree, which allows students to bypass the first term.

Compared to other similar programs in the region, a main strength of the proposed program is the comprehensiveness of its curriculum. For instance, it includes topics such as sustainable operations, machine learning and AI, data science, digital design of supply chains, and tort law, most of which do not feature in similar local programs. The inclusion of these topics alongside the core areas of operations, supply chain, and logistics management adds to the robustness of the program's curriculum. The ability to explore all of these topics within a relatively short program could be appealing; four of six BC-based programs take a full two years to complete while studying full-time, compared to KPU's 16 to 20 months. The curriculum should also appeal to those who are interested in and prepared to study at a more advanced level, befitting the master's-level designation. Introductory material is not the focus of the program, as students will be expected to either have prior training or work experience in the field.

Compared to similar master's programs elsewhere in Canada, the proposed program appears to be shorter than most. Only Concordia and Wilfrid Laurier's programs have fewer courses to complete, but they are also more research-focused, with a major research project requirement and the primary focus being to prepare students for PhD programs. The other three master's programs require three to six more courses.

In terms of admission requirements at the master's level, the proposed program requires a similar GPA compared to Manitoba and Concordia. A slightly lower GPA (70%) is the minimum requirement at Windsor, while York and Wilfrid Laurier both have slightly higher criteria (at least 75% and 77%, respectively). Satisfactory standardized test scores from the GMAT or GRE must be submitted in most cases at Manitoba and Wilfrid Laurier, but are otherwise not required, similar to the proposed program. The proposed program is more flexible than some others regarding prior education. Any undergraduate degree is required at KPU; at Concordia and

Windsor, one must have a bachelor's degree in a relevant field, and at Wilfrid Laurier, one must have an Honours degree in business. Only one similar master's program – York's – considers work experience during admissions. Taken together, the admissions requirements position the proposed program as less difficult or more difficult to gain entrance to, depending on the component of interest. The variation in requirements reflects the slightly different values and focuses of the different programs (e.g., the need for standardized testing, academic research vs. applied programming, work experience considerations). The admissions requirements are competitive with other institutions.

# 3. Student Demand

## Enrolments

The purpose of this section is to explore the extent of student demand for the proposed Master of OSCM program by examining the historical participation rates in related programs in Canada. Exhibit 3.1 shows headcounts in BC-based programs in the past six fiscal years. Enrolments in these programs have been increasing since the 2017/18 fiscal year.

***Exhibit 3.1: Enrolments (Headcounts) in Relevant BC Post-Baccalaureate Diploma Programs***

| Program | FY17/18 | FY18/19 | FY19/20 | FY20/21 | FY21/22 | FY22/23 |
|---|---|---|---|---|---|---|
| **Douglas College** | | | | | | |
| Supply Chain Management (Post-Degree Diploma) | 51 | 86 | 107 | 84 | 87 | 111 |
| International Supply Chain Management (Post-Baccalaureate Diploma) | 91 | 181 | 263 | 257 | 253 | 250 |
| Advanced Supply Chain Management (Post-Degree Diploma) | - | - | - | - | - | 30 |
| **Thompson Rivers University** | | | | | | |
| Post-Baccalaureate Diploma in Supply Chain Management | 128 | 238 | 299 | 314 | 316 | 351 |
| **Kwantlen Polytechnic University** | | | | | | |
| Post-Baccalaureate Diploma in Operations and Supply Chain Management | 31 | 76 | 175 | 246 | 395 | 417 |
| **Langara College** | | | | | | |
| Supply Chain and Logistics Post-Degree Diploma | 124 | 175 | 150 | 137 | 130 | 141 |
| **Grand Total** | **425** | **756** | **994** | **1,038** | **1,181** | **1,300** |

Advanced Supply Chain Management program data unavailable prior to FY22/23; program started in May 2022

Below, Exhibit 3.2 provides enrolment data for relevant Canadian master's programs, which only exist outside of BC. In all cases, enrolments have either remained stable since the start of a program, or have increased.

***Exhibit 3.2: Enrolments (Headcounts) in Relevant Canadian Master's Programs***

| Program | AY18/19 | AY19/20 | AY20/21 | AY21/22 | AY22/23 | AY23/24 |
|---|---|---|---|---|---|---|
| **University of Manitoba**[25] | | | | | | |
| Master of Supply Chain Management and Logistics | - | - | - | 11 | 15 | 25 |
| **University of Windsor** | | | | | | |
| Master of Management, Logistics and Supply Chain Management[26] | 65 | 87 | 95 | 183 | 245 | 172 |

[25] The University of Manitoba's program began in Fall 2021. Only Fall and Winter semesters are included when determining the headcount for each academic year.

[26] Includes the range of full-time students enrolled in each term. AY23/24 is incomplete; it does not include Spring 2024. In the first three years provided, Spring (May-Aug.) had the lowest enrollments and Fall had the highest.

| Program | AY18/19 | AY19/20 | AY20/21 | AY21/22 | AY22/23 | AY23/24 |
|---|---|---|---|---|---|---|
| **York University** | | | | | | |
| Master of Supply Chain Management | - | 54 | 73 | 63 | 77 | 80 |
| **Concordia University** | | | | | | |
| Master of Supply Chain Management | 16 | 20 | 32 | 25 | 30 | 38 |
| **Grand Total** | **81** | **161** | **200** | **282** | **367** | **315** |

Sources: University of Manitoba, University of Windsor, York University, email communication from Concordia's Office of Institutional Planning & Analysis. Data for Wilfrid Laurier is not available.

# Support from Local Industries and Organizations

Compared to local programs, KPU's proposed Master of OSCM program is unique in that it explicitly aims to recruit mid-career professionals who are aiming to advance within their field. Significant local industry support and planned partnerships also suggests that the proposed program would be desirable. While other similar programs often have standalone internship or co-op options, integrating such partnerships and applied research opportunities throughout the program would be a unique feature. Letters of support for the proposed program were received from a wide variety of businesses, professional associations, and professional organizations, and are provided in Appendix A. These groups span the areas of manufacturing, storage, mechanical contracting, telecoms, machinery, facility operations, cabinetry, retail, security, grocery warehousing, immigration services, health care, and intermodal transportation, as well as local boards of trade. Common aspects motivating their support include a skill shortage in the region, the increasing pace of technological change, the need for holistic management and leadership, particularly at the executive level, and a concern regarding the ability for local industries to remain competitive. The delivery mode, with online course work taught in evenings and weekends, is another feature that many valued, as it would allow their employees to continue working while they pursue the program. All of these elements suggest that graduates of the proposed program would be in demand in a variety of areas, which in turn should contribute to student demand.

# Student Demand Assessment

Enrolments in supply chain, operations, and logistics management programs at the post-degree level have been growing, both in BC and other parts of Canada. In addition, we know from the labour market assessment that this is a growing sector. The increasing complexity in the field and the support from local members of industry suggests there is need for a program targeting those already in the field. KPU would be well-positioned since it would be offering the only applied master's program in this area in BC; the credential level reflects a comprehensiveness in curriculum that other programs in this area lack. While there are three to five other master's programs in Canada that offer more direct competition, two of them are primarily focused on preparing students for PhD programs, and they are located in Manitoba, Ontario, and Quebec. Students residing within or closer to the Lower Mainland and seeking master's level study may favour the proposed program due to location. Students may also appreciate its relatively low

number of courses compared to the most comparable master's programs elsewhere. Its close integration with industry and its ability to accommodate working professionals through both program delivery (e.g., evening and weekend courses, online and blended modes) and credit for work projects, including the ability to earn course credit through PLAR, should also help to attract students. With most courses taught online, and all courses (online or in-person) taught in evenings and weekends, this program should be attractive to working professionals. Given this, and assuming the tuition is within the range of comparable programs, and the program is appropriately marketed, demand for the program is expected to be good.

# Appendix A: Letters of Support

This appendix contains 25 letters of support from businesses, business associations, professional bodies, and other organizations.

DOUGLASCOLLEGE

PO Box 2503 New Westminster BC
Canada V3L 5B2
New Westminster and Coquitlam
douglascollege.ca
604 527 5400

April 9, 2024

Stephanie Howes
Kwantlen Polytechnic University
Melville School of Business

Dear Stephanie,

Re: Masters in Operations and Supply Chain Management

Thanks so much for involving the School of Business, Douglas College, in KPU's consultation process for its first Masters program.

Based on our June 2023 discussion with acting Melville School of Business Dean (Heather Harrison) and faculty proponent (Mike Ford), I support the proposal of the new Masters in Operations and Supply Chain Management at KPU.

I also see great value in exploring pathways for Douglas College students in related programs. Thanks so much for the ongoing collaboration with faculty subject matter experts from Douglas College as KPU builds out this new Masters.

Sincerely,

Justin Williams

Dean, Faculty of Commerce and Business Administration

Douglas College

BRITISH COLUMBIA
INSTITUTE OF TECHNOLOGY
3700 Willingdon Avenue
Burnaby, British Columbia
Canada V5G 3H2

bcit.ca

December 6, 2023

Kwantlen Polytechnic University
Melville School of Business
12666 72 Avenue
Surrey, BC V3W 2M8
Attention: Mike Ford

Dear Mike,

Re: Master's in Operations, Supply Chain, and Logistics Management

I fully support your proposal for the development of a Master's in Operations, Supply Chain, and Logistics Management. This program will provide an excellent opportunity for the workforce to enhance their skills at a senior level, in this critically needed area of business.

Best wishes in the development of your program.

Sincerely,

Kenton Low

Dean, School of Business + Media, BCIT

**Southern Railway of British Columbia Limited**
2102 River Drive, New Westminster, BC V3M 6S3 Canada
604.521.1966 | 604.526.0914 fax
www.sryraillink.com

May 18, 2023

Kwantlen Polytechnic University
12666 72 Ave
Surrey, BC V3W 2M8

Attn: Mike Ford, Chair, Department of Business Graduate Programs

Dear Sirs/Mesdames,

Re: Proposed Master's program in Operations, Supply Chain, and Logistics Management

Southern Railway of British Columbia is pleased to provide this letter of support for Kwantlen Polytechnic University's (KPU) proposed development of a Master's program that will focus on operations, supply chain, and logistics management.

Reliable and seamless supply chains are critical to Canada's economic prosperity. While the dynamic interactions among supply chain partners already occur every day in practice, they are not necessarily well understood at a broader systems level. KPU's initiative to establish a program that will blend theoretical and applied understanding of the supply chain and logistics management will contribute to Vancouver's competitive advantage as a trade gateway.

Southern Railway of British Columbia (SRY) is a major transporter of freight by rail in southern British Columbia, providing connections for more than 140 shippers, and rail connections across North America via interchange with four Class 1 railways: CN Railway, CPKC (formerly, Canadian Pacific Railway), BNSF Railway, and Union Pacific Railway. As a short line railway, SRY provides first/last mile service and supports operational synergies among customers and the Class 1 rail network. SRY understands the complexities associated with operations, supply chain, and logistics management. Having locally trained graduates with skills in these areas would benefit SRY both as an employer, and as a stakeholder who relies on counterparts within the supply chain that are knowledgeable and skilled.

Thank you for the opportunity to express our support as KPU continues to work towards establishing the program. We look forward to partnering with KPU on this program in the future.

Yours truly,

Gerald Linden
President
Southern Railway of British Columbia Limited

BC Hydro
Power smart

May 16, 2023

Mike Ford
Chair, Department of Business Graduate Programs
Melville School of Business, KPU
12666 72 Ave, Surrey, BC V3W 2M8

Re: Kwantlen Polytechnic University & BC Hydro - Industry Partnership for Master's in Operations, Supply Chain and Logistics Management Program

Dear Mike,

Thank you for sharing the early details of the design for a KPU's Master's in Operations, Supply Chain and Logistics Management program.

As we have discussed with you, supply chain is growing in importance in many businesses and certainly within BC Hydro. As we recruit and grow our employees, we have been noticing that there are not many post-secondary institutions that have a focus on preparing students for careers in supply chain. We believe this is a gap given the current and growing demand for talent with skills and experience in this area. As a result, programs like the Master's program you are designing will help close the gap overtime.

Thank you for the opportunity to review your preliminary curriculum. We are pleased that there is an emphasis on topics that are important (category management, sourcing, negotiations etc.) to organizations such as BC Hydro; as well as critical underlying skills (critical thinking, project management, process improvement) that are core expectations for doing the types of roles we have. Our supply chain roles are highly integrated with other functions and the need to work collaboratively across the company. It appears that your program -- with a blend of cross-collaboration, and integration of work experiences, will serve students well in helping them grow their ability to apply their knowledge and skills in real life situations and leadership positions.

Thank you for the opportunity to provide feedback. We are willing to providing whatever assistance and input we can as you move forward.

Sincerely,

Bridgette Zacharias
Director, Operations & Enterprise Supply Chain

GCT Canada Limited Partnership
400 - 2925 Virtual Way
Vancouver, BC, Canada V5M 4X5

T +1 604 267 5200
F +1 604 267 5214
globalterminals.com

April 20, 2023

**RE: Kwantlen Polytechnic University Master's in Operations, Supply Chain and Logistics Management (OSCLM)**

GCT Canada knows first hand that a well-functioning transportation system secures supply chains, enables global trade, and is critical to the Canadian economy as a trading nation. We also know people are ultimately responsible for ensuring supply chains function safely, securely and competitively.

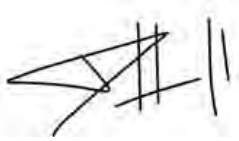
As the country's largest Canadian majority-owned container terminal operator and one of the maritime sector's largest employers, GCT operates two gateway terminals at the Port of Vancouver, GCT Vanterm and GCT Deltaport, Canada's flagship container terminal. These facilities provide global customers and ocean carriers with convenient, dependable access to major Asia-Pacific trade lanes and key markets. Our operations account for over 4.6 million hours of employment – the equivalent of 2,214 well-paying jobs in the Maritime and Logistics Sector.

Attracting and retaining talent is key to the success of our business. At GCT, we continue to invest and innovate at our terminals. We are planning new projects to bring capacity online and investing in modern equipment that creates efficiencies and facilitates growth. We are also committed to building on initiatives that harness data and technology to provide solutions to increase capacity, reduce emissions and provide sustainable and resilient solutions for future growth.

To facilitate this growth as an industry and an organization, we need to hire talented people with business management skills, technical capability and strong analysis supplemented by the ability to make decisions and solve problems. Educational programs, such as the OSCLM, that aim to strengthen these skills for graduates directly related to operations and supply chain will help companies within our Region improve productivity in operations and boost local and global supply chains.

As we plan for the future, we strongly support the ongoing focus on developing the right skills for people to contribute to positive change and development within the sector and organizations, such as GCT, that help contribute to a more successful, resilient and competitive economy.

Sincerely,



Daniel Howell
Vice President, Terminal Operations
GCT Deltaport

Teledyne FLIR
Integrated Imaging Solutions

TELEDYNE FLIR
Integrated Imaging Solutions
12051 Riverside Way
Richmond, British Columbia,
Canada V6W 1K7
P: 604-242-9937 | F: 604-242-9938
www.teledyneflir.com

22 March 2022

KPU-Melville School of Business
Master's program in Operations, Supply Chain, and Logistics Management

To Whom It May Concern,

Please accept this letter of support for the Master program in Operations, Supply Chain, and Logistics Management that the Melville School of Business at KPU plans to introduce in 2023.

Teledyne FLIR Integrated Imaging Solutions, with an office at 12051 Riverside Way, Richmond, BC V6W 1K7 Canada, is one of the world's leading designers and manufacturers of imaging products used in industrial, government and medical systems. Our digital cameras are vital components in the fast growing, transformative industries of robotics, autonomous vehicles, industrial automation, virtual reality, life sciences and retail analytics. Medical customers are using our products to save lives via screening and diagnostics, providing cancer treatment, inspecting vaccine vials, and performing research vital to future outcomes. Recently, we were also privileged to host the Premier and MLAs of British Columbia, following our locally made cameras' successful capture of the NASA Mars Perseverance Rover landing.

The COVID-19 pandemic presented global supply chains with unprecedented challenges. Overwhelming demand exceeded the semiconductor industry capacity, causing severe shortages of chips and electronic components that persist today. Limited domestic manufacturing capabilities quickly exposed the industry's reliance on offshore contracts and partnerships, as well as the limitations in domestic skills and expertise.

The Master program in OSCLM will help employers in B.C. and in Canada to strengthen the management of operations and supply chains of their business by hiring highly educated executive-level managers and professionals, as well as retaining this expertise. The importance of this program cannot be understated, as it can significantly add to the level of skills and knowledge of current and future employees in our industry. The program's development of relevant competencies will also help companies like ours to improve productivity in operations and strengthen supply chains and logistics, making its graduates valuable contributors to the economic success, resilience and competitiveness of our industry.

In closing, I strongly support the addition of the Master's program in Operations, Supply Chain and Logistics Management to the existing Melville School of Business programs at KPU.

Sincerely,

Vera Hummerston
Director of Supply Chain
Direct: +1 604 242 9937 x 262
Email: Vera.Hummerston@Teledyneflir.com

SURREY BOARD OF TRADE

inclusive | innovative | independent

January 11, 2022

**RE: Letter of Support**

The Surrey Board of Trade has over 6,000 business contacts with over 60,000 employees. The purpose of the organization, on behalf of its members, is to advocate at all levels of government, facilitate networking opportunities, and provide cost- saving benefits and marketing opportunities. We are a not-for-profit organization with a common goal of furthering the interests of businesses in our region. We have demonstrated, through our projects and initiatives, a commitment to enhancing the local economy. We provide businesses and organizations with economic opportunity, workplace development and education, international trade, government advocacy and business connections. We believe that transportation and education are the two economic foundations of building our city. We are keenly aware of the dynamics, the needs and the opportunities that our members experience and we understand the competitiveness factors that govern the success of the economic activity in this large city.

We have recently learned that the Melville School of Business (MSB) at KPU is developing a Master's program in Operations, Supply Chain, and Logistics Management (OSCLM). As we became aware that some of the proposed program features are, if not unique, at least very rare among similar programs in B.C., in Canada, in the US, and internationally, we would like to offer our support for this exciting project, for many reasons, including the following:

- The program is designed to be "applied through and through". One of the means to deliver on this is for each course to be assigned a *dedicated guest speaker* – an executive or industry expert who will collaborate with the instructor to create teaching materials, such as cases, workshops, webinars, etc. This would be of great value to our member-organizations, as the participants will be able to benefit from the collaboration by raising the standards of their own OSCLM practices, and by receiving invaluable feed-back at a graduate academic level regarding their own performances. The results of this industry-academia collaboration will probably be disseminated throughout the economic community, thus multiplying the beneficial effects
- The program aims to prepare graduates ready to occupy executive-level positions, provide consulting, work in government and higher education, and become leading-edge entrepreneurs. All these goals would have an exceptionally favourable impact on the general performance of our organizations, irrespective of their particular industry: manufacturing, services, transportation, warehousing, etc. The thousands of members of the SBOT would have the opportunity of working with students and faculty during the program, and will be able to use an outstanding source of highly educated potential executives ready to fulfil their managerial vacancies or, better yet, to become motivated to initiate developments into new areas of innovative products, processes, and management approaches
- The program curriculum deals – in an integrative manner – with all three components of the key function of organizations in any industry (i.e., the production of the goods and services destined for users): operations management, supply chain management, and logistics management. The many programs throughout the world that address only one of these functions (e.g., Master's in Supply Chain Management), do not offer their graduates the holistic understanding of what it

means to produce a good or a service – view that is needed, valid and applicable everywhere: from manufacturing to restaurants, from hospitals to military operations, from any mode of transportation to penitentiaries, and from institutions to humanitarian interventions

- The program is anticipated to be delivered "completely online". Not only is the online education gaining strength year after year and it has been proven a dependable "substitute product" at a time of existential threat in the history of education, but it will allow employees of organizations in Surrey and the Lower Mainland to continue working during their graduate-level education. The benefit to the students and to the organizations that employ them is significant.

Finally, we fully endorse MSB's stated vision of creating a Centre of Excellence in OSCLM right here, at KPU in Surrey, as inspiring and pragmatic at the same time.

In closing, I would like to sincerely express my appreciation for the opportunity of supporting KPU-MSB proposal to develop a Master's program in Operations, Supply Chain and Logistics Management. Please feel free to contact me at 604-634-0342 or at anita@businessinsurrey.com for any additional information you may need.

Sincerely,

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

GREATER LANGLEY
CHAMBER OF COMMERCE

January 18, 2022

TO WHOM IT MAY CONCERN

We, at the Greater Langley Chamber of Commerce are truly pleased to hear about the forward-thinking features of the Master program in Operations, Supply Chain, and Logistics Management that the Melville School of Business at KPU plans to introduce in 2023.

The Greater Langley Chamber of Commerce is a membership-driven organization comprised of businesses, community organizations, and professional individuals. Working in partnership with the local business community, our mission is to be the Voice of Business in Langley by promoting and improving trade and commerce, and the economic, civic and social welfare of the District, Langley City, Langley Township, and the community-at-large. With well over one thousand members, the Greater Langley Chamber of Commerce is one of BC's largest chambers of commerce. The chamber is nationally accredited with distinction and our mission is to "Create the best environment for business".

Among our many endeavors, we are engaged in advocacy in favor of projects that enhance the competitiveness of our members and the progression of the Canadian business environment. It is from this perspective that we are declaring our strong support for the initiative of Melville School of Business at KPU to offer an applied Master's in Operations, Supply Chain, and Logistics Management, completely online.

The curriculum of the proposed program appears to respond perfectly to one of the greatest challenges that our businesses have ever encountered. Practically, after years and decades of many organizations in our region being successful because supply chains used to be stable and provided good combinations of price, quality, and timeliness, they now experience one of the major consequences of the Covid-19 pandemic, namely significant disruptions in supply chains. This is visible virtually everywhere and with detrimental effects on most organizations. This reality has inflicted harm particularly to organizations where the operations management is not strong. The Master's program suggested by the Melville School of Business is designed to develop knowledge, skills and applied research on the improvement of Operations Management as integral part of a synchronized continuum of activities involved in providing goods and services to end users, which include the management of supply chains and logistics. This type of competencies, right here, in the South Fraser region, would be of substantial benefit to our members in all types of industries.



**Mailing Address** *207 – 8047 199 Street Langley BC V2Y 0E2*
**Phone** *604.371-3770*
**Fax** *604.371-3731*
**Web Address** *www.langleychamber.com*
**Email** *info@langleychamber.com*

GREATER LANGLEY
CHAMBER OF COMMERCE

The intended delivery of the program online, with a choice of attendance between full time cohort-based, or spread over several years with part-time study, is another feature that we appreciate in the design of this new credential at KPU because it would be very suitable to the wishes of most students to keep working while they attend educational programs. In addition, by delivering it online, this Master's program will enhance and solidify KPU's international reputation, while our region will benefit from international cooperation, intercultural exchanges, exposure to OSCLM challenges in other parts of the world and the integration of our economy in the global flow of goods, services and ideas.

To sum up, we wholeheartedly recommend the approval of this promising new credential, and we'll look forward to hearing about its first intake as soon as feasible.

We would be pleased to provide additional information, if necessary.

Sincerely,

K. Maier

Kristi Maier, Director of Operations

Bruce Livingstone
Business Retention and Expansion Officer
Economic Development Department
City of Maple Ridge
February 3, 2022

To whom it may concern,

I'm pleased to offer my personal support for the KPU-Melville School of Business' proposed **Master's program in Operations, Supply Chain, and Logistics Management.**

As the Business Retention and Expansion Officer for the City of Maple Ridge, I work with many small-to-medium sized businesses that are dealing with increasingly complex supply chain and logistics challenges that significantly impact their operations management. These challenges can be especially difficult for smaller firms with lean management structures that rely on just-in-time inventory management and efficient logistics to stay competitive.

I believe the proposed curriculum and on-line delivery method for teaching this program are well-suited to helping business meet the strategic and operational challenges in operations, supply chains, and logistics management they face. KPU's proposed Master's program recognizes that operations, supply chain and logistics management are parts of a single, holistic and interdependent process in all organizations regardless of the industry. More than ever before, businesses are competing on a global scale and need to ensure their employees have the knowledge and skills to remain competitive. The online format of this program ensures employees can gain critical skills that they can immediately apply within their organizations.

I'm also impressed with the level and depth of consultation that KPU has undertaken with the business community, both in Maple Ridge and throughout the Lower Mainland, to better understand their needs and the best way to deliver the program. The City of Maple Ridge has recently launched a new economic development strategy that focuses on growing our manufacturing sector. KPU's proposed program will be a key element to help local businesses improve their competitive strengths and position them to grow and thrive on local, national and global scale.

Sincerely,

Bruce Livingstone

February 15, 2022

The Honourable Anne Kang, MLA
Minister of Advanced Education and Skills Training
Room 346 Parliament Buildings
Victoria, BC V8V 1X4
Email: AEST.Minister@gov.bc.ca

**Re: Richmond Chamber of Commerce – Letter of Support for Kwantlen Polytechnic University Masters Credential in Operations, Supply Chain, and Logistics Management**

Dear Minister Kang,

I am writing on behalf of the Richmond Chamber of Commerce to offer our support for the proposed Kwantlen Polytechnic University Masters Credential in Operations, Supply Chain, and Logistics Management (M-OSCLM) for our community here in Richmond and countless others across BC and throughout Canada.

These fields are critical to many of Richmond's employers. The city of Richmond is home to over 14,000 businesses, many of which are directly involved in the movement of people and goods. With YVR Airport and Port of Vancouver facilities located in our backyard, it is no exaggeration to say Richmond embodies the opportunity that is Canada's Gateway to the Pacific and beyond. The Port of Vancouver alone supports more than 6,000 jobs in Richmond. Those jobs generate more than $300 million in annual wages that spurs $950 million in economic activity throughout the region. Moreover, in 2021, nearly 280,000 tonnes of cargo moved through YVR. Over 500 freight, logistics and cargo companies, including UPS, FedEx, Purolator, Canada Post and DHL, provide the capacity to efficiently distribute goods within the region and between Canada's major trading partners.

Behind all this cargo, are people. Two thirds of British Columbian jobs in the Transportation and Warehousing sector are based in the Lower Mainland. Careers in this sector can range broadly, from airport ramp attendants to operations executives. Specialized education can help local students achieve their career goals, while ensuring businesses have access to a skilled workforce.

One of our members, BPWood is a global supplier of lumber, with a focus on sustainable supply chains. Cindy Lee, Export Administration and Logistics at BPWood shared that "transportation and logistics is a crucial part of BPWood's business. We use land and sea transportation modes on a daily basis to and from locations in the lower mainland, Canada and export to countries around the world. The past couple of years has certainly been challenging for BPWood with problems caused by the environment, reduced capacity and now high fuel prices."

Clearly, expert response to global pressures on supply chain and logistics networks is more crucial than ever. Moreover, there is an abundance of local organizations who will benefit from the

applied curriculum feature of this credential. Additionally, the online coursework proposed for this credential by KPU, will allow working adults to upskill, without undue disruption to their work and family commitments.

I hope that we can soon welcome the news that KPU will be delivering this M-OSCLM to the lower mainland workforce. Please do not hesitate to reach out if you have any questions.

Sincerely,

Dan Baxter
President & CEO
Richmond Chamber of Commerce

GREATER VANCOUVER
BOARD OF TRADE

Greater Vancouver Board of Trade
World Trade Centre
400 – 999 Canada Place
Vancouver, B.C. Canada V6C 3E1
T. 604-681-2111 F. 604-681-0437
E. contactus@boardoftrade.com
boardoftrade.com

CEO
Bridgitte Anderson, ICD.D

2021-22
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| 1984 – 85 | A. M. Fowlis |
| 1978 | D. C. Selman |

February 25, 2022

To whom it may concern,

On behalf of The Greater Vancouver Board of Trade (the "GVBOT"), I am pleased to submit this letter in support of Kwantlen Polytechnic University, Melville School of Business.

The proposed Master's credential in Operations, Supply Chain and Logistics Management (M-OSCLM) at KPU Melville School of Business is an important addition to the training and education of qualified personnel in Greater Vancouver in order for the city to hold its place as a vibrant hub for commerce, trade, travel, and free enterprise.

As Western Canada's most active and influential business association, we're aware of the current skills gap between the relevant competencies needed for the future labour market and the broad skills provided in undergraduate education. The M-OSCLM addresses these labour market needs by providing the skills necessary for young graduates to secure positions in the most demanded occupational categories, namely: Sales and Service, Business, Finance, and Operations and Supply Chain Management.

As we look to the future, technological advancements will shape the future demand for new skills and competencies. KPU Melville School of Business' focus on people and management skills combined with digital literacy - embedded in business context- will equip students to deal with pressing global challenges affecting the economy and the environment as well as local and regional communities.

As a supporting sponsor of the Board of Trade's Leaders of Tomorrow Program, the GVBOT and KPU have a history of working together to support the professional and personal growth of emerging young leaders in the areas of Mentorship, Leadership, Networking and Volunteerism. We look forward to engaging with the students in KPU Melville's M-OSCLM program to support their successful career launch.

Sincerely,

Austin Nairn, MBA
Vice President, Greater Vancouver Board of Trade
Executive Director, [illegible] Trade Centre Vancouver

Attn: Mr. Vasile Zamfirescu

Melville School of Business,
Kwantlen Polytechnic University

**18 February, 2022**

## Letter of Endorsement and Support for KPU OSCLM Supply Chain Program

Many thanks Vasile for your presentation on your concept of development of a Master's Program in Operations, Supply Chain and Logistics Management. The subject matter was well received.

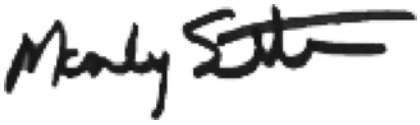
On behalf of **ASCM BC (Association for Supply Chain Management)** we welcome and endorse your initiative to develop the OSCLM program and also agree that a program such as this would be of great benefit to British Columbia, Lower Mainland and students seeking to enhance their skillsets. With the increasing growth and diversification in manufacturing sector in British Columbia and also manufacturing being a major contributor to our overall economy this type of program OSCLM would be timely and appreciated by any organization or person planning to develop their skillset in operations, supply chain, logistics management at this level of education.

As mentioned, we at ASCM BC have found strong demand for online programs and continue to offer our course offerings with increasing frequency as numbers continue to grow. We concur with your plan to offer online courses as it provides students who otherwise would not be able to attend class or simply requiring convenience to attend.

Should you need any input on your program throughout the development process or periodically, please do not hesitate to contact us as we have a number of experienced instructors with industry experience to provide input. We have members who do provide input regularly to other colleges programs on advisory committees.

Looking forward to further news on this initiative.

**Regards,**



Signed: Manly Sitter, CPIM, CSCP for Vice President of Education ASCM BC

APICS Vancouver
200-4170 Still Creek Drive.
Burnaby BC
V5C 6C6
778-927-1852
education@bc.ascm.org

Canada
Vancouver Section
ASQ The Global Voice of Quality™

To: Stephanie Howes
Dean
Melville School of Business, KPU

January 31, 2022

Dear Stephanie,

I am writing this letter on behalf of the ASQ Vancouver Section Leadership Committee to express our support for your master's program in Operations, Supply Chain, and Logistics Management.

We appreciate the opportunity to review your proposed program. We recognize the many benefits of this program, especially its approach in integrating supply chain and logistics with operations and quality management functions, which are all responsible for producing and delivering high-quality goods and services. As a knowledge-based community of quality professionals dedicated to promoting and advancing quality tools, principles, and best practices, we strongly endorse your forward-looking approach as it addresses the importance of total quality management throughout the end-to-end supply chain of goods and services.

For over thirty years, ASQ Vancouver Section 408 has worked to increase individual and organizational performance excellence in British Columbia by providing learning, quality improvement, and knowledge exchange opportunities to its members, mainly representing manufacturing, medical and high-tech industries. In the past three years, we have witnessed an increased interest in topics that address the integration of various organizational functions within businesses, evident in the results of annual customer surveys conducted by our section among its 400+ members. We are certain that the program graduates will strengthen the skills in British Columbia.

If you have any questions related to this letter of support, please do not hesitate to contact me again.

Sincerely,

*Fuat Ramazanov*

Fuat Ramazanov, M.Sc., PMP®, CCLP®, CQIA
Section Chair 2022
778-388-9667 | framazanov@memberleader.asq.org
**www.asq.org | my.asq.org**

Project Management Institute. Canadian West Coast

Date: February 24, 2022

**Reference: KPU Support Letter:**

To: Stephanie Howes, Dean, Melville School of Business, KPU

The Project Management Institute (PMI) is the leading, non-profit international organization dedicated to promoting professionalism in the practice of project management. The PMI Canadian West Coast Chapter (PMI CWCC), established in 1979, has two primary goals: to help our members build their project management careers and to provide a community for the project management industry in BC.

Based on our understanding, your proposed program, an applied Master's in Operations, Supply Chain, and Logistics Management, completely online (OSCLM), is a valuable addition and supports both our organizational goals. We look forward to collaborating with your students and the faculty delivering this program.

As project management professionals, we understand the importance of integrating the teaching of operations management, supply chain management, and logistics management into one graduate program. We understand that the formal approaches, concepts and tools to be studied in your Master's in OSCLM, much like the formal approaches, concepts and tools used by project management professionals, are universally applicable and would benefit organizations of any type and size, regardless of industry, throughout the Lower Mainland.

The PMI CWCC fully supports the inclusion in your program curriculum of a course that is fully dedicated to project management, the continual requirement to manage applied projects in most courses of the program as well as in its capstone project, and a PMI certification as a prerequisite of granting the credential.

We support your initiative for a Master's in OSCLM and look forward to collaborating with you as we both pursue our organizational goals and continue our respective contributions to the reputation of the Lower Mainland as a Centre of Excellence in the teaching and practice of the management of operations, supply chains, logistics and projects.

Sincerely,

Andrzej Nawrocki, PMP

PMI CWCC Board Director

Project Management Institute. Canadian West Coast

**Fibretech Distributors Inc.**

8247 130St. Surrey, BC V3W 7X4
P: 604-507-2199 x138, F: 604-507-2190
www.fibretechbc.ca

Date: January 28, 2022

TO: Stephanie Howes, Dean of the Melville School of Business, KPU

Fibretech (www.fibretechbc.ca) started its successful journey in 1993 as a prominent manufacturer of Canadian made plumbing fixtures. In 2001 Fibretech Distributors Inc. opened its first location in Surrey, BC and shifted its focus to supplying plumbing fixtures & faucets to local residential and commercial developers. With nearly 30 years of experience in the plumbing industry, Fibretech has now become a leading manufacturer and distributor of premier plumbing fixtures in British Columbia, with the vision to expand across Canada and the USA. Today, from its head office located in Surrey, Fibretech has three professional state-of-the-art showrooms located throughout the Lower Mainland with a supply chain spanning across Western Canada.

We understand operations, we understand supply chains, and we understand logistics. These are critical business functions, and we believe that they must work seamlessly together. That's why we are happy to see the Melville School of Business planning to do just that: provide graduate-level education that integrates the knowledge of these three business areas.

For companies like ours it would be of great benefit to know that we may address some of our challenges by working with students in the program or by engaging services of local consultants specializing in the interdependencies of operations management with supply chain and logistics management, and even by hiring graduates of this made-in-BC program. In fact, in the past, we have hired graduates of the OSCM program at KPU and are fully aware of the quality of education provided by the Melville School of Business.

We can also visualize how this Master's in Operations, Supply Chain and Logistics Management would have a trickle-down influence on the BC business in general, through applied projects carried out with real-world organizations and dissemination of knowledge and experiences using industry events, or development of teaching materials with the contribution of organizations such as ours. We would be very happy to collaborate with the program in any of these directions.

In closing, we strongly support the proposal of a Master's in Operations, Supply Chain, and Logistics Management at the Melville School of Business.

Yours truly,

**Parm Aujla**
**(Director)**

12745 116th Ave, Surrey, BC, V3V 7H9
Phone: 604.954.1263 Fax: 250.861.3165
Email: StorageVA@Secure-Rite.com
www.Secure-Rite.com

Vasile Zamfirescu
Faculty, Operations & Technical Management
Melville School of Business
Kwantlen Polytechnic University
12666 72 Ave, Surrey, BC V3W 2M8

Dear Mr. Zamfirescu

**RE: MSB Master's in OSCLM**

Thank you for your email outlining the planned expansion of the Melville School of Business to offer a Master's Degree in Operations, Supply Chain and Logistics.

I do not know of any post-secondary degree offered in this area of study. In my corporate career I have taken a lot of courses in operations and purchasing, but these courses were always taught by a variety of different organizations, and there was no cohesive, consistent approach to the subject matter. This Master's Degree in OSCL clearly fills this gap.

The current business climate needs trained professionals with expertise to navigate these very challenging times in the world of logistics. My present area of work is in Shipping Containers, and the difficulties we face in getting our units from other parts of the world are difficulties faced by any company importing or exporting goods. My BA in Geography and Economics, as well as my BEd in Secondary school level education certainly never covered any of the topics you are proposing to address, though I now wrestle with these challenges every day.

I sincerely hope your plans to expand the Melville School of Business with respect to this Master's program is a success. It is clearly needed.

Best Regards,

Kyle Fairfield

Kyle Fairfield, BA, BEd
Vancouver Branch Manager
604-353-1845
kylef@secure-rite.com

KenDor
TEXTILES LIMITED

February 25, 2022

Melville School of Business
Kwantlen Polytechnic University
Attention: Vasile Zamfirescu

**RE: In Favor of a KPU MSB OSCLM Master's Program**

To Whom It May Concern,

As an importer and wholesaler of textiles, KenDor sources from various international suppliers utilizing multiple resources in the global supply chain. In recent years, more than previous, the nuances and critical importance of strategic planning & effective supply chain management have grown increasingly integral to the effective operation of our business.

We are in strong favor of KPU MSB designing and implementing a comprehensive degree program in OSCLM that will furnish the workforce with a breadth of informed & focused professionals that are equipped to navigate the complex maze of multi-national bureaucracy with a comprehensive toolkit encompassing technical acumen, risk and project management, and a commitment to compliance. These skills and education will provide them with the agility and insights necessary to adapt and respond to the dynamic changes that have become constant factors in today's global business environment.

With Regards,

**Paul King**
President
T: (604) 940 0022 (ext 112)
C: (604) 230 9648
E: paul@kendortextiles.com

**Ayr Barnett**
Consulting Director of Operations
T: (604) 940 0022 (ext 113)
C: (604) 999 7796
E: ayr@kendortextiles.com

Pitt Meadows Plumbing
& Mechanical Systems Ltd.

February 7th, 2022

To: Stephanie Howes, Dean, Melville School of Business
Kwantlen Polytechnic University

Re: New Master's degree program

I have learned that Melville School of Business (MSB) is developing a Master program in Operations, Supply Chain, and Logistics Management (OSCLM) and would like to offer our support for this timely initiative.

Pitt Meadows Plumbing & Mechanical Systems Ltd. was started in 1979 and is a large-scale mechanical contracting firm. Our competitive advantage is derived through the use of pre-fabrication, automated tooling, and Building Information Modelling which allows us to work on projects that are larger and more complex than most mechanical contractors. We currently occupy a 50,000 square foot manufacturing space that produces tens of thousands of assemblies each year for our projects and for 3rd party clients. This facility, along with all our job sites, is supported by our Inventory, Logistics, and Procurement functions, all of which are dependent on operational excellence in supply chain and logistics management.

The general contents of the curriculum proposed match perfectly the strategic and operational challenges of our core business activity. The suggested Master program would clearly add to the resources of competence in the management of operations, supply chains, and logistics across all organizations and industries, in any part of Canada. We all need more, much more, of such competences if we expect our companies, cities, provinces, and our country to maintain competitiveness.

We believe that the graduates of the proposed program will very likely help organizations like ours to adopt the newest technologies and adapt to the latest developments in Operations Management as well as improving the quality of our products and systems. We are committed to continuous improvement and are excited to see a degree program specifically targeting this important area of our business. This program, its students and faculty, will have the opportunity to influence the business community by focusing on innovations in Operations Management which will be a benefit to us.

Furthermore, we would be very happy to collaborate with the KPU Master's program by inviting students and faculty to virtually visit our operations and to meet with us in-person or online to discuss new developments in the OSCLM disciplines, provide original cases of challenges that we face in running our operations and supply chains, or offer our time as guest speakers to the students. We would also consider assisting some of our own employees to enroll in the program, if it is delivered fully online.

20142 113B Ave, Maple Ridge, BC V2X 0A9
Tel: 604 465 8622 www.pittmeadows.net

Pitt Meadows Plumbing
& Mechanical Systems Ltd.

In closing, Pitt Meadows Plumbing & Mechanical Systems Ltd. strongly supports the addition of this rather unique Master's program in Operations, Supply Chain and Logistics Management to the existing MSB programs at KPU.

We would be pleased to provide additional information, if necessary.

Sincerely,

James Zelinski, *BCom, MA, C.Mgr*
Chief Administrative Officer

20142 113B Ave, Maple Ridge, BC V2X 0A9
Tel: 604 465 8622 www.pittmeadows.net

February 24, 2022

Alpha Technologies (an EnerSys Company) has over 4 decades of industry leadership in powering technology, Alpha has established itself as a preeminent total power solutions provider and one stop shop for AC, DC and renewable powering solutions for the Telecom, Cable Broadband, Traffic, Security, Industrial and Alternative Energy industries. Alpha's products are the trusted power behind large switching and data centers, mobile cell sites, broadband networks, traffic and security systems, private/industrial networks, and many more with customer tanging from Bell, Rogers, Telus, AT&T and Crown Castle etc.

As a Plant Manager with significant experience in every area of Operations and Manufacturing management that includes procurement, planning, warehouse, inventory, and logistics management, I am fully aware the basic principles of OM, SCM and Logistics. In my experience I have noticed these I are taught separately by various educational institutions. However, I find OSCLM concepts and tools are interconnected with overall operations function, and it would be great to bring these under one umbrella. I manage these activities on daily basis and I'd like to see candidates to management positions in my organization to possess knowledge in skills of OSCLM as a continuum.

We have hired student from KPU for co-ops in the past and always appreciated what they brought to the organization. I was pleased to hear that KPU, in their proposed Master's in OSCLM program would comprise all three subfunctions of the end-to-end activities that must be managed effectively and in a synchronized manner to produce virtually any good or service. Then, delivering the program based on applied research and teaching courses in collaboration with the industry, would benefit not only the graduates but many local organizations as well. Moreover, offering this program completely online would make this Master's available for people who cannot attend class in person due to a variety of constraints and who are perfectly capable to pursue this type of studies completely remotely.

This specialized graduate program right here in the Lower Mainland would incentivize many people to upgrade their management skills without considering the costs and disruption generated by enrolling to programs in Ontario or outside Canada.

The above are the major reasons for which I fully support the approval of this program

Sandeep Tattla,
Plant Manager
Alpha Technologies (an EnerSys company)

January 18, 2022

**Stephanie Howes**

Dean

Melville School of Business

Kwantlen Polytechnic University

Dear Stephanie Howes:

I was briefed on the proposal developed by the Melville School of Business for an Applied Master's program in Operations, Supply Chain, and Logistics Management (OSCLM). Because of the skills to be acquired from this program and the intended teaching methods, I am convinced this program has great potential to be successful, as there is a lack of such skills in industries across B.C. and Canada.

As every year we came across number of clients from different part of the world, who are interested to pursue their career in Operations, Supply Chain, and Logistics Management. Moreover, recent pandemic situation further highlighted the importance of such program as evident from the approximate number of clients that is 3-5 per month who approach us either to inquire about such program or have already secured a offers for supervisory /managerial jobs here and have a firm intentions to move to B.C and would be interested to enroll in Master's program in OSCLM proposed by KPU - Melville School of Business as we are not aware of any other Master program specialized in OSCLM.

Furthermore, the program is designed to be delivered completely online, which is another great advantage both for employees – who can keep their jobs during their studies and for the employers – who can have their student-employees working and contributing to the organization during their program.

Moreover, to have a source of advanced education in this field right here, in B.C, will be of great benefit to all types of local organizations in manufacturing (be it metal, wood, or machinery), warehousing, transportation, services, health care, etc. as general contents of the curriculum proposed match perfectly the strategic and operational challenges of any organization in any type of activity. The suggested Master program would clearly add to the resources of competence in the management of operations, supply chains, and logistics across all organizations and industries, in any part of Canada. We all need more, much more, of such competences if we expect our companies, cities, provinces, and our country to maintain competitiveness.

In closing, we intend to make our partners and our communities aware of this promising new Master's credential and we enthusiastically recommend its approval so that it can be offered to clients the soonest possible.

We would be pleased to provide additional information, if necessary.

Sincerely,

Satwant Singh, Sri Immigration (Director)

To: Stephanie Howes, Dean
Melville Scholl of Business
KPU

February 10, 2022

Dear Dean Howes,

Before talking about your program proposal, I'd like to make sure everyone understands Cintas. This is what Dun & Bradstreet says about us:

> *Cintas provide their products and services to over one million businesses of all types, from small service and manufacturing companies to major corporations that employ thousands of people. Cintas, which sells, leases, and rents uniforms, operates over 480 facilities in more than 330 cities; it leases over half of them. Besides offering rental and servicing of uniforms and other garments, the company provides flame-resistant clothing, mats, mops and shop towels and other ancillary items. Other products offered by Cintas include uniforms, floor care, restroom supplies, first-aid and safety products, fire extinguishers and testing, and safety and compliance training. Richard T. Farmer founded the company in 1929. Cintas is now run by Scott D. Farmer. (Cintas Corporation Company Profile | Cincinnati, OH | Competitors, Financials & Contacts - Dun & Bradstreet (dnb.com)*

Cintas Corporation helps businesses of all types and sizes get READY™ to open their doors with confidence every day by providing a wide range of products and services that enhance our customers' image and help keep their facilities and employees clean, safe and looking their best and be Ready for the Workday®.

I am a Service Manager at Cintas Surrey. My position entails responsibilities in the areas of general management, operations management, marketing, customer service, supply chain management, and others ((99+) Ahmed Iqbal | LinkedIn).

As I was getting acquainted with the framework of your proposal, I thought of my own managerial duties. As an integral part of the areas that I manage, I can say that I definitely use Operations management concepts and tools, as they help me plan and achieve strategic goals and complete effectively day-to-day activities. However, to do that, I also use knowledge about Supply chain management – from assessing supplier performance to developing the network of dealers and business accounts within the territory.

Educationally and professionally, I am proficient with marketing and strategy, but the reality of my own responsibilities in this position make me understand perfectly that operations, supply chain, and logistics management are intrinsically dependent on one another. Teaching one of these functions independently of the others may have two undesired effects. First, the graduates would be comfortable with a discipline much narrower than what the "real world" requires. Second, to respond to the demands of the marketplace and the needs of employers, these graduates would be forced to

round-up their knowledge and skills at a later time, by taking additional courses offered by various organizations not always at the highest academic standards. That is why I believe that Melville's approach is the perfect response: include in their Master's credential operations management together with supply chain and logistics management.

I fully support the Master's proposal developed by the Melville School of Business.

Ahmed Iqbal,

Service Manager
Cintas Langley

**Date – 01/29/2022**

**To**

**Stephanie Howes, Dean, Melville School of Business**

**Kwantlen Polytechnic University**

I got clarification on the proposal developed by the Melville School of Business for an Applied Master's program in Operations, Supply Chain, and Logistics Management. Because of the skills to be acquired from this program and the intended teaching methods, I am persuaded this program has great potential to be successful, as there is a lack of these skills in industries across B.C. and Canada.

Hawk Technologies, a Hawk Group of Companies division, is privately owned and incorporated in British Columbia, Canada specializes in retail, project management, ecommerce, concierge service etc. The leader in security and its services in the competitive market.

I am the Field Manager in Hawk Technologies, with more than 20 people in Hawk Technologies and we are proud to assist them in training and professional development. We are committed to the EDI principles. Moreover, I completed my studies in Canada and working in Canada from last 20 years with multiple areas of expertise like retail, team management, client interaction, project management, finance etc.

I believe this program will help employers in B.C. and in Canada to reinforce the management of operations and supply chain of their business by hiring highly educated executive-level managers and professionals ready to step in.
Further, this program will contribute to the creation of a centre of expertise in operations, supply chains, and logistics management in the Lower Mainland, which will help the local organizations and will also enhance the prestige of the BC companies and the reputation of the BC economy.

In addition, this program is designed to be delivered completely online, which is another extraordinary advantage both for employees – who can keep their jobs during their studies and for the employers – who can have their student-employees working and contributing to the organization during their program

I strongly support the addition of this rather unique Master's program in Operations, Supply Chain and Logistics Management to the existing MSB programs at KPU.

**Thanks and regard**

**Yours Sincerely**

**Naveen Kumar Saini**

**Field Manager (Hawk Technologies)**

## Vasile Zamfirescu

**From:** Cameron Thistle (Director - Warehousing Services) <cameron_thistle@saveonfoods.com>
**Sent:** Friday, February 25, 2022 11:56 AM
**To:** Vasile Zamfirescu
**Cc:** Heidi Ferriman (Sr VP - People & Corp Affairs); Joe Stelnicki (GM - Supply Chain Logistics)
**Subject:** KPU Survey Letter

**CAUTION External Sender:** Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hi Vasile,

Thank you for including me in the Kwantlen Polytechnic University survey about the Masters in Logistics and Supply Chain.

Through the pandemic and the recent floods in BC, the world understands that supply chain is critical for everyone. In order to develop leaders in this industry, we need a local western-based program to that is accessible and able to develop local talent. A program like this will reinforce the commitment to innovating and reinventing Western Canadian supply chain network.

More than ever, it is critical that logistics and supply chain leaders are able to successfully embrace AI and technological changes in this area so to deliver a more robust and efficient network. I know our Supply Chain/Warehouse Partners will be excited about this program and utilizing graduates and hopefully co-op students in the future. Not only is a program like this past due, but there are significant and rewarding career opportunities within this segment and it's time to showcase the opportunity to move careers along this pathway – which is something we are very much missing in the west.

Cameron

**Cameron Thistle**
Director Warehousing Services

**Save-On-Foods, a division of Save-On-Foods Limited Partnership**
**E.** Cameron_thistle@saveonfoods.com
**M.** 604 308-3270
saveonfoods.com

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**Stephanie Howes**
Melville School of Business
Kwantlen Polytechnic University

29 January 2022

Dear Stephanie Howes,

Thank you for providing us an opportunity to participate in the survey and information provided regarding the proposal of MSB for Applied Master's program in Operations, Supply Chain, and Logistics Management (OSCLM). Considering the methods of instructions for this course, we wish this could be a great success for MSB as well as KPU. This program should offer a great deal of opportunities for the aspiring students as well as the companies those who wish to modernize and enhance their productivity skills using qualified students from the program. As we understand in general, there is a lack of professional or quality leadership and managerial efforts in the Operations and Logistics in our part of the world and this kind of courses and on hand trainings using qualitative methods could solve the problem or could address the issues in the industry and can increase the productivity of our area, which could be a boon for the economy and population in the region.

As we are in Immigration business, there are always questions coming from our prospects and clients regarding opportunities in the specific field and possible study or skill advancement options from those who already working or entering to this part of the business. As we do international student placements across Canada in colleges and universities, we suggest the aspiring students about the course in Supply Chain and Logistics management. We do receive interest in master's program in supply chain management from the middle level and entry level graduates who started their career and looking for an advanced opportunity in Canada especially in British Columbia.

Deliverability of this program via online platforms could attract more interest in the subject and will provide an opportunity for the people already working in same kind of jobs and like to advance their position in the career ladder and may like to open their entrepreneurial attempts with more armors in their sleeve.

Further to this, we feel that an advanced education facility and opportunity here in Vancouver region of BC, the local organizations working in various fields related to the specific subjects mentioned or taught in the proposed course will be highly benefitted. As well as many students may get a chance to interact and learn the current process and completing the course with higher on hand working experience.

For service-based industries in the area, the program offering may provide an opportunity to source qualified graduates from the course and use their newly learned skills and techniques to improve the service standards.

On a closing note, we wish to extend our support to MSB and KPU for introducing this program and surely recommend this program for any aspirants who approach us after the launching of the program. We wish to get any further updates on this program, so we could start offering this opportunity to our clients across the globe as well as our local student.

Should you need any further clarifications from us on anything we have mentioned, we would be pleased to interact with your organization and like to have any progressive discussions.

Sincerely,

Anil Menon

Anilkumar Bhaskaran
Director (RCIC – R706690)
Vizazen Immigration Inc.

fraserhealth Better health. Best in health care.

February 24, 2022

Stephanie Howes, Dean
Melville School of Business
Kwantlen Polytechnic University
12666 72 Ave, Surrey, BC V3W 2M8

**Re: Letter of Support**
**New MSB Program: Master's in Operations, Supply Chain, and Logistics Management**

The reason I am writing this letter is to show my support for the proposed MSB program at KPU. Recently, I completed the survey that Vasile Zamfirescu sent out. This survey highlighted that OSCLM concepts and tools are not only necessary in healthcare operations, but also that leadership teams could benefit from onboarding graduates of the program.

The new online, applied Master's in Operations, Supply Chain, and Logistics Management, as I understand, would provide teaching and learning opportunities with the inclusion of guest speakers, case development and webinars. As a PMP myself, I can appreciate the formal delivery of the concepts and the integration of industry professionals into one program and recognise that this can prove beneficial to all industries, even the untapped healthcare industry.

I am an Operations Manager in healthcare, but I am not a Registered Nurse. This has facilitated me viewing operations from a different lens. I bring knowledge and experience from being a PT Instructor in a School of Business and completing my MBA, and this shed light on what operational knowledge was missing. As such, including a course in the proposed program devoted to project management receives my support as well. Healthcare continues to have quality improvement projects and PDCA cycles that warrant knowledge and understanding of operations and project management.

I personally support your initiative for a Master's in OSCLM.

Sincerely,

Tracey Demirbas, B.Ed., PMP
Clinical Operations Manager
New Westminster Community Health Services
Specialized Community Services Programs (SCSP) CMF
#218 – 610 6th Street
New Westminster, BC V3L 3C2

# Feasibility Assessment Request Form

Please complete each cell in the right-hand column. If you have any questions, please contact the Office of Planning & Accountability at <opa@kpu.ca>.

OPA will share the draft feasibility assessment with you. Once finalized, OPA will append it to this document as Appendix A prior to submission for governance approval.

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| **Name of person to contact for additional information** | Mike Ford, faculty, Melville School of Business mike.ford@kpu.ca / 604-599-2862 |
| **OVERVIEW** | |
| **Academic unit offering proposed program**<br>*Specify the Faculty and department or unit within the Faculty that will deliver the program.* | Melville School of Business<br>Department of Business Graduate Programs |
| **Name of proposed program**<br>*(include all related programs, such as minors)*<br>*Acronym Key used throughout this report:*<br>OM – Operations Management<br>SCM – Supply Chain Management<br>LM – Logistics Management<br>OSCL – Operations, Supply Chain, and Logistics<br>OSCM – Operations, Supply Chain, and Logistics Management | Master of Operations and Supply Chain Management (OSCM) |
| **Program Alignment**<br>***In approximately 300-500 words**, explain how the proposed program aligns with any of the following:*<br>• *KPU Mission and Mandate,*<br>• *Strategic Plan, or*<br>• *Academic Plan* | The KPU Mandate Letter for 2022-2023 directs the University to collaborate with communities, employers and industry partners to offer programs to British Columbians to participate fully in economic recovery and growing career opportunities.[1] This program will help expand career opportunities for mid-career professionals who want to advance within the OSCM field in the province, and is a component of KPU's response to this mandate in contributing to a more successful, resilient and competitive economy in support of economic recovery. Graduates of this program will be equipped with skills that will help |

[1] Ministry of Post-Secondary Education and Future Skills, "Kwantlen Polytechnic University 2022/23 Mandate Letter," *Mandate Letters – Post-Secondary* Institutions, accessed July 21, 2023, https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/minister-letters/minister-letter-kwantlen-polytechnic-university.pdf.

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| | elevate productivity in operations, and strengthen supply chain and logistics in KPU's region and beyond.<br><br>The KPU Mandate Letter for 2023-2024, addressed to KPU on June 22, 2023, directs the University to deliver educational and training programs in support of *StrongerBC Future Ready Action Plan*.[2] Specifically, this program will provide British Columbians with accessible and relevant training in the field of OSCM, train for future jobs and career advancement opportunities, and help employers and industry partners find the skilled people they need in the field to lead a changing and innovative economy. This program aligns with *StrongerBC Future Ready Action Plan*'s call for supporting mid-career OSCM professionals looking to reskill to further their careers for in-demand jobs in their field.<br><br>As outlined in KPU's Vision 2026, our regions have increasingly become dependent on global supply chains that continue to face significant impacts of the continuing global COVID-19 pandemic and a changing world order.[3] This program will be able to respond to these challenges by offering innovative and experiential learning opportunities, and help current mid-career professionals evolve into leaders as they contribute to more sustainable OSCM operations in KPU's region.<br><br>This program is a response to goal #9 in KPU's Academic Plan 2023: to offer Graduate Studies at KPU that enable members of our region's workforce to upgrade their credentials through innovative new graduate degrees at KPU.[4] Industry partnerships integration, and a unique blend of delivery modes are key features of this innovative program, which will |

[2] Ministry of Post-Secondary Education and Future Skills, "Kwantlen Polytechnic University 2023/24 Mandate Letter," *Mandate Letters – Post-Secondary* Institutions, accessed July 21, 2023, https://sppublic.kpu.ca/board/Board/2023%20Agendas%20and%20Minutes/06%20June%2028,%202023/13%20129479%20-%202023%20Mandate%20Letter%20to%20KPU%20(Ivy%20Chen).pdf.

[3] Kwantlen Polytechnic University, "Vision 2026," *Kwantlen Polytechnic University Vision 2026*, last modified May 16, 2023, https://www.kpu.ca/sites/default/files/Institutional%20Analysis%20and%20Planning/VISION%202026%20FINAL%20-%20May%2016%202023.pdf.

[4] Kwantlen Polytechnic University, "Graduate Studies at KPU," *Academic Plan 2023*, accessed July 21, 2023, https://www.kpu.ca/vp-academic/academic-plan-2023.

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| | help mid-career professionals in OSCM to advance in their careers. In support of goal #3, "Accelerate Research at KPU" in KPU's Academic Plan 2023, this program is in support of strategy 3.3 in that it deepens the university's relationship with external industry partners and employers by providing powerful and innovative learning experiences for students in this program while seeking practical solutions that will address the needs of the OSCM field. |
| **Proposed implementation date**<br>*Consult with the Provost's Office* | January 2026 |
| **DISCIPLINE & PROGRAM DESCRIPTION** | |
| **Description of discipline**<br>*In two or three sentences, provide an overview of the discipline.* | Operations Management (OM) and Supply Chain Management (SCM), including Logistics Management (LM), is the organizational function responsible for the planning, design, implementation, and management of all activities related to the processes and facilities required to transform resources into goods and services within and between organizations, from the primary sources of inputs to the delivery of the finished good or service to the end user. |
| **Program description**<br>***In approximately 300-500 words**, provide an overview of the proposed program, including:*<br>• *its relationship to the discipline (i.e. focus of program*<br>• *program learning outcomes (list 3-5).*<br>*Please be specific.* | The program will cover a comprehensive range of topics in OM, SCM, and LM – applicable to a large array of economic sectors. The Master of OSCM program will provide graduates with industry-ready, advanced theoretical knowledge and practical skills. The graduates from this program will be ready to take on leadership roles, holistically and strategically managing the activities necessary for the end-to-end production and delivery of goods and services.<br><br>The program will prepare graduates for management capacity, leading-edge entrepreneurship, research activities, government leadership, consultancy, and higher education.<br><br>*Students who complete the program will have reliably demonstrated key abilities to:*<br><br>• Understand and explain the frameworks (i.e. lean manufacturing), tools (i.e. line balancing, 5-S) and technologies (i.e. robotics) that ensure OSCM processes run smoothly. This is particularly important in the face of trends |

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| | (opportunities and challenges) arising from the increasingly global reach of the business.<br>• Practice designing and managing OSCM processes that add value, reduce waste, and increase productivity. This includes timeliness of actions, tasks, and deliverables while minimizing costs and maximize the quality of the goods and services of the organization.<br>• Utilize industry case problems and problem-based learning situations to demonstrate the management of a multitude of activities within the end-to-end supply chain. This includes the:<br>o Acquisition and sale of goods and services.<br>o Entirety of processes transforming inputs into outputs.<br>• Address an organization's vision, goals and competitive position by developing OM, SCM, and LM functional level strategies. These students will also demonstrate how OSCM functional level strategies will support the goals an organization while enabling cross-silo collaboration with all of the other functions of the company (I.e. Finance, HR, Marketing).<br>• Create and apply OSCM policies that contribute directly to the mitigation of risks for the organization and ensure compliance with applicable legal, regulatory, and contractual obligations, as well as observance of industry best practice standards for health, safety, social responsibility, environmental protection, and ethical business conduct. |
| **Program concentrations**<br>*Provide an overview of the subject concentration(s) that will be included in the program and an estimate of the proportion of the credits for each. Also indicate whether these are at the introductory, intermediate or advanced level.* | The program has only one subject concentration which may be described as the holistic management of operations, supply chain and logistics. It aims to fully integrate these functions and to strategically align the end-to-end activities related to the production and delivery of goods and services. |

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| *Note: A program may have more than one subject concentration – for example, an equal number of general management/leadership courses and supply chain management courses.* | The program will consist of 36 credits. There are ten proposed courses (@3 credits each) and one applied project (@6 credits).<br><br>12 credits will be foundation (LEVEL 1) and 18 credits will be practiced (LEVEL 2) and 6 credits will be mastered (LEVEL 3). The applied project will serve as the capstone project for this program.<br><br>In order for this program to be competitive in the labour market, the curriculum will include the following areas of study:<br>• Quantitative Methods.<br>• Risk Management.<br>• Communications.<br>• Financial and Managerial Accounting.<br>• Organizational Development/HR.<br>• Governance, Strategy and Structure.<br>• Sustainability.<br>• Strategic Marketing Planning.<br>• Project Management.<br>• Operations Management.<br>• Sustainable Operations.<br>• Information Systems for Operations, Supply Chain and Logistics Management.<br>• Quality management and lean six sigma.<br>• Inventory Management.<br>• Supply Chain Resiliency and Forecasting with AI<br>• Automation<br>• Machine Learning<br>• SC Resilience and Forecasting with AI<br>• Data Science<br>• Digital design of supply chains.<br>• Digital twins.<br>• Innovation.<br>• Modeling and simulations.<br>• Strategic Planning.<br>• Leadership Values and Ethics.<br>• Tort Law. |
| **Classification of Instructional Program**<br>*OPA will complete* | 52.0203 – Logistics, materials, and supply chain management |
| **Program Courses**<br>*Will new courses be created for this program, or is it based entirely on existing courses?* | While the program will be building on expertise gained in offering post-baccalaureate programs, all the courses are new. |

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| **Relationship with Existing KPU Programs**<br>*Will this program replace or be a significant revision to an existing KPU program? If so, name the program and explain why it's being replaced.* | This will be a new program. As the target student is a mid-career professional, there is no opportunity to ladder into this program.<br>All courses in this program will be new.<br>Existing faculty across Melville School of Business (MSB) with related industry and teaching experience will be leveraged to help design and deliver new curriculum for the proposed master's program. |
| **PROGRAM STRUCTURE & DELIVERY** | |
| **Proposed credential(s) to be granted** | Master of Operations and Supply Chain Management |
| **Expected time to complete** *(in semesters)*<br>*Indicate if program is concentrated with 3 semesters a year.* | The program could be completed in four semesters, but it is anticipated that the program will typically be completed in twenty months to five years (five semesters to twelve semesters). Please note the capstone project will take place over two semesters (8 months). |
| **Total number of credits required** | 36 |
| **Type of intake**<br>*Open intake (Faculty admission) or Limited intake (Program admission)* | Limited intake. |
| **Cohort delivery**<br>*Will the program be delivered as a cohort?* | The program will not be delivered as a cohort. The program allows for full-time and part-time studies. |
| **Admission requirements**<br>*For Limited intake programs describe admission requirements* | In addition to KPU's Undergraduate English Proficiency Requirement, the following program admission requirements apply:<br>• Successful completion of an undergraduate degree from a recognized post-secondary institution with a minimum cumulative GPA of 3.00 on the last 60 credit hours of university degree-level study<br>• A statement of intent in the program (800 – 1,000 words)<br>• Two reference letters from qualified referees supporting the applicant's ability to undertake advanced studies in the area of interest<br>The program is best suited for applicants with a minimum of three years of work experience and/or training in operations and/or supply chain management or a related field. Applicants with an |

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| | equivalent combination of education and significant, relevant professional experience may be considered for the program.<br><br>All applicants are assessed by an admissions committee for maturity, fit with the academic program, educational background, and work experience. Applicants may also be interviewed by a member of the Admissions Committee as part of the application screening process. Meeting the minimum admission requirements does not guarantee admission into the program. |
| **Alternative Entry options**<br>*Describe the alternate ways to meet the entrance requirements, such as laddering (one program building into another), bridging, transfer credit and Prior Learning Assessment & Recognition (PLAR).* | Examples of PLAR could be considered for significant industry experience for applicants who have the following:<br>• Three (3) years of working experience in a leadership role in the industry (e.g., Operations Manager, Superintendent)<br>We will investigate transfer credit opportunities from institutions that offer similar and comparable programs. |
| **Course delivery options**<br>*Indicate Y/N for the below options. If Y, provide a brief description (e.g., all core courses scheduled for the weekday evenings).* | |
| *Part-time studies possible (i.e., students can choose to study part-time)* | Yes, part-time is possible. This allows students to complete the program at their own pace. Note that initially, the program will be delivered so that it can only be taken part-time. Once all program courses are fully rolled out, students can choose either part-time or full-time studies. |
| *Evening delivery* | Yes, evening delivery will be offered. This accommodates those students pursuing part-time studies and working full-time |
| *Weekend delivery* | Yes, weekend delivery will be offered. This accommodates those students pursuing part-time studies and working full-time. |
| *Online delivery (complete or partial).*<br>*If yes, which of the following applies:* | |

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| • *All courses only taught online* | No. Some courses will be on campus. |
| • *All courses taught both online and on campus* | No. Not all courses will be blended. |
| • *A portion of courses are taught online each term (indicate what portion can be taken online)* | Yes, a portion of the program's courses (at least 70%) will be offered online. |
| • *Some courses will be blended (taught partially on-campus and partially online)* | Yes, some courses will be blended. This accommodates those students pursuing part-time studies and working full-time. In-person components of courses will typically be reserved for collaboration and networking with classmates and industry partners. |
| **Co-op education program / practicum / clinical practice, etc. available?**<br>*If yes, specify which.* | All courses as well as the Degree Capstone Project require applied research opportunities for students. |
| **Will graduates require certification and/or will the program have to meet external accreditation requirements?**<br>*Y/N. If yes, name the agency and provide an overview of how the graduates and/or program will meet the standards.* | No, graduates will not require certification, and the program does not need to meet external accreditation requirements. |
| **INFORMATION FOR COMPETITIVE ASSESSMENT**<br>*This information will be used by OPA in the assessment of the proposed program.* | |
| **Related programs at other postsecondary institutions**<br>*Provide the name(s) of related/most closely related program(s) and institution(s) in BC. Include institutions elsewhere only if there are no relevant programs offered at public institutions in BC.* | Examples of related master's programs in Canada are:<br>• The University of Manitoba's Master of Supply Chain and Logistics<br>• York University's Master of Supply Chain Management<br>• The University of Windsor's Master of Management, specialization in Logistics and Supply Chain Management<br>• Concordia University's Master of Supply Chain Management<br>• Wilfrid Laurier University's Master of Science in Management – Supply Chain Management specialization |
| **Unique aspects of the program/program strengths**<br>*Describe the unique aspects of the program (in terms of curriculum, unique experiential learning options, delivery, etc.). How would* | A significant portion of the master's program will emphasize local program partnerships. It is the goal of the program to seek input and participation from organizations like Delta Port and Finning.<br><br>Unique features: |

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| *these differences attract potential students to KPU? Please be specific* | • Covering – seamlessly and in an integrative manner – the study of theoretical and applied management of three key organizational functions: OM, SCM, LM.<br>• Significant depth and breadth of applied research to benefit the "industry partners."<br>• Students develop and practice advanced skills of analysis and problem-solving of real-life problems from real-world organizations operating in any location in the world.<br>• Each instructor for each course will be paired with a high-level executive, business owner, practitioner, or similar expert in the subject matter from relevant industries and organizations to collaborate in teaching, testing, applied project supervision, production of webinars and other learning materials, etc. |
| **INFORMATION FOR STUDENT DEMAND ASSESSMENT**<br>*This information will be used by OPA in the assessment of the proposed program.* | |
| **New applicants to KPU**<br>*What is/are the target audience(s) for the program (e.g., direct from high school, mid-career upgrading, etc.)?* | The proposed master's program targets mid-career professions who work in OSCM or related fields and want to grow into leadership roles in the field of operations, supply chain, and logistics management fields. It is also open to more recent graduates with training in this field. |
| **Current KPU students**<br>*If you expect students in current KPU programs would be interested in this program, name the program(s) and explain why students from that program would be interested in this one. Be specific. How would they progress into the program?* | Current KPU students would only be eligible for this program if they meet the industry and academic entry requirements to this program. |
| **Domestic/International Students**<br>*Will the program be targeted to both domestic and international? If not, explain why not. Is this program expected to have special appeal to international students?* | The primary target for the program is likely to be domestic students, since the program is designed for working professionals who are obtaining additional education while remaining employed. Since this is a two-year program when taken full-time it could be attractive to international students wishing to qualify for a post-graduate work permit. |

| **INFORMATION FOR LABOUR MARKET ASSESSMENT**<br>*This information will be used by OPA in the assessment of the proposed program.* | |
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| **Main skills graduates will have upon completion of the program** *(be specific)* | Students will be able to:<br>• Develop OSCL functional-level strategies and manage their implementation.<br>• Lead execution plans in activities and processes pertaining to OSCL.<br>• Audit, analyze and improve processes in OSCM activities using modern methodologies and principles from a large variety of disciplines and subjects.<br>• Integrate people and machines and appropriately use Big Data & Analytics and Blockchain. applications, devise and implement solutions of Lean Thinking, TQM, and Six Sigma.<br>• Improve design and optimize OM processes in any OM area of responsibility (such as those related to product, process, capacity, layout, quality, scheduling, maintenance, etc.).<br>• Design and implement solutions to the entire gamut of SCLM activities, from optimizing networks to selecting supply sources and distribution targets, and from negotiating terms and conditions to measuring performance.<br>• Optimize the operationalization of SC designs by choosing the most appropriate, cost-efficient, time-saving, and environmentally-friendly LM solutions.<br>• Lead specialized teams, or individually conduct, hands-on, work assignments related to Forecasting, Planning, Project management, Decision making, Investment analysis (equipment, technologies).<br>• Communicate clearly and effectively with all stakeholders. |
| **Sectors/types of employers that would <u>most likely</u> hire new graduates** *(list at least 3 and please be specific – e.g. municipal government, biotechnology firms, conservation agencies, etc.)* | Any employer in virtually any sector including but not limited to:<br>• Manufacturing, Construction.<br>• Any type of services.<br>• Public Administration.<br>• Mining.<br>• Utilities.<br>• Construction. |

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|---|---|
| | • Wholesale and Retail Trade.<br>• Transportation and Warehousing.<br>• Information and cultural, industries.<br>• Waste management.<br>• Health care and social assistance.<br>• Arts, entertainment and recreation.<br>• Tourism, accommodation and food services.<br>• Banking, finance and insurance.<br>• Education.<br>• Military.<br>• Humanitarian endeavours.<br>• Consulting.<br>• Non-profit organizations. |
| **Occupations and job titles for which <u>new graduates</u> of the program would be qualified** *(What jobs are the program preparing students for? Please list 5-10 specific occupations. Optional: provide the National Occupational Classification (NOC) codes most relevant to these positions.)* | At time of graduation, the students could be in a position to take on immediate OSCL roles including but not limited to:<br>• Business Intelligence Manager.<br>• Corporate Transportation Manager.<br>• Director of Global Operations.<br>• Director of Strategic Sourcing.<br>• Global Warehouse Manager.<br>• International Logistics Analyst.<br>• Inventory Analyst.<br>• Logistics Manager.<br>• Operations Manager.<br>• Pricing Analyst.<br>• Senior ERP Consultant.<br>• Senior IT Analyst.<br>• Sr. Manager, Analytics and Data Science.<br>While the program's target student is a mid-career professional, the program will prepare students to occupy future positions (in any industry and activity sector), in the upper third of the job hierarchy for management, with titles such as:<br>• Chief Operating Officer (COO); or<br>• Vice President, Director, or Executive Manager of:<br>o Operations.<br>o Production.<br>o Manufacturing.<br>o Purchasing/Procurement.<br>o Supply Chain.<br>o Logistics. |

| | |
|---|---|
| | o Transportation.<br>o Distribution & Warehousing.<br>o Business Development.<br>o Export/Import.<br>o Regional operations. |
| **Optional:** If the graduates will be seeking jobs in a new/emerging sector, are there information sources that could inform the assessment (e.g., professional associations, industry organizations, reports, etc.)? | List of organizations with professional designations readily achievable by the students and graduates of the proposed program: Project Management Institute, Association for Supply Chain Management, Supply Chain Canada, Institute for Supply Management, Council of Supply Chain Management Professionals, The Chartered Institute of Logistics and Transport, National Contract Management Association, Canada's Logistics Association, American Society for Quality, Society of Manufacturing Engineers, KPI Institute, Forum for International Trade Training. |

**Reviewed and approved by the Dean and Office of the Provost & Vice President Academic to proceed to OPA:**

Stephanie Howes Digitally signed by Stephanie Howes Date: 2024.09.04 16:33:44 -07'00' — September 4, 2024

Dean — Date

Diane Purvey Digitally signed by Diane Purvey Date: 2024.09.05 09:03:35 -07'00' — September 5, 2024

Provost and Vice President Academic — Date

# Appendix 3.2 Evidence of Engagement

## Mike Ford

**From:** Zacharias, Bridgette <Bridgette.Zacharias@bchydro.com>
**Sent:** Monday, March 13, 2023 7:27 AM
**To:** Magdalena Mot; Majdanac, Nataly
**Cc:** Castillo, Mylene; Travis Higo; Mike Ford
**Subject:** RE: KPU Melville: Thank you!

**CAUTION External Sender:** Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hello all.

Thank you for the invite to participate in the event – we really felt it was valuable. Yes – totally fine to share the presentation. Look forward to the various next steps including connecting with Heather and Mike to discuss input into your Master's program. Phaedra and I were also discussing some ideas so I will look forward to hearing from her as well.

Have a great week. BZ

---

**From:** Magdalena Mot <magdalena.mot@kpu.ca>
**Sent:** 2023, March 03 12:31 PM
**To:** Zacharias, Bridgette <Bridgette.Zacharias@bchydro.com>; Majdanac, Nataly <nataly.majdanac@bchydro.com>
**Cc:** Castillo, Mylene <Mylene.Castillo@bchydro.com>; Travis Higo <travis.higo@kpu.ca>; Mike Ford <mike.ford@kpu.ca>
**Subject:** [External] KPU Melville: Thank you!

**Security Risk Assessment: Use Caution**
The email is from <magdalena.mot@kpu.ca> with a friendly name of Magdalena Mot <magdalena.mot@kpu.ca>

**DO NOT click on links or open attachments** unless you trust the sender and are expecting the link or attachment.
If you suspect this message to be phishing, please report it by clicking the Report Message button in the Outlook toolbar and select "Phishing".

Dear Bridgette:

Thank you for joining our influencers' circle as a speaker – your presentation was thought-provoking and was so well received by our audience, what a success! Although we keep this circle small and aim to have meaningful conversations during the event, for myself, Travis, and Heather, our Dean, it was still hard to get into longer conversations with all of our guests. Yet, I was so happy to hear from all in attendance on the way out and it looked like everybody had a really good time.
Please confirm if it is acceptable to share a handout of your presentation with our OTM Department Chair (if you remember, she asked you at the end).

Please find enclosed some amazing photos – in a separate email, I will send you the duplicates without the event's name on them.

We look forward to collaborating and partnering with you. Travis, Director of Strategy & Business Development, will connect with you on behalf of our senior leadership.
Once again, thank you so much for being our speaker this year, it was so good to finally meet you and Nataly in person!

Warm regards,
Magdalena

**Magdalena Mot**, CMCS, PhD
Work-Integrated Learning Coordinator
Melville School of Business
**t** 236.880.3240
kpu.ca

**Kwantlen Polytechnic University ► Where thought meets action**

We at Kwantlen Polytechnic University respectfully acknowledge that we live, work and study in a region that overlaps with the unceded traditional and ancestral First Nations territories of the Musqueam, Katzie, Semiahmoo, Tsawwassen, Qayqayt, and Kwikwetlem; and with the lands of the Kwantlen First Nation, which gifted its name to this university. In the cause of reconciliation, we recognize our commitment to address and reduce ongoing systemic colonialism, oppression and racism that Indigenous Peoples continue to experience.

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**Mike Ford**

**From:** Mike Ford
**Sent:** Friday, March 3, 2023 9:59 AM
**To:** Zacharias, Bridgette; Magdalena Mot; Majdanac, Nataly
**Subject:** RE: KPU Masters of Supply Chain Program Consultation

Bridgette and Nataly:
Great seeing you yesterday.
Would it be possible to invite our Dean, Heather Harrison? Heather is very interested in being part of the bridge between BCH and Melville School of Business.
If that works, I will send over Heather's email address.
Thanks for your consideration.
Mike

-----Original Appointment-----
**From:** Zacharias, Bridgette <Bridgette.Zacharias@bchydro.com>
**Sent:** Tuesday, February 14, 2023 2:23 PM
**To:** Zacharias, Bridgette; Mike Ford; Magdalena Mot; Majdanac, Nataly
**Subject:** KPU Masters of Supply Chain Program Consultation
**When:** Tuesday, March 14, 2023 1:00 PM-1:25 PM (UTC-08:00) Pacific Time (US & Canada).
**Where:** Microsoft Teams Meeting

**CAUTION External Sender:** Do not click links or open attachments unless you recognize the sender and know the content is safe.

Note: KPU has confirmed this date/time for this virtual meeting.

---

# Microsoft Teams meeting

**Join on your computer, mobile app or room device**
Click here to join the meeting

Meeting ID: 234 072 018 30
Passcode: W3C9V2
Download Teams | Join on the web

**Or call in (audio only)**
+1 604-343-0415,,855986166# Canada, Vancouver
Phone Conference ID: 855 986 166#
Find a local number | Reset PIN

Do NOT send or post NERC CIP-related confidential files in Teams. Share only necessary information via screenshare in Teams meetings when there is a valid business reason to do so. For additional information, contact your respective CIP Compliance Teams.

Learn More | Meeting options

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## Mike Ford

**From:** Mike Ford
**Sent:** Friday, April 21, 2023 6:59 AM
**To:** Zacharias, Bridgette
**Cc:** Majdanac, Nataly
**Subject:** Master's in OSCLM at KPU
**Attachments:** Master's in OSCLM-MSB-KPU Proposed Program_Memo.pdf

Hi Bridgette:
Thanks so much to you and Nataly for meeting with the team earlier this month.
I have put together a brief program memo that outlines the big picture objectives of our program.
Based on current and future consultation, it would be great to have BC Hydro's support of our Master's program.
Please let me know what you think.
Have a great weekend.
Cheers,
Mike Ford

## Mike Ford

**From:** Daniel Howell <DHowell@globalterminals.com>
**Sent:** Tuesday, January 24, 2023 1:17 PM
**To:** Mike Ford
**Subject:** Re: [EXTERNAL] RE: [EXTERNAL] RE: [EXTERNAL] RE: [EXTERNAL] RE: Master's Operations, Supply Chain and Logistics Management--KPU

**CAUTION External Sender:** Do not click links or open attachments unless you recognize the sender and know the content is safe.

3 hours would be plenty of time and yes, ideally it would be a group of 4 but of course we can accommodate 6-8.

Mornings are best, 9-12.

**Daniel Howell**
Vice President Terminal Operations
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**GCT Canada**
2 Roberts Bank Road
Delta, BC Canada V4M 4G5
**globalterminalscanada.com**

On Jan 24, 2023, at 1:14 PM, Mike Ford <mike.ford@kpu.ca> wrote:

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Thanks for the tip about the conference. I will see what I can do.
With regards to the tour, how much time should be allocate? I will try to keep the recommended party size of four persons, but, I can see it going up to six-eight. That all said, please advise what works best for you in terms of duration and party size.
I will ask the Dean about the 7th and 8th.
Cheers,
Mike

---

**From:** Daniel Howell <DHowell@globalterminals.com>
**Sent:** Tuesday, January 24, 2023 1:08 PM
**To:** Mike Ford <mike.ford@kpu.ca>
**Subject:** RE: [EXTERNAL] RE: [EXTERNAL] RE: [EXTERNAL] RE: Master's Operations, Supply Chain and Logistics Management--KPU

**CAUTION External Sender:** Do not click links or open attachments unless you recognize the sender and know the content is safe.

Likewise!

March 7th and 8th look wide open at the moment. Let me know if one of those dates works.

Also, I will be attending the Trans Pacific Maritime Conference (TPM23 https://events.joc.com/tpm/index.html ) from Feb 26th – Mar 1st in Long Beach California. I know it's an expense, but from a supply chain and logistics perspective, all the big players will be there and I think there is certainly value for educators.

best regards,
Daniel

<image001.png>

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T +1 604 267 5471
M +1 604 374 5770

**GCT Canada**
2 Roberts Bank Road
Delta, BC Canada V4M 4G5
**globalterminalscanada.com**

---

**From:** Mike Ford <mike.ford@kpu.ca>
**Sent:** January 24, 2023 12:58 PM
**To:** Daniel Howell <DHowell@globalterminals.com>
**Subject:** [EXTERNAL] RE: [EXTERNAL] RE: [EXTERNAL] RE: Master's Operations, Supply Chain and Logistics Management--KPU

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Daniel:
Thanks so much for meeting with me yesterday. I look forward to continuing future, collaborative discussions about our Master's program and GCT/Deltaport's involvement.
Thanks also for the offer of a tour. The Dean, Melville School of Business is very interested. What does end of Feb / early March look like for you in terms of timing?
Have a great week. I look forward to visiting your facility, in person.
Cheers,
Mike Ford

---

**From:** Daniel Howell <DHowell@globalterminals.com>
**Sent:** Tuesday, January 17, 2023 4:18 PM
**To:** Mike Ford <mike.ford@kpu.ca>

**Subject:** Re: [EXTERNAL] RE: [EXTERNAL] RE: Master's Operations, Supply Chain and Logistics Management--KPU

**CAUTION External Sender:** Do not click links or open attachments unless you recognize the sender and know the content is safe.

Thanks Mike

Looking forward to our discussion!!

**Daniel Howell**
Vice President Terminal Operations
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M +1 604 374 5770

**GCT Canada**
2 Roberts Bank Road
Delta, BC Canada V4M 4G5
**globalterminalscanada.com**

On Jan 17, 2023, at 4:14 PM, Mike Ford <mike.ford@kpu.ca> wrote:

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

That's fantastic! I will send a Team's invite for 2pm, Monday. Magdalena mentioned you as a great person to chat with, as well. Magdalena is amazing. We are working on another project together.
I look forward to sharing what we are up to. We really value industry program feedback from leaders like you.
Cheers,
Mike

---

**From:** Daniel Howell <DHowell@globalterminals.com>
**Sent:** Tuesday, January 17, 2023 4:09 PM
**To:** Mike Ford <mike.ford@kpu.ca>
**Cc:** Cheryl Yaremko <CYaremko@globalterminals.com>
**Subject:** Re: [EXTERNAL] RE: Master's Operations, Supply Chain and Logistics Management--KPU

**CAUTION External Sender:** Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hey Mike,

I am free Monday after 13:00 and Tuesday between 10:00 and 12:00.

Let me know what works, and please say hello to Magdalena M for me!

Regards

**Daniel Howell**
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Delta, BC Canada V4M 4G5
**globalterminalscanada.com**

On Jan 17, 2023, at 4:03 PM, Mike Ford <mike.ford@kpu.ca> wrote:

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Thanks so much, Cheryl.
Hi Daniel. Really nice to meet you. Please let me know when you have time for a phone conversation.
I look forward to chatting about our proposal.
Cheers,
Mike

---

**From:** Cheryl Yaremko <CYaremko@globalterminals.com>
**Sent:** Friday, January 13, 2023 8:11 AM
**To:** Mike Ford <mike.ford@kpu.ca>; Daniel Howell <DHowell@globalterminals.com>
**Subject:** RE: Master's Operations, Supply Chain and Logistics Management--KPU

**CAUTION External Sender:** Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hi Mike and Daniel,
Making an e-introduction for the two of you.

Good luck with the program, Mike.

Cheryl

---

**From:** Mike Ford
**Sent:** Monday, January 9, 2023 12:42 PM

**To:** Cheryl Yaremko <CYaremko@globalterminals.com>
**Subject:** Master's Operations, Supply Chain and Logistics Management--KPU

Hi Cheryl:

Nice to meet you, again. As Amanda mentioned—I am the Chair of Business Graduate Programs at Kwantlen Polytechnic University, Melville School of Business in Surrey.

The reason I am interested in chatting with Delta Port specifically is that we are planning to launch an applied Master's in Operations, Supply Chain, and Logistics Management. As we are currently going through the internal concept development stage prior to government approval. It would be great to have local industry partners like GCT participate in this program consultation process.

Would it be possible to arrange a phone call at you convenience?

Sincerely,

Mike Ford, MBA
604-314-3848

## Mike Ford

**From:** Daniel Howell <DHowell@globalterminals.com>
**Sent:** Thursday, February 16, 2023 10:44 AM
**To:** Mike Ford
**Subject:** Re: [EXTERNAL] RE: [EXTERNAL] KPU Melville School of Business Tour HOLD

**CAUTION External Sender:** Do not click links or open attachments unless you recognize the sender and know the content is safe.

Sounds good Mike. Looking forward to meeting you all!

Daniel

**Daniel Howell**
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Delta, BC Canada V4M 4G5
**globalterminalscanada.com**

> On Feb 16, 2023, at 9:54 AM, Mike Ford <mike.ford@kpu.ca> wrote:
>
> CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.
>
> Hi Daniel:
> Just a quick update. The Dean, Associate Dean of Melville School of Business are confirmed for the tour.
> We may have the Director of Bus. Dev. join us as well.
> Hope you are well. Thanks so much for hosting us.
> Cheers,
> Mike
>
> -----Original Appointment-----
> From: Daniel Howell <DHowell@globalterminals.com>
> Sent: Tuesday, January 24, 2023 1:39 PM
> To: Mike Ford
> Subject: Accepted: [EXTERNAL] KPU Melville School of Business Tour HOLD
> When: Tuesday, March 7, 2023 9:00 AM-12:00 PM (UTC-08:00) Pacific Time (US & Canada).
> Where: Deltaport
>
> CAUTION External Sender: Do not click links or open attachments unless you recognize the sender and know the content is safe.

## Mike Ford

**From:** Daniel Howell <DHowell@globalterminals.com>
**Sent:** Friday, April 21, 2023 12:07 PM
**To:** Mike Ford
**Subject:** Re: [EXTERNAL] Reference Letter
**Attachments:** 2023-04-21 GCT Letter of Support KPU Masters Logistics Program - final.docx

**CAUTION External Sender:** Do not click links or open attachments unless you recognize the sender and know the content is safe.

Have a read and let me know if this checks the box!

**Daniel Howell**
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**GCT Canada**
2 Roberts Bank Road
Delta, BC Canada V4M 4G5
**globalterminalscanada.com**

On Apr 17, 2023, at 3:52 PM, Mike Ford <mike.ford@kpu.ca> wrote:

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hi Daniel:
Great to hear from you.
Thanks so much for your support.
Please let me know if you have any questions regarding our program.
Have a great week.
Cheers,
Mike Ford

---

**From:** Daniel Howell <DHowell@globalterminals.com>
**Sent:** Sunday, April 16, 2023 5:17 PM
**To:** Mike Ford <mike.ford@kpu.ca>
**Subject:** Re: [EXTERNAL] Reference Letter

**CAUTION External Sender:** Do not click links or open attachments unless you recognize the sender and know the content is safe.

Mike

Sorry for the delay.  I have been on the road for too long.

I should have something for you this week.

**Daniel Howell**
Vice President Terminal Operations
T  +1 604 267 5471
M  +1 604 374 5770

**GCT Canada**
2 Roberts Bank Road
Delta, BC Canada  V4M 4G5
**globalterminalscanada.com**

On Mar 7, 2023, at 2:31 PM, Mike Ford <mike.ford@kpu.ca> wrote:

**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hi Daniel:
Thanks so much, again, for your time.

Our intention is to partner with the community as we design and build our Master's in Operations, Supply Chain and Logistics Management (OSCLM). The program will further strengthen operations and supply chain managers and professionals to face the challenges of the economic environment. The program will deliver relevant, competencies that will help companies within our Region improve productivity in operations and strengthen supply chain and logistics, making its graduates much needed contributors to building a more successful, resilience and competitive economy.

Graduates of the proposed Master's in OSCLM will be valuable contributors to the economic sustainability, resilience, and competitiveness of industry in our regional catchment, across Canada, and potentially abroad.

It would great to have you and/or Colin as Industry Advisors as we build out and implement this Program. Our objective is to have industry involvement in the classroom and in the work place vis a vis practicum or capstone projects.

It would be great to have a reference letter speaking to GCT-Deltaport's needs in OSCLM. For example, as you build capacity from 2.4M TEUs to 4M TEUs, what is the impact on OSCLM related careers in your company? I.e. growth in Superintendent roles. How would a holistic Master's in OSCLM support development of skills such as data driven capabilities and Deltaport's tomorrow's worker?

If you have any questions about our program, please don’t hesitate to ask.

Thanks for your support.

Cheers,

Mike Ford

## Mike Ford

**From:** Emily Mak <emak@sryraillink.com>
**Sent:** Thursday, May 18, 2023 12:14 PM
**To:** Mike Ford
**Subject:** KPU Master's in OSCLM - SRY support
**Attachments:** 2023-05-18-SRY-KPU-LetterOfSupport.pdf

**CAUTION External Sender:** Do not click links or open attachments unless you recognize the sender and know the content is safe.

Mike,

As requested, please find attached a letter of support from SRY. Enjoy the long weekend ahead.

Yours truly,

**Emily Mak**
Director, Corporate Affairs and General Counsel
Southern Railway of British Columbia Limited
2102 River Drive
New Westminster, BC V3M 6S3
Tel: 604-527-6329 Fax: 604-526-0914
www.sryraillink.com

SRY Rail Link

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## Mike Ford

**From:** Mike Ford
**Sent:** Friday, April 21, 2023 1:50 PM
**To:** Emily Mak; Mike Lovett (SRY)
**Subject:** Follow up Memo-KPU Master's in OSCLM SRY
**Attachments:** Master's in OSCLM-MSB-KPU Proposed Program_Memo SRY.pdf

Hi Emily and Mike:

Thanks so much for meeting me earlier this week.
It was really nice to meet with two people who share my passion for ranching irrigation equipment ☺

I consulted with the Dean's office. For now, we have published this short memo outlining our big picture, program objectives.
Please know, these objectives will continue to evolve as we further our industry consultation process.

I am grateful for your time and support. I welcome any feedback regarding this preliminary memo. Please let me know if you have any questions.

Cheers,
Mike

## Mike Ford

**From:** Emily Mak <emak@sryraillink.com>
**Sent:** Monday, March 6, 2023 2:10 PM
**To:** Mike Ford
**Cc:** Mike Lovett (SRY)
**Subject:** Introducing SRY and KPU - Master's program in Ops, Supply Chain, and Logistics Mgmt

**CAUTION External Sender:** Do not click links or open attachments unless you recognize the sender and know the content is safe.

Mike Ford meet Mike Lovett.

Mike Ford is the Chair of Business Graduate Programs at KPU's Melville School of Business.

Mike Lovett is SRY's Director, Operations. I have advised Mike L. that KPU is collaborating with various industry folks on the creation of a new master's program in Operations, Supply Chain, and Logistics Management.

Thank you, Mike F., for including SRY. We are excited about the opportunity to support KPU. Not simply because we are neighbours in Cloverdale, but also to share an industry perspective on expectations for graduates of the program and how SRY could help to develop such knowledge and skills based on a pragmatic curriculum. A direct link between academia and industry is a smart way for you to design a business program, and SRY is in good company with others who have expressed interest like Finning and BC Hydro.

Let's kickstart the process with a call and Mike F. can provide background and next steps. Mike L. and I have availability on:

- Thursday Mar 30 13:00
- Friday Apr 7, 14:00
- Monday Apr 10 10:00
- Wednesday Apr 12 11:00

Let me know what works for you, I am happy to send out a Teams invitation.

Yours truly,

**Emily Mak**
Director, Corporate Affairs and General Counsel
Southern Railway of British Columbia Limited
2102 River Drive
New Westminster, BC V3M 6S3
Tel: 604-527-6329 Fax: 604-526-0914
www.sryraillink.com

SRY Rail Link

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## Appendix 3.3 - Course Outlines

# BUSM 7100: ADVANCED LOGISTICS MANAGEMENT

**New Course Proposal**
**Changes saved but not submitted**
**Viewing: BUSM 7100 : Advanced Logistics Management**
**Last edit: Thu, 14 Nov 2024 23:45:38 GMT**

**Academic Level**
Graduate (GR)

**Faculty**
Business

**Department**
Business Graduate Programs

**Implementation Date**
Fall 2026

**Subject Code**
BUSM - Business Management

**Course Number**
7100

**Descriptive Title**
Advanced Logistics Management

**Short Title**
Advanced Logistics Management

**Fee Category 2.a.1?**
No

**Calendar Description**
The Advanced Logistics Management course is a high level logistics course that will build on a student's logistics knowledge and experience. This course is a deep dive into real-world logistics processes, practices and technologies. Students will learn diverse logistics best practices and emergent issues to evaluate and design better logistics processes and performance.

Students will examine the key topic areas of transportation, warehousing and material management with a focus on strategic planning and making senior business decisions. This course will include many other topic areas like global logistics, sustainability, government regulations and safety. Students will apply their knowledge and skills to solve complex logistics issues and make advanced level recommendations in a logistics plan.

**Suggested Credit Hours**
3

**Credits**
3

**Suggested Classroom Hours**
3

**Suggested Other Hours (Clinical, Practicum, etc)**
3

**Suggested Contact Hours**
3

**Is this course repeatable for additional credit?**

No

**Schedule Types**

| Schedule Type |
|---|
| Class |

**Course Learning Outcomes**

| | A student who successfully completes the course will have reliably demonstrated the ability to: |
|---|---|
| 1 | Articulate diverse and complex logistics systems, practices and technology |
| 2 | Apply tools and techniques to assess an organization's logistics processes and solve emergent issues |
| 3 | Analyze logistics data and information to assess and improve an organization's logistics performance and strategic vision |
| 4 | Evaluate and select logistics service providers including the integration of Indigenous specific service providers |
| 5 | Present an efficient and effective logistics plan for an advanced organization or industry |

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

Logistics strategies, processes, and practices
Transportation and warehouse facilities, equipment and technology
Global logistics including overseas shipping, freight forwarding and 3PLs
International trade operations elements including import/export documentations and terms i.e., IncoDocs, IncoTerms
Logistics tools and techniques
Logistics industry analysis and performance measures
Indigenous specific service providers
Logistics laws, regulations and ethics
Logistics technology like warehouse robots and transportation/warehouse management systems
Reverse logistics
Humanitarian logistics
Sustainability in logistics
Logistics safety

**Course Learning Activities**

| Learning activities should be appropriately related to learning outcomes. Activities may include, but are not restricted to, the following: |
|---|
| Attending lectures and participating in class discussions and tours |
| Performing industry research and analysis |
| Completing assignments in a professional manner |
| Completing the project case report and delivering the presentation in a professional manner |
| Studying and completing tests and examinations |

## Assessment

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

Add the details about 1 assessment prior to W date, note that an assessment can evaluate multiple LO, ensure that each LO has been evaluated, should have multi modes of assessment (not all exam based for example)

**Assessment Type 1**

Assignments (no assignment to exceed 15%)

**Type 1 Value**

30

**Assessment Type 2**

Midterm Assessment(s)

**Type 2 Value**
20

**Assessment Type 3**
Term Project Report and Presentation
**Type 3 Value**
20

**Assessment Type 4**
Reflection and Dialogue
**Type 4 Value**
5

**Assessment Type 5**
Final Assessment(s)
**Type 5 Value**
25

**TOTAL**
100

**Grading System - default**
Letter Grades (N)

**Methods for Prior Learning Assessment**
Challenge Exam, demonstration, external evaluation, interview, product/ portfolio, self-assessment, standardized test, worksite assessment.

**Recommended Learning Resources**
OSCM software (if applicable) and instructor recommended materials.

**Does this course require the use of animals?**
No

**Do library resources in this area need more development?**
No
**If yes, then list details**

**Is this course externally accredited?**
No

**Course Developer(s)**
Darren Anderson

**Course Reviser(s)**
Darren Anderson, Mike Ford

**Date for Next Review**
2029-09-01

Key: 7032

# BUSM 7110: SUPPLY MANAGEMENT

**New Course Proposal**
**Changes saved but not submitted**
**Viewing: BUSM 7110 : Supply Management**
**Last edit: Thu, 14 Nov 2024 23:45:59 GMT**

**Academic Level**
Graduate (GR)

**Faculty**
Business

**Implementation Date**
Fall 2026

**Subject Code**
BUSM - Business Management

**Course Number**
7110

**Descriptive Title**
Supply Management

**Short Title**
Supply Management

**Fee Category 2.a.1?**
No

**Calendar Description**
The Supply Management course is an advanced course that will build from the students' knowledge and experience in sourcing, procurement and contract management. Students will learn about supply management best practices in diverse real-world industries like multi-national companies, non-profits and governments. Students will learn how to assess and improve supply management processes, practices and technology.

This Supply Management course will focus on senior level business decision making related to strategic sourcing, procurement, supplier relationship management, Indigenous procurement policy, contract management and category management. This course will also include deep discussions on leading edge supply management systems, emergent issues, globalization, ethics and government regulations. Students will apply their knowledge and skills to design and present effective and efficient supply management practices at an executive level.

**Suggested Credit Hours**
3

**Credits**
3

**Suggested Classroom Hours**
3

**Suggested Other Hours (Clinical, Practicum, etc)**
3

**Suggested Contact Hours**
3

**Is this course repeatable for additional credit?**

No

**Schedule Types**

| Schedule Type |
|---|
| Class |

**Course Learning Outcomes**

| | A student who successfully completes the course will have reliably demonstrated the ability to: |
|---|---|
| 1 | Articulate supply management best practices including sourcing, procurement and contract management |
| 2 | Apply supply management tools and frameworks to design an effective supplier relationship management strategy |
| 3 | Critically analyze quantitative and qualitative supply data to make improved business decisions |
| 4 | Evaluate and design improved supply management policies, processes and practices |
| 5 | Present an executive level supply management plan for an organization or industry |
| 6 | Understand how to create an Indigenous procurement policy in collaboration with Indigenous people |

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

Strategic sourcing
Procurement (purchasing)
Supplier Relationship Management (SRM)
Contract management
Category Management
Global sourcing
Emergent supply issues
Supply Management systems
Portfolio and spend analysis
Contract law
Negotiation strategies
Ethics and Sustainability
Indigenous procurement policy

**Course Learning Activities**

| Learning activities should be appropriately related to learning outcomes. Activities may include, but are not restricted to, the following: |
|---|
| Attending lectures and participating in class discussions |
| Performing industry research and analysis |
| Completing assignments in a professional manner |
| Completing the project case report and delivering the presentation in a professional manner |
| Studying and completing tests and examinations |

## Assessment

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

Add the details about 1 assessment prior to W date, note that an assessment can evaluate multiple LO, ensure that each LO has been evaluated, should have multi modes of assessment (not all exam based for example)

**Assessment Type 1**

Assignments (no assignment to exceed 15%)

**Type 1 Value**

30

**Assessment Type 2**

Midterm Assessment(s)

**Type 2 Value**
20

**Assessment Type 3**
Term Project Report and Presentation
**Type 3 Value**
20

**Assessment Type 4**
Reflection and Dialogue
**Type 4 Value**
5

**Assessment Type 5**
Final Assessment(s)
**Type 5 Value**
25

**TOTAL**
100

**Grading System - default**
Letter Grades (N)

**Methods for Prior Learning Assessment**
Challenge Exam, demonstration, external evaluation, interview, product/ portfolio, self-assessment, standardized test, worksite assessment.

**Recommended Learning Resources**
OSCM software (if applicable) and instructor recommended materials

**Does this course require the use of animals?**
No

**Do library resources in this area need more development?**
No
**If yes, then list details**

**Is this course externally accredited?**
No

**Course Developer(s)**
Darren Anderson

**Course Reviser(s)**
Darren Anderson, Mike Ford

**Date for Next Review**
2029-09-01

Key: 7033

# BUSM 7120: ADVANCED OPERATIONS MANAGEMENT

**New Course Proposal**
**Changes saved but not submitted**
**Viewing: BUSM 7120 : Advanced Operations Management**
**Last edit: Thu, 14 Nov 2024 23:46:17 GMT**

**Academic Level**
Graduate (GR)

**Faculty**
Business

**Department**
Business

**Implementation Date**
Fall 2026

**Subject Code**
BUSM - Business Management

**Course Number**
7120

**Descriptive Title**
Advanced Operations Management

**Short Title**
Advanced Operations Management

**Fee Category 2.a.1?**
No

**Calendar Description**
This is an advanced Operations Management course focused on planning and strategic operations management business decisions. Students will learn about operations management best practices in diverse industries and they will have the opportunity to focus some of their assignments on a specific industry. Students will learn how to evaluate and design better operations management processes to improve performance.

Students will examine in depth concepts of product/process design, service industry theory, planning and scheduling, demand forecasting, layout/work design, assembly line balancing, reliability & maintenance and other topic areas. Students will learn to work with Indigenous contractors/employees to understand cultural aspects and make appropriate policies and procedures.

**Suggested Credit Hours**
3

**Credits**
3

**Suggested Classroom Hours**
3

**Suggested Other Hours (Clinical, Practicum, etc)**
3

**Suggested Contact Hours**
3

**Is this course repeatable for additional credit?**

No

**Schedule Types**

| Schedule Type |
|---|
| Class |

**Course Learning Outcomes**

| | A student who successfully completes the course will have reliably demonstrated the ability to: |
|---|---|
| 1 | Articulate operations management processes and best practices for diverse industries |
| 2 | Apply operations management frameworks and tools to solve industry problems |
| 3 | Analyze quantitative and qualitative operations data and information to assess and optimize organization performance |
| 4 | Evaluate organizations' operations management planning tactics and strategies, and recommend improvements |
| 5 | Present an executive level operations management project report with recommendations |

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

Strategic Operations Management business decisions
Product/process design
Service industry theory
Tactical planning and scheduling
Layout/work design
Assembly line balancing
Short-term scheduling
Waiting lines
Reliability & maintenance
Working with Indigenous contractors/employees
Demand Management and Forecasting

**Course Learning Activities**

| Learning activities should be appropriately related to learning outcomes. Activities may include, but are not restricted to, the following: |
|---|
| Attending lectures and participating in class discussions and tours |
| Performing industry research and analysis |
| Completing assignments in a professional manner |
| Completing the project case report and delivering the presentation in a professional manner |
| Studying for and completing tests and examinations |

## Assessment

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

Add the details about 1 assessment prior to W date, note that an assessment can evaluate multiple LO, ensure that each LO has been evaluated, should have multi modes of assessment (not all exam based for example)

**Assessment Type 1**

Assignments (no assignment to exceed 15%)

**Type 1 Value**

30

**Assessment Type 2**

Midterm Assessment(s)

**Type 2 Value**

20

**Assessment Type 3**
Term Project Report and Presentation
**Type 3 Value**
20

**Assessment Type 4**
Reflection and Dialogue
**Type 4 Value**
5

**Assessment Type 5**
Final Assessment(s)
**Type 5 Value**
25

**TOTAL**
100

**Grading System - default**
Letter Grades (N)

**Methods for Prior Learning Assessment**
Challenge Exam, demonstration, external evaluation, interview, product/ portfolio, self-assessment, standardized test, worksite assessment.

**Required Learning Resources**
OSCM software (if applicable) and instructor recommended materials.

**Does this course require the use of animals?**
No

**Do library resources in this area need more development?**
No
**If yes, then list details**

**Is this course externally accredited?**
No

**Course Developer(s)**
Darren Anderson

**Course Reviser(s)**
Darren Anderson, Mike Ford

**Date for Next Review**
2029-09-01

Key: 7034

# BUSM 7130: FINANCE AND STRATEGIC PLANNING

**New Course Proposal**
**Changes saved but not submitted**
**Viewing: BUSM 7130 : Finance and Strategic Planning**
**Last edit: Thu, 14 Nov 2024 23:46:35 GMT**

**Academic Level**
Graduate (GR)

**Faculty**
Business

**Department**
Business Graduate Programs

**Implementation Date**
Fall 2026

**Subject Code**
BUSM - Business Management

**Course Number**
7130

**Descriptive Title**
Finance and Strategic Planning

**Short Title**
Finance and Strategic Planning

**Fee Category 2.a.1?**
No

**Calendar Description**
The Finance and Strategic Planning course is an advanced strategy course where students will learn how to work effectively with senior executives to make high level business decisions. Students will focus on the conceptual and practical aspects of strategic decision making and corporate/community planning. The students will use frameworks and tools to assess an organization's financial and strategic performance and competitiveness.

This course will allow the students to formulate strategies and evaluate strategic alternatives using financial and non-financial criteria. Students will manage strategic change in organizations through a series of organization analyses, business exercises and current industry situations. Students will also learn how to integrate capacity funding when working with Indigenous communities into core operational budget.

**Suggested Credit Hours**
3

**Credits**
3

**Suggested Classroom Hours**
3

**Suggested Other Hours (Clinical, Practicum, etc)**
3

**Suggested Contact Hours**
3

**Is this course repeatable for additional credit?**
No

**Schedule Types**

| Schedule Type |
|---|
| Class |

**Course Learning Outcomes**

| | A student who successfully completes the course will have reliably demonstrated the ability to: |
|---|---|
| 1 | Articulate diverse industry financial statements and strategies |
| 2 | Apply finance and strategy frameworks and tools to assess organizations' business practices |
| 3 | Critically analyze quantitative and qualitative data and information to assess organization performance and strategies |
| 4 | Evaluate senior strategic alternatives using financial and non-financial criteria |
| 5 | Deliver an executive level strategic plan and presentation to improve an organization's strategic competitiveness |

**Content will include, but is not restricted to, the following:**
Analyzing financial statements and business performance
Assessment of business strategies, objectives and organizational goals
Organization vision, mission, values and culture
Industry analysis including external environmental factors
Strategic competitive analysis - concepts, frameworks, and tools
Ethical standards, environmental, social, and governance (ESG) concepts, practices and risks
Decision making in resource allocations
Integrate capacity funding when working with Indigenous communities

**Course Learning Activities**

| Learning activities should be appropriately related to learning outcomes. Activities may include, but are not restricted to, the following: |
|---|
| Attending lectures and participating in class discussions |
| Performing industry research and analysis |
| Completing assignments in a professional manner |
| Completing the major project/case/simulation report and delivering the presentation in a professional manner |
| Studying for and completing tests and examinations |

## Assessment

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

Add the details about 1 assessment prior to W date, note that an assessment can evaluate multiple LO, ensure that each LO has been evaluated, should have multi modes of assessment (not all exam based for example)

**Assessment Type 1**
Assignments (no assignment to exceed 15%)
**Type 1 Value**
30

**Assessment Type 2**
Midterm Assessment(s)
**Type 2 Value**
20

**Assessment Type 3**
Term Project Report and Presentation

**Type 3 Value**
20

**Assessment Type 4**
Reflection and Dialogue
**Type 4 Value**
5

**Assessment Type 5**
Final Assessment(s)
**Type 5 Value**
25

**TOTAL**
100

**Grading System - default**
Letter Grades (N)

**Methods for Prior Learning Assessment**
Challenge Exam, demonstration, external evaluation, interview, product/ portfolio, self-assessment, standardized test, worksite assessment.

**Required Learning Resources**
Strategy software (if applicable) and instructor recommended materials.

**Does this course require the use of animals?**
No

**Do library resources in this area need more development?**
No

**If yes, then list details**

**Is this course externally accredited?**
No

**Course Developer(s)**
Darren Anderson

**Course Reviser(s)**
Darren Anderson, Mike Ford

**Date for Next Review**
2029-09-01

Key: 7035

# BUSM 7200: PROJECT MANAGEMENT

**New Course Proposal**
**Changes saved but not submitted**
**Viewing: BUSM 7200 : Project Management**
**Last edit: Thu, 14 Nov 2024 23:46:48 GMT**

**Academic Level**
Graduate (GR)

**Faculty**
Business

**Department**
Business Graduate Programs

**Implementation Date**
Fall 2026

**Subject Code**
BUSM - Business Management

**Course Number**
7200

**Descriptive Title**
Project Management

**Short Title**
Project Management

**Fee Category 2.a.1?**
No

**Calendar Description**
This is an advanced Project Management course where students will learn the latest project management techniques and apply them to real industry operations and supply chain management projects. Students will learn how to make holistic integrated business decisions that impact all aspects of an organization. Students will learn the latest project management concepts, tools and techniques to scope, plan, execute, monitor and control projects. They will explore and practice competencies in project scoping, time management, resource allocations, people management and leadership, cost estimation, risk management and effective communication skills.

Students will be mentored to use the skills and knowledge gained from previous courses in this program. Students will learn how to Integrate Indigenous inclusion into a project and business and consider community impact. This course is key to applying project management techniques in other courses in this program, like the capstone project course, as well as real industry projects.

**Suggested Credit Hours**
3

**Credits**
3

**Suggested Classroom Hours**
3

**Suggested Lab Hours**
3

**Suggested Other Hours (Clinical, Practicum, etc)**
0

**Suggested Contact Hours**
3

**Is this course repeatable for additional credit?**
No

**Prerequisites**
BUSM 7100, 7110, 7120 and 7130

**Schedule Types**

| Schedule Type |
|---|
| Class |

**Course Learning Outcomes**

| | A student who successfully completes the course will have reliably demonstrated the ability to: |
|---|---|
| 1 | Articulate effective Project Management practices |
| 2 | Apply project management tools and techniques to scope, plan, execute, monitor and control projects |
| 3 | Critically analyze quantitative and qualitative data and information to assess an organization's performance |
| 4 | Evaluate alternative opportunities for organizations to improve performance and strategic competitiveness |
| 5 | Deliver an executive level report and presentation for a real organization |
| 6 | Integrate best practices for Indigenous inclusion into the projects and businesses |

**Content will include, but is not restricted to, the following:**
Project Management concepts, tools, techniques and documentation
Inter-relationships of business decisions on operations and supply chain management practices
Organization and industry analysis focused on operations and supply chain management
Time and Resource management
People and stakeholder management and leadership
Integrating Indigenous inclusion into a project and business

**Course Learning Activities**

| Learning activities should be appropriately related to learning outcomes. Activities may include, but are not restricted to, the following: |
|---|
| Attending lectures and participating in class discussions |
| Performing industry research and analysis |
| Completing assignments in a professional manner |
| Completing the project case report and delivering the presentation in a professional manner |
| Studying for and completing tests and examinations |

## Assessment

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

Add the details about 1 assessment prior to W date, note that an assessment can evaluate multiple LO, ensure that each LO has been evaluated, should have multi modes of assessment (not all exam based for example)

**Assessment Type 1**
Assignments (no assignment to exceed 15%)
**Type 1 Value**
30

**Assessment Type 2**
Midterm Assessment(s)
**Type 2 Value**
20

**Assessment Type 3**
Term Project Report and Presentation
**Type 3 Value**
20

**Assessment Type 4**
Reflection and Dialogue
**Type 4 Value**
5

**Assessment Type 5**
Final Assessment(s)
**Type 5 Value**
25

**TOTAL**
100

**Grading System - default**
Letter Grades (N)

**Methods for Prior Learning Assessment**
Challenge Exam, demonstration, external evaluation, interview, product/portfolio, self-assessment, standardized test, worksite assessment.

**Does this course require the use of animals?**
No

**Do library resources in this area need more development?**

No

**If yes, then list details**

**Course Developer(s)**
Darren Anderson, Mike Ford

**Date for Next Review**
2029-09-01

Key: 7024

# BUSM 7210: TECHNOLOGY AND DATA ANALYTICS

**New Course Proposal**
**Changes saved but not submitted**
**Viewing: BUSM 7210 : Technology and Data Analytics**
**Last edit: Thu, 14 Nov 2024 23:47:01 GMT**

**Academic Level**
Graduate (GR)

**Faculty**
Business

**Department**
Business Graduate Programs

**Implementation Date**
Fall 2026

**Subject Code**
BUSM - Business Management

**Course Number**
7210

**Descriptive Title**
Technology and Data Analytics

**Short Title**
Technology and Data Analytics

**Fee Category 2.a.1?**
No

**Calendar Description**
The Technology and Data Analytics course is an advanced technology and data analytics course where students will examine emerging technologies and the latest data analytics tools. The focus in this course will be data analytics including data science, Artificial Intelligence (AI), data visualization, big data transformation, and supply chain analytics. Students will do hands-on real industry data analytics work to identify ways to improve business operations and supply chain performance. Students will use the latest data analytics techniques and tools to transform quantitative and qualitative data into information that can be used to make business decisions. Students will perform a complete data analysis project to produce a comprehensive business report and executive presentation for an organization or community.

**Suggested Credit Hours**
3

**Credits**
3

**Suggested Classroom Hours**
3

**Suggested Other Hours (Clinical, Practicum, etc)**
3

**Suggested Contact Hours**
3

**Is this course repeatable for additional credit?**
No

**Prerequisites**
BUSM 7100, 7110, 7120 and 7130

**Schedule Types**

| Schedule Type |
|---|
| Class |

**Course Learning Outcomes**

| | A student who successfully completes the course will have reliably demonstrated the ability to: |
|---|---|
| 1 | Articulate leading edge technologies and data analytics processes |
| 2 | Apply data analytics techniques and tools to transform data into information and better business decisions |
| 3 | Analyze quantitative and qualitative data and information to assess and improve business performance |
| 4 | Evaluate diverse alternative technologies and their impact on real industry operations and supply chain business practices |
| 5 | Perform a complete data analysis project to produce a comprehensive business report and executive presentation for an organization |

**Content will include, but is not restricted to, the following:**
Data Analytics - Data science, Artificial intelligence (AI), big data mining, conversion and transformation
Emergent technologies such as Industry 4.0
Indigenous Data Sovereignty (OCAP)
Data visualization - Excel, Power Query, Power BI, Tableau, AI
Supply Chain Analytics

**Course Learning Activities**

| Learning activities should be appropriately related to learning outcomes. Activities may include, but are not restricted to, the following: |
|---|
| Attending lectures and participating in class discussions |
| Performing industry research and analysis |
| Completing assignments in a professional manner |
| Completing the project case report and delivering the presentation in a professional manner |
| Studying for and completing tests and examinations |

## Assessment

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

Add the details about 1 assessment prior to W date, note that an assessment can evaluate multiple LO, ensure that each LO has been evaluated, should have multi modes of assessment (not all exam based for example)

**Assessment Type 1**
Assignments (no assignment to exceed 15%)
**Type 1 Value**
30

**Assessment Type 2**
Midterm Assessment(s)
**Type 2 Value**
20

**Assessment Type 3**
Term Project Report and Presentation

**Type 3 Value**
20

**Assessment Type 4**
Reflection and Dialogue
**Type 4 Value**
5

**Assessment Type 5**
Final Assessment(s)
**Type 5 Value**
25

**TOTAL**
100

**Grading System - default**
Letter Grades (N)

**Methods for Prior Learning Assessment**
Challenge Exam, demonstration, external evaluation, interview, product/ portfolio, self-assessment, standardized test, worksite assessment.

**Required Learning Resources**
Technology (if applicable) and instructor recommended materials.

**Does this course require the use of animals?**
No

**Do library resources in this area need more development?**
No
**If yes, then list details**

**Is this course externally accredited?**
No

**Course Developer(s)**
Darren Anderson

**Course Reviser(s)**
Darren Anderson, Mike Ford

**Date for Next Review**
2029-09-01

Key: 7037

# BUSM 7220: QUALITY MANAGEMENT AND LEAN SYSTEMS

**New Course Proposal**
**Changes saved but not submitted**
**Viewing: BUSM 7220 : Quality Management and Lean Systems**
**Last edit: Thu, 14 Nov 2024 23:47:14 GMT**

**Academic Level**
Graduate (GR)

**Faculty**
Business

**Department**
Business Graduate Programs

**Implementation Date**
Fall 2026

**Subject Code**
BUSM - Business Management

**Course Number**
7220

**Descriptive Title**
Quality Management and Lean Systems

**Short Title**
Quality and Lean Systems

**Fee Category 2.a.1?**
No

**Calendar Description**
The Quality Management and Lean Systems course builds on the student's knowledge and experience with lean practices. Students will learn about best practice quality and lean operations management techniques that can be applied directly into their organizations. Students will learn how to evaluate and design better lean processes and practices to improve business performance and make an organization more sustainable and competitive.

Students will examine in depth concepts and tools of Total Quality Management (TQM), House of quality, Statistical Process Control (SPC), 8 wastes, Lean Six Sigma, just-in-time (JIT), Kaizen, quality failures, and value stream mapping. Students will apply the DMAIC process to identify problems and resolve them in a simulated and real-world organization. Students will learn how to integrate additional time into projects when working with Indigenous communities. Students will work on a lean process improvement project to deliver a comprehensive consulting report and presentation.

**Suggested Credit Hours**
3

**Credits**
3

**Suggested Classroom Hours**
3

**Suggested Other Hours (Clinical, Practicum, etc)**
3

**Suggested Contact Hours**
3

**Is this course repeatable for additional credit?**
No

**Prerequisites**
BUSM 7100, 7110, 7120 and 7130

**Schedule Types**

| Schedule Type |
|---|
| Class |

**Course Learning Outcomes**

| | A student who successfully completes the course will have reliably demonstrated the ability to: |
|---|---|
| 1 | Articulate best practice Quality and Lean management processes and practices |
| 2 | Apply quality and lean tools and frameworks to assess a diverse organizations' practices and performance issues |
| 3 | Perform data and value added analysis to reduce waste and streamline organizations |
| 4 | Critically evaluate an organization's processes and practices and recommend quality and lean improvements |
| 5 | Deliver a senior level process improvement project report and presentation with effective and implementable solutions |

**Content will include, but is not restricted to, the following:**
Total quality management (TQM)
House of quality
Statistical process control (SPC)
Value stream mapping and the 8 wastes (muda)
Lean six sigma
Just-in-time (JIT) philosophy
Kaizen continuous improvement projects
Integrating additional time when working with Indigenous communities: human capacity, time for decision making, understanding Indigenous governance processes
DMAIC process (define, measure, analyze, improve and control)
Exploration of quality failure [including impact, root causes, remedies, costs & liabilities]

**Course Learning Activities**

| Learning activities should be appropriately related to learning outcomes. Activities may include, but are not restricted to, the following: |
|---|
| Attending lectures and participating in class discussions and tours |
| Performing industry research and analysis |
| Completing assignments in a professional manner |
| Completing the project case report and delivering the presentation in a professional manner |
| Studying for and completing tests and examinations |

## Assessment

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

Add the details about 1 assessment prior to W date, note that an assessment can evaluate multiple LO, ensure that each LO has been evaluated, should have multi modes of assessment (not all exam based for example)

**Assessment Type 1**
Assignments (no assignment to exceed 15%)
**Type 1 Value**
30

**Assessment Type 2**
Midterm Assessment(s)
**Type 2 Value**
20

**Assessment Type 3**
Term Project Report and Presentation
**Type 3 Value**
20

**Assessment Type 4**
Reflection and Dialogue
**Type 4 Value**
5

**Assessment Type 5**
Final Assessment(s)
**Type 5 Value**
25

**TOTAL**
100

**Grading System - default**
Letter Grades (N)

**Methods for Prior Learning Assessment**
Challenge Exam, demonstration, external evaluation, interview, product/ portfolio, self-assessment, standardized test, worksite assessment.

**Required Learning Resources**
OSCM software (if applicable) and instructor recommended materials.

**Does this course require the use of animals?**
No

**Do library resources in this area need more development?**
No
**If yes, then list details**

**Is this course externally accredited?**
No

**Course Developer(s)**
Darren Anderson

**Course Reviser(s)**
Darren Anderson, Mike Ford

**Date for Next Review**
2029-09-01

Key: 7038

# BUSM 7230: SUSTAINABLE OPERATIONS

**New Course Proposal**
**Changes saved but not submitted**
**Viewing: BUSM 7230 : Sustainable Operations**
**Last edit: Thu, 14 Nov 2024 23:47:24 GMT**

**Academic Level**
Graduate (GR)

**Faculty**
Business

**Department**
Business Graduate Programs

**Implementation Date**
Fall 2026

**Subject Code**
BUSM - Business Management

**Course Number**
7230

**Descriptive Title**
Sustainable Operations

**Short Title**
Sustainable Operations

**Fee Category 2.a.1?**
No

**Calendar Description**
The Sustainable Operations course is an advanced course that will go deep into methods for making businesses and communities more environmentally sustainable. Students will learn about leading edge sustainability methods and concepts including the Indigenous sustainability model and the circular economy. Students will learn about best practices in sustainable operations including energy efficiency, corporate social responsibility, nested ecosystems, circular supply chain, operations and supply chain emissions and community impact. Students will learn how to evaluate and improve an organization's ethics and sustainability to design a more sustainable business or community.

This course will cover topics in climate science, First Peoples Principles of Learning, Indigenous sustainability model, product/process design for sustainability, renewable energy, electric fleets, UN Sustainable Development Goals and regenerative agriculture. Students will deliver an executive level sustainable operations plan for an organization or industry.

**Suggested Credit Hours**
3

**Credits**
3

**Suggested Classroom Hours**
3

**Suggested Other Hours (Clinical, Practicum, etc)**
3

**Suggested Contact Hours**
3

**Is this course repeatable for additional credit?**
No

**Prerequisites**
BUSM 7100, 7110, 7120 and 7130

**Schedule Types**

| Schedule Type |
|---|
| Class |

**Course Learning Outcomes**

| | A student who successfully completes the course will have reliably demonstrated the ability to: |
|---|---|
| 1 | Articulate best practices in sustainable operations and the indigenous sustainability model |
| 2 | Apply frameworks and tools to assess the sustainability of organizations in diverse industries |
| 3 | Critically analyze data and information to recommend performance measures that will enhance an organization's sustainability |
| 4 | Evaluate an organization's ethics and sustainability report and practices to identify improved strategies for sustainability |
| 5 | Deliver an executive level sustainable operations plan that is effective and implementable |

**Content will include, but is not restricted to, the following:**
Climate science
First Peoples Principles of Learning
Indigenous sustainability model (Elder lecturer/speaker)
Product and process design for sustainability
Corporate social responsibility (CSR) and corporate sustainability
Nested ecosystem an the triple bottom line (people, planet, profit)
Ethics and sustainability
Embodied, operations and supply chain emissions and impacts
Electric fleets
United Nations Sustainable Development Goals
Environmental solutions like Project Drawdown and renewable energy (appropriate technology)
Sustainable packaging
Reduce, reuse, recycle
Life-cycle assessments (LCA)
Circular economy and supply chain
Regenerative agriculture
Land Use Plans and waste management integration with First Nations sustainability priorities

**Course Learning Activities**

| Learning activities should be appropriately related to learning outcomes. Activities may include, but are not restricted to, the following: |
|---|
| Attending lectures and participating in class discussions and tours |
| Performing industry research and analysis |
| Completing assignments in a professional manner |
| Completing the project case report and delivering the presentation in a professional manner |
| Studying for and completing tests and examinations |

## Assessment

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

Add the details about 1 assessment prior to W date, note that an assessment can evaluate multiple LO, ensure that each LO has been evaluated, should have multi modes of assessment (not all exam based for example)

**Assessment Type 1**
Assignments (no assignment to exceed 15%)
**Type 1 Value**
30

**Assessment Type 2**
Midterm Assessment(s)
**Type 2 Value**
20

**Assessment Type 3**
Term Project Report and Presentation
**Type 3 Value**
20

**Assessment Type 4**
Reflection and Dialogue
**Type 4 Value**
5

**Assessment Type 5**
Final Assessment(s)
**Type 5 Value**
25

**TOTAL**
100

**Grading System - default**
Letter Grades (N)

**Methods for Prior Learning Assessment**
Challenge Exam, demonstration, external evaluation, interview, product/portfolio, self-assessment, standardized test, worksite assessment.

**Required Learning Resources**
Software and simulations as needed

**Do library resources in this area need more development?**
No
**If yes, then list details**

**Course Developer(s)**
Darren Anderson

**Course Reviser(s)**
Darren Anderson, Mike Ford

**Date for Next Review**
2029-09-01

Key: 7041

# BUSM 7240: GLOBAL SUPPLY CHAIN MANAGEMENT

**New Course Proposal**
**Changes saved but not submitted**
**Viewing: BUSM 7240 : Global Supply Chain Management**
**Last edit: Thu, 14 Nov 2024 23:47:41 GMT**

**Academic Level**
Graduate (GR)

**Faculty**
Business

**Department**
Business Graduate Programs

**Implementation Date**
Fall 2026

**Subject Code**
BUSM - Business Management

**Course Number**
7240

**Descriptive Title**
Global Supply Chain Management

**Short Title**
Global SCM

**Fee Category 2.a.1?**
No

**Calendar Description**
The Global Supply Chain Management course is designed to develop an applied global operations and supply chain understanding. The course provides students with a comprehensive perspective on the value generated in global supply chains while considering interdependencies and complexities of global supply chain challenges. The course will examine how global supply chain management and the flow of goods and services across borders can be impacted by international trade agreements, laws and regulations.

This advanced course will explore emergent global supply chain issues and construct various strategies such as, but not limited to, sourcing, international operations, supply chain visibility, and supply chain resilience from a global perspective. Students will also learn about Indigenous culture and making space for Indigenous business in the global supply chain.

**Suggested Credit Hours**
3

**Credits**
3

**Suggested Classroom Hours**
3

**Suggested Other Hours (Clinical, Practicum, etc)**
3

**Suggested Contact Hours**
3

**Is this course repeatable for additional credit?**
No

**Prerequisites**
BUSM 7100, 7110, 7120 and 7130

**Schedule Types**

| Schedule Type |
|---|
| Class |

**Course Learning Outcomes**

| | A student who successfully completes the course will have reliably demonstrated the ability to: |
|---|---|
| 1 | Articulate global supply chain best practices and strategies to maintain global competitiveness |
| 2 | Apply tools and methodologies to prepare a strategic report to manage international business and supply chain resilience |
| 3 | Analyze financial and supply chain data and information to improve an organization's global supply chain |
| 4 | Evaluate global sourcing strategies and the mechanisms of achieving low cost associated with foreign markets |
| 5 | Develop and present an executive global supply chain report for an organization or industry |

**Content will include, but is not restricted to, the following:**
Global supply chain management strategy
Global environment analysis
Global sourcing strategy and supply chain stability
Strategic and financial performance implications of global sourcing strategy
Inter-cultural influences on the global supply chain
Supply chain resilience and global supply chain risk management
Ethical considerations in international buyer-supplier relationships
Barriers to international purchasing and distribution
The role of global procurement in the value chain
Global impact of international trade, policies, cultures, laws and regulations
Indigenous Culture in Canada and the commitments to UNDRIP
Indigenous Reconciliation policy

**Course Learning Activities**

| Learning activities should be appropriately related to learning outcomes. Activities may include, but are not restricted to, the following: |
|---|
| Attending lectures and participating in class discussions |
| Performing industry research and analysis |
| Completing assignments in a professional manner |
| Completing the project case report and delivering the presentation in a professional manner |
| Studying for and completing tests and examinations |

## Assessment

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

Add the details about 1 assessment prior to W date, note that an assessment can evaluate multiple LO, ensure that each LO has been evaluated, should have multi modes of assessment (not all exam based for example)

**Assessment Type 1**
Assignments (no assignment to exceed 15%)
**Type 1 Value**
30

**Assessment Type 2**
Midterm Assessment(s)

**Type 2 Value**
20

**Assessment Type 3**
Term Project Report and Presentation
**Type 3 Value**
20

**Assessment Type 4**
Reflection and Dialogue
**Type 4 Value**
5

**Assessment Type 5**
Final Assessment(s)
**Type 5 Value**
25

**TOTAL**
100

**Grading System - default**
Letter Grades (N)

**Methods for Prior Learning Assessment**
Challenge Exam, demonstration, external evaluation, interview, product/ portfolio, self-assessment, standardized test, worksite assessment.

**Required Learning Resources**
OSCM software (if applicable) and instructor recommended materials.

**Does this course require the use of animals?**
No

**Do library resources in this area need more development?**
No
**If yes, then list details**

**Is this course externally accredited?**
No

**Course Developer(s)**
Darren Anderson

**Course Reviser(s)**
Darren Anderson, Mike Ford, Bess Wong

**Date for Next Review**
2029-09-01

Key: 7040

# BUSM 7250: INNOVATION AND LEADERSHIP

**New Course Proposal**
**Changes saved but not submitted**
**Viewing: BUSM 7250 : Innovation and Leadership**
**Last edit: Thu, 14 Nov 2024 23:47:51 GMT**

**Academic Level**
Graduate (GR)

**Faculty**
Business

**Department**
Business Graduate Programs

**Implementation Date**
Fall 2026

**Subject Code**
BUSM - Business Management

**Course Number**
7250

**Descriptive Title**
Innovation and Leadership

**Short Title**
Innovation and Leadership

**Fee Category 2.a.1?**
No

**Calendar Description**
The Innovation and Leadership course is an advanced project course where students will design new and improved businesses, products and services for industry. Students will learn about new business start-ups and diverse interesting new business processes, products, services and technologies. Students will further their project and people management skills to lead complex projects that solve real-world problems.

This Innovation course covers topics such as design of goods & services, managing process and technology innovation, business reengineering, project management, community impact and people leadership. Students will learn the importance of Indigenous inclusion in core business practices, and how to apply a decolonization lens when leading Indigenous peoples and when engaging with Indigenous communities. Students will design, develop and pitch a new business release with a complete finance, technology, business process and people leadership plan.

**Suggested Credit Hours**
3

**Credits**
3

**Suggested Classroom Hours**
3

**Suggested Other Hours (Clinical, Practicum, etc)**
3

**Suggested Contact Hours**

3

**Is this course repeatable for additional credit?**

No

**Prerequisites**

BUSM 7100, 7110, 7120 and 7130

**Schedule Types**

| Schedule Type |
|---|
| Class |

**Course Learning Outcomes**

| | A student who successfully completes the course will have reliably demonstrated the ability to: |
|---|---|
| 1 | Articulate innovative and intrapreneurial best practices including people management |
| 2 | Apply business innovation tools and frameworks to design a new and improved business process, product and service for an organization |
| 3 | Analyze quantitative and qualitative data to assess new products, services and business performance |
| 4 | Evaluate innovative products, services, technologies and start-up businesses to make strategic business improvement recommendations |
| 5 | Pitch an innovation project including a complete finance, technology, business process and people leadership plan |

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

Design of goods & services
New product, service and start-up business launches
Business process improvement frameworks and tools
Managing process and technology innovation
Business reengineering
Intrapreneurship
Project management and leadership
People leadership including indigenous people
Decolonization lens with proper community engagement
Community impact assessments

**Course Learning Activities**

| Learning activities should be appropriately related to learning outcomes. Activities may include, but are not restricted to, the following: |
|---|
| Attending lectures and participating in class discussions |
| Performing industry research and analysis |
| Completing assignments in a professional manner |
| Completing the project case report and delivering the presentation in a professional manner |
| Studying for and completing tests and examinations |

## Assessment

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

Add the details about 1 assessment prior to W date, note that an assessment can evaluate multiple LO, ensure that each LO has been evaluated, should have multi modes of assessment (not all exam based for example)

**Assessment Type 1**

Assignments (no assignment to exceed 15%)

**Type 1 Value**

30

**Assessment Type 2**
Midterm Assessment(s)
**Type 2 Value**
20

**Assessment Type 3**
Term Project Report and Presentation
**Type 3 Value**
20

**Assessment Type 4**
Final Assessment(s)
**Type 4 Value**
25

**Assessment Type 5**
Reflection and Dialogue
**Type 5 Value**
5

**TOTAL**
100

**Grading System - default**
Letter Grades (N)

**Methods for Prior Learning Assessment**
Challenge Exam, demonstration, external evaluation, interview, product/portfolio, self-assessment, standardized test, worksite assessment.

**Required Learning Resources**
Software (if applicable) and instructor recommended materials.

**Does this course require the use of animals?**
No

**Do library resources in this area need more development?**
No
**If yes, then list details**

**Is this course externally accredited?**
No

**Course Developer(s)**
Darren Anderson

**Course Reviser(s)**
Darren Anderson, Mike Ford

**Date for Next Review**
2029-09-01

Key: 7039

# BUSM 7300: MASTER'S CAPSTONE PROJECT

**New Course Proposal**
**Changes saved but not submitted**
**Viewing: BUSM 7300 : Master's Capstone Project**
**Last edit: Thu, 14 Nov 2024 23:48:02 GMT**

**Academic Level**
Graduate (GR)

**Faculty**
Business

**Department**
Business Graduate Programs

**Implementation Date**
Fall 2026

**Subject Code**
BUSM - Business Management

**Course Number**
7300

**Descriptive Title**
Master's Capstone Project

**Short Title**
Capstone

**Fee Category 2.a.1?**
No

**Calendar Description**
The Master's Capstone Project course is the final milestone in the Master's in Operations and Supply Chain Management (M OSCM) program. This course is an applied Master's level project course that requires the student to work on a large complex operations and supply chain project with an industry partner. This course will allow students to apply their industry experience, and skills/knowledge gained throughout this program, to a real-world challenging problem.

Students and guides (including professors, peers, industry and community) will engage in regular conversations in supportive, nurturing, and non-confrontational exchanges for the purpose of understanding and reciprocity. The Dialogue aims to enable learners to truly learn from their mistakes. Students will demonstrate how to apply the Indigenous content they learned throughout the program into their project.

Ideally, the students will research and implement a project within their existing organization. Students will also have the option to research other organizations to identify a good industry partner to work with on their capstone course project. Students will demonstrate their ability to assess, design and develop practical solutions to improve an organization's operations and supply chain strategy and practices to meet corporate objectives. Students will draw on their project management and leadership experience to communicate and work effectively with stakeholders including the client. The final capstone project report will be submitted and presented internally to the class to allow time to make improvements before presenting the final executive level project to their client.

**Suggested Credit Hours**
6

**Credits**
6

**Suggested Classroom Hours**
3

**Suggested Lab Hours**
0

**Suggested Other Hours (Clinical, Practicum, etc)**
3

**Suggested Contact Hours**
6

**Is this course repeatable for additional credit?**
No

**Prerequisites**
BUSM 7200, 7210, 7220, 7230, 7240, 7250

**Schedule Types**

| Schedule Type |
|---|
| Class |

**Course Learning Outcomes**

| | A student who successfully completes the course will have reliably demonstrated the ability to: |
|---|---|
| 1 | Develop an effective professional client/customer relationship |
| 2 | Apply tools, frameworks and methodologies, learned in this program, to asses an organization and prepare proposals and interim reports |
| 3 | Critically analyze and interpret quantitative and qualitative data and information to solve business problems |
| 4 | Evaluate strategy and practices of an organization to recommend real industry improvements |
| 5 | Deliver a comprehensive project that meets the requirements of a client organization |

**Content will include, but is not restricted to, the following:**
Tools and frameworks to analyze organizations' data, challenges, strategy and business environment
Client relations, communication and presentation techniques
Critical thinking and problem solving techniques
Process improvement design
Leadership and effective teams
Project management and change management processes and documentation
Culture of Canada and Indigenous peoples, DRIPA, and CANDRIP

**Course Learning Activities**

| Learning activities should be appropriately related to learning outcomes. Activities may include, but are not restricted to, the following: |
|---|
| Some of the Learning Activities will vary based on the nature of each individual project. |
| Researching, collecting (both primary and secondary), and interpreting data and information related to the project |
| Critically analyzing both quantitative and qualitative variables to arrive at conclusions and recommendations based upon sound analysis |
| Working professionally as part of a team with a client to plan work processes and manage time constraints for a major project |
| Written and oral presentation of a proposal, interim reports and final project to internal and external stakeholders |

## Assessment

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

Add the details about 1 assessment prior to W date, note that an assessment can evaluate multiple LO, ensure that each LO has been evaluated, should have multi modes of assessment (not all exam based for example)

**Assessment Type 1**
Assignments (no assignment to exceed 5%)
**Type 1 Value**
15

**Assessment Type 2**
Project Interim deliverables (no assignment to exceed 15%)
**Type 2 Value**
30

**Assessment Type 3**
Project management assessment
**Type 3 Value**
15

**Assessment Type 4**
Internal Final Report and Presentation
**Type 4 Value**
15

**Assessment Type 5**
Client Report and Presentation
**Type 5 Value**
15

**Assessment Type 6**
Reflection and Dialogue
**Type 6 Value**
10

**TOTAL**
100

**Grading System - default**
Letter Grades (N)

**Methods for Prior Learning Assessment**
None

**Does this course require the use of animals?**
No

**Do library resources in this area need more development?**
No
**If yes, then list details**

**Is this course externally accredited?**
No

**Course Developer(s)**
Darren Anderson

**Course Reviser(s)**
Darren Anderson; Mike Ford, Bess Wong

**Date for Next Review**
2029-09-01

Key: 7003

# Appendix 4.1 KPU Academic Plan 2024-2027

**KPU Academic Plan 2024 – 2027**

## Context

Academic Plan 2023 was developed in 2018 and launched in the winter of 2019. The plan included an ambitious set of goals built around innovation, inclusion, flexibility, and digital transformation. Open Education, multiple delivery models, and innovative pedagogy would all contribute to excellence in teaching and learning, and from there to student success. In launching the plan, Dr Salvador Ferreras, Former Provost and Vice President Academic, noted the potential for increased access and inclusion inherent in an increasingly interconnected and interdependent world.

One year later, in the late spring of 2020, the ambitious goals of Plan 2023 met the realities of a public health pandemic in that globally connected world. Teaching modes shifted, not out of preference or planning, but out of necessity. Everyone at KPU – whether student, staff, administrator, or faculty – was required to adapt, innovate, and demonstrate inordinate flexibility. By the time the campus reopened fully, the world of higher education looked very different. Covid had created space for innovation but had revealed serious challenges in the areas of inclusion, access, and more broadly, mental health and work-life balance.

This new plan aims to build on the potential revealed by the pandemic, while addressing several of the structural challenges that continue to impact our institution in its wake.

## Approach and Development Process

The new academic plan parallels Vision 2026 but will extend to the end of 2027. Thereafter, it is hoped that the Vision and Academic Plan will run parallel so that the academic plan supports, reinforces, and achieves the Vision.[1]

In Fall 2023 Dr. Tracey Kinney was appointed as the plan coordinator. Dr. Kinney has been a member of the History Department since 1994. Over thirty years they have chaired the History

[1] What follows here is a 'realignment plan' built around the central theme of coherence. The most common theme to emerge from the NAP27 consultations concerned the lack of coherence among our programs, courses, academic Faculties, and campuses. Interviewees consistently called for a more holistic approach to all elements of our academic programming. ***The goal of NAP27 is not simply to reach a series of markers by 2027, but rather to show continuous improvement in key areas over the life of the plan.*** Specific goals may need to be adjusted depending on environmental changes in higher education generally, and at KPU more specifically. By building the plan around flexibility and ongoing improvement, we will have hopefully "planned for the unplanned".

Department three times, served as Asian Studies coordinator, and chaired various Faculty- and University-wide committees, including Arts Curriculum and Arts Planning & Priorities. In assembling this new academic plan, we issued an open call to participate to the KPU community. Contributors were invited to meet with the plan coordinator for 30 minutes or more as needed, and to identify key priorities, specific areas in need of improvement, and systemic challenges. In total 69 members of KPU faculty, staff, and administration participated in this process. The plan coordinator also sought input from academic council and met regularly with the Provost & Vice President Academic, Dr Diane Purvey, throughout the development process. In Spring 2024, 1945 administrators, faculty, and staff were surveyed on the proposed goals and key actions. 392 responses were received for a survey response rate of 20%. Finally, input from KPU's student body was collected via a series of facilitated meetings on each of KPU's five campuses. Students were provided with QR codes which allowed them to comment on each of the key actions under Goal 1 and to provide more general feedback on issues impacting student success and engagement. Almost 300 student responses were received. Further edits to the key actions were made on the basis of all of these survey responses.

## Vision 2026 and the Academic Plan

Vision 2026, the goals of which are excerpted below, was the foundation upon which this new academic plan was built. By the end of 2027 it is hoped that the public value[2] of KPU will be more clearly defined for our communities. Rather than diving further into neoliberal HE paradigms, the new academic plan builds upon the ideas of Henry Giroux, aiming "to create curricula and programs throughout the university that provide students with the *humanistic knowledge, technical knowledge, scientific skill, and mode[s] of literacy* that enables them to engage and transform, when necessary, the promise of a global democracy."[3]

- **Experience**: We will enhance the experience of our students; Enrich the experience of our employees; Support the health and wellness of our students and employees
- **Sustainability**: We will foster environmental sustainability through our offerings, research, and operations; Integrate planning to sustain institutional health by aligning KPU operations with our resources; Ensure financial sustainability for KPU through long-term financial and enrolment planning

[2] On public value governance see John M. Bryson, Barbara C. Crosby, and Laura Bloomberg. "Public Value Governance: Moving Beyond Traditional Public Administration and the New Public Management," *Public Administration Review* 74, no. 4 (2014): 445-456.

[3] Henry A. Giroux, "Bare Pedagogy and the Scourge of Neoliberalism: Rethinking Higher Education as a Democratic Public Sphere," *The Educational Forum* 74, no. 3 (2010): 191. Emphasis and pluralization added.

- **Creativity**: We will foster teaching excellence and expand innovation in teaching, learning and curriculum; Expand activity, funding, intensity and impact of research, scholarship, and innovation in partnerships; Embolden creative problem solving across KPU's operations
- **Justice**: We will foster decolonization and reconciliation; Advance Antiracism across KPU; Advance equity, diversity, inclusion, and accessibility across KPU
- **Quality**: We will ensure continuous improvement of all KPU programs and services; Hold each other responsible for our promises and our expectations; Be accountable and transparent to our friends, communities, partners, and governments[4]

**New Academic Plan 2027 (NAP27)**

**The aspirational statements that follow each main objective in the draft plan were developed from the consultative meetings in Fall 2023. They are intended to guide, rather than direct our actions.**

## Goal A: Improve Student Success and Engagement

By 2027 KPU will have made demonstrable progress towards the provision of proactive supports for students, including a comprehensive mental health strategy. Access and support will be foregrounded in our admissions processes and will aim to assist and support a diverse range of learners in coming to KPU. UDL and Supported Learning course will have been designated and made identifiable and transparent to students. We will continue to innovate with delivery modalities such as enquiry-based learning, that facilitate decolonization and Indigenization. Flexible program pathways and pacing will be introduced where possible. Supports for BIPOC students, 2SLGBTQIA+ students, and students from equity-denied communities will be provided and students will have opportunities to engage in anti-racism and decolonization work through a variety of university-wide initiatives, built upon the Accessibility Plan, the Anti-Racism Task Force Report, and the xé?elɬ Pathways Framework. Our culture of academic integrity will be built around the twin pillars of reciprocity and respect.

[4] https://www.kpu.ca/sites/default/files/Institutional%20Analysis%20and%20Planning/VISION%202026%20-%20April%2027%202023.pdf, accessed September 12, 2023.

Students at KPU will have been provided with meaningful global educational opportunities, as well as increased opportunities for research and mentorship, including in key areas such as climate change and sustainability. Students will be provided opportunities to undertake internships, practica, and other forms of work integrated learning. Internationalization at KPU will be a holistic process that recruits, retains, and supports a diverse international student base. As a part of our commitment to lifelong learning, KPU will build programming and facilitate access for mid-career and mature learners, while engaging actively with the university's own retired community of staff, faculty, and administrators.

**Key Actions:**

A1. Providing *proactive* supports, including accessibility supports, for all KPU students in our admissions processes and our program pathways, including a comprehensive mental health strategy

A2. Providing opportunities for students to engage in decolonization and anti-racism work

A3. Providing global educational opportunities and internships/practica to all KPU students

A4. Expanding mentorship, applied research opportunities, and internships/practica for all KPU students, including opportunities focused on climate, sustainability, and other key initiatives

A5. Facilitating access and developing pathways for mid-career and mature learners

A6. Expanding innovative program delivery methods that facilitate decolonization and Indigenization

**Strategies**[5]

- create multiple, flexible access pathways AND the supports necessary to ensure student success (examples include PLAR, ePortfolios, supported admissions, KPU Flex, and so on)
    - ensure UDL and Supported Learning courses are designated, identifiable and made transparent to students
- revise outward-facing KPU documents and websites to reflect best practices in equity and inclusion (including UDL principles)
- create a core set of courses that are guaranteed to be offered in online mode and ensure that students can complete a credential successfully if they select an online learning environment

[5] The strategies listed are intended to highlight ways in which we can make progress towards the goals listed. This is not an exhaustive list.

- develop open resources for the KPU community that support the implementation of the recommendations of the xé?elɬ Pathways Framework, the Anti-Racism Task Force Report, and the Accessibility Plan
- increase broad-ranging student supports that recognize and ameliorate housing precarity, mental health issues, and food insecurity; improve the physical learning environment, mindful that learning happens both on campus and off
- expand and make meaningful the connections between the Faculty of Trades and Technology[6] and KPU's other Faculties, including the implementation of academic credit for students in programs governed by SkilledTradesBC
- increase undergraduate research and mentorship opportunities, including in anti-racism and decolonization work, in climate action, and in sustainability initiatives
- build a culture of academic integrity around the principles of reciprocity and respect[7]
- provide equitable access to career guidance and other supports as students transition out of KPU

### Goal B: Improve Faculty, Staff, and Administrative Success and Engagement

By 2027 KPU will have made demonstrable progress towards supporting faculty professional development and celebrating faculty achievements. We will have developed innovative approaches to support and encourage faculty service. Hiring, onboarding, and ongoing training will be provided equitably and consistently across the institution. KPU will have expanded its support for research-informed teaching, encouraged the scholarship of teaching and learning, advanced new, applied graduate credentials, and expanded access to professional development in key areas such as anti-racism, cultural safety, decolonization, Indigenization, accessibility, and gender and sexual equity.

KPU will have expanded and made clear its polytechnic advantage by further developing initiatives such as experiential learning and applied research, and by continuing to enhance its role as a leader in open education. We will have reconfigured our campuses spaces – both physical and online – to foreground community, engagement, sustainability, and multidisciplinarity, as well as recognizing the requirements of our faculty and programs. We will have increased

[6] In interviews with leaders and students in the Faculty of Trades and Technology the disconnect between Trades & Technology and KPU's other Faculties was clear. Specific reference has been made in this plan to initiatives that would build on preliminary work to more fully connect Trades & Technology to KPU's academic programs, while still recognizing the unique needs of the programs governed by SkilledTradesBC.

[7] Some of the points on academic integrity have been drawn from Keeta Gladue's presentation to the KPU community: "Indigenous Paradigms, Pedagogies, and Academic Integrity" October 16, 2023.

opportunities to participate in internationalization initiatives and KPU will be a place where we allow our Deans and Associate Deans to become creative, proactive leaders.

**Key Actions:**

B1. Championing equitable and consistent hiring, onboarding, and training opportunities to all members of the KPU community

B2. Expanding support for research-informed teaching and the scholarship of teaching and learning

B3. Expanding access to professional development in key areas including, but not limited to, anti-racism, cultural safety, decolonization and Indigenization, accessibility, and gender and sexual equity

B4. Expanding KPU's role as a leader in open education

B5. Increasing opportunities to participate in internationalization initiatives

**Strategies:**

- promote and support research-informed teaching
- acknowledge and build upon existing expertise, including engaging meaningfully with the university's retired community through initiatives such as KPURA and TALK
- expand access to applied graduate studies opportunities, including attracting students with varied backgrounds and from a variety of age groups
    - create supported pathways that would allow students from the Faculty of Trades and Technology to access and succeed in applied graduate programs
- ensure that all graduate credentials under development foreground accessibility, anti-racism, cultural safety, decolonization and Indigenization, and gender and sexual equity and that these elements are reinforced through the program review process
- expand, promote, and support professional development opportunities, including those related to anti-racism, cultural safety, decolonization, gender and sexual equity, accessibility, and Indigenization
- implement a proactive recruitment process within the institution that provides advance training to faculty interested in moving into administration
- create innovative departmental clusters as a way to promote interdisciplinarity, break down silos, reduce the service load, and begin to decolonize the academy
    - support and expand cross-Faculty collaborations such as Arts & Design, Design & Business, and inter-Faculty collaborations such as ENTA, POLI, and MUSI
    - create a staff office to support and facilitate interdisciplinarity and to manage the challenges associated with these initiatives (Moodle, ETFs, RFCs, and so on)

## Goal C: Expand and Promote Experiential Learning and Scholarship

By 2027 we will consider learning outside the classroom and in simulated practical settings to be equally as valuable as in-class learning. KPU will have increased the number and quality of community and industry partnerships, recognizing that our students benefit greatly from learning in our communities. Every KPU student will have been given the opportunity to undertake some form of work integrated or applied learning or internship. Sampler courses in the Faculty of Trades and Technology will allow students across the KPU community to gain hands-on experience in for-credit courses.

We will provide consistent support for faculty-student research initiatives and will build connections across Faculties and with the Office of Research Services. KPU will have developed two applied graduate degrees which embed the core principles of anti-racism, experiential learning, decolonization, Indigenization, and sustainability from the outset. Program review will ensure that applied and work integrated learning and scholarship is effectively integrated into our existing programs.

**Key Actions:**

C1. Expanding opportunities for learning outside the classroom, in nature, and in simulated practical settings
C2. Increasing the number and quality of community and industry partnerships
C3. Providing work-integrated learning opportunities to all KPU students
C4. Promoting for-credit sampler courses in the Faculty of Trades and Technology
C5. Providing consistent support for faculty-student research initiatives
C6. Developing new community initiatives that support decolonization and Indigenization

**Strategies:**

- recognize and reward learning outside the classroom, including simulated practical settings, place-based learning, and learning in the community
- weave Indigenous ways of knowing, doing, being and becoming in education, personally and professionally within the KPU community (xéʔelɬ Pathway 4) and support the inclusion of oral and visual storytelling in all of our courses
- increase the number of community and industry partnerships

- support the university-wide implementation of program advisory committees, tracked via a single, readily-accessible database
- foreground global Indigenous partnerships, exchanges, and remote learning opportunities in all Faculties and programs
- create an office to support the integration of WIL initiatives, simulated learning, cooperative education, and to ensure the sustainability of these initiatives over time
- support the Faculty of Trades & Technology in the development and promotion of 'sampler' courses in the trades
- support the scholarship of applied and experiential learning through the ORRS and the Teaching and Learning Commons

### Goal D: Update and Futureproof[8] the Curriculum

By 2027 KPU will have made demonstrable progress towards revising its programs and curriculum in such a way as to foreground anti-racism, decolonization, equity, inclusion, accessibility, Indigenization, and sustainability. The university will continue to identify the systems that perpetuate colonialism and will have begun the transformation of those systems. The priorities identified in the xéʔelɬ Pathways Framework will be integrated within every new program. KPU's Department of Indigenous Studies will be fully supported and resourced, and the university will have developed new global and community initiatives that support decolonization and Indigenization. An anti-racism and decolonizing lens will be applied to every new and revised credential and program, including new initiatives in graduate studies.

Sustainability[9] – environmental, academic, and social – will be a guiding principle in the development and revision of programs and courses at KPU. A focus on the climate crisis will be integrated into courses and programs across KPU. The KPU community will be actively engaged in responding to the potential inherent in generative AI, as well as its challenges.

[8] "Futureproof" in this context is intended to mean that programs and courses will be developed and revised proactively, anticipating new and emerging trends and technologies.

[9] Drawn from the UN Decade of Education for Sustainable Development 2005-2014 guidance on reorienting educational programs which calls for "[r]ethinking and revising education from nursery school through university to include a clear focus on the development of knowledge, skills, perspectives, and values related to sustainability." UNESCO, "UN Decade of Education for Sustainable Development, 2005-2014: the DESD at a glance," https://unesdoc.unesco.org/ark:/48223/pf0000141629, accessed October 10, 2023; on the importance of all three dimensions see: Eleni Sinakou, Jelle Boeve-de Pauw, Maarten Goossens, and Peter Van Petegem. "Academics in the Field of Education for Sustainable Development: Their Conceptions of Sustainable Development." *Journal of Cleaner Production* 184, (2018): 321-332.

**Key Actions:**

D1. Ensuring that the program and curricular development and revision process foregrounds the recommendations of the KPU Accessibility Plan, including anti-ableist pedagogy

D2. Integrating the priorities identified in the xé?elɬ Pathways Framework into every new and existing program

D3. Applying an anti-racism lens to every new and revised credential and program, guided by the report of the Task Force on Anti-Racism

D4. Ensuring that gender and sexual equity are key considerations in all program and course development and revision

D5. Facilitating and prioritizing course and program development, including experiential learning, in the Department of Indigenous Studies

D6. Developing a comprehensive climate strategy to guide KPU's policies, programs, and curriculum while ensuring that sustainability[10] – environmental, social, and economic – is a guiding principle in the development and revision of all KPU programs

D7. Involving the entire KPU community in the creation of a broad-ranging institutional response to the potential and challenges of generative AI

**Strategies:**

- facilitate and prioritize course and program development, including experiential learning, in the Department of Indigenous Studies
- create a resource bank for anti-racism, decolonization, and Indigenization curricular initiatives with a single point of access
- encourage and model curricular and pedagogical shifts that reflect best practices in anti-racism, decolonization, inclusivity, anti-ableism, and anti-oppression, and that embody the principles of the Scarborough Charter[11]
- include program review questions that foreground a variety of decolonization initiatives

[10] Here, the academic plan has incorporated the definition of sustainability developed through the KPU Sustainability Hub and approved by the Provost & Vice President Academic: "Sustainability means conducting all activities in such a way that fosters environmental health, social justice, and economic responsibility. KPU recognizes that human society and its economy are wholly encompassed by and inherently dependent on a healthy environment and the ways we care for the Earth. For all life forms to flourish, now and in perpetuity, it is paramount that Indigenous worldviews are integrated into sustainability practice. Indigenous peoples – the original stewards of the land – offer invaluable insights and perspectives rooted in generations of co-existence and reciprocity with nature. KPU is committed to a holistic, forward-looking, and ethical approach to navigating the complexity, interrelatedness, and intersectionality of sustainability challenges. We acknowledge that sustainability is an ongoing, collective responsibility that requires collaborative action and accountability for the impact of all our activities. Together, we will listen, learn, and act as stewards of the land and our communities."

[11] KPU signed the Scarborough Charter in November 2021. See https://wordpress.kpu.ca/antiracism/files/2021/11/Scarborough-Charter-ENG-final.pdf

- ensure that departmental action plans include concrete steps towards decolonization, guided by the xéʔelɬ Pathways to Systematic Transformation, and anti-racism, guided by the recommendations of the Task Force on Anti-Racism
- lobby for changes in legislation and government policy/funding to support anti-racism, decolonization, anti-ableism, gender and sexual equity, and Indigenization
- foreground sustainability learning outcomes oriented around environmental health, social justice, and economic responsibility through the program review process
- foreground actionable responses to the climate crisis through program and curricular revision, as well as other initiatives across KPU
- engage the entire KPU community in discussions of and policy development surrounding generative AI
- create a more nimble program revision timeline to ensure sustainability and futureproofing

**Appendix 4.2 Feasibility Assessment**

# Feasibility Assessment for the Proposed Master of Operations and Supply Chain Management Degree

Prepared by the Office of Planning & Accountability
Kwantlen Polytechnic University
September 4, 2024

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# Summary of Assessment

The purpose of this report is to assess the labour market need, competitive environment, and student demand for the proposed Master of Operations and Supply Chain Management (OSCM) degree program. Conclusions provided at the end of each chapter are duplicated below.

## Description of KPU's Proposed Program

The proposed Master of OSCM program is designed for mid-career students already working in OSCM-related fields, who are aiming to advance into leadership positions. Courses in the program will combine to cover all three areas of management (i.e., operations, supply chains, logistics), and will include topics such as: quantitative methods and data science, risk management, communications, sustainability, information systems, inventory management, strategic planning, leadership, and ethics. In addition to coursework, students will complete an applied capstone project.

Graduates of the proposed program are expected to become proficient in:

- Understanding and explaining frameworks, tools, and technologies that lead to functional OSCM processes,
- Optimizing the design of OSCM processes in line with financial, sustainability, and productivity goals,
- Implementing OSCM processes in support of an organization's vision, goals, and competitive position,
- Creating and applying OSCM policies that mitigate risk and comply with relevant legal, regulatory, and ethical standards,
- Leading start-to-finish OSCM processes from a holistic, strategic perspective that integrates relevant broad-scale contextual factors, and
- Communicating clearly and effectively within and outside of one's organization, including to an organization's most senior leaders.

The program is best suited for applicants with a minimum of three years of work experience and/or training in operations and/or supply chain management or a related field.

The proposed program may be taken on a full- or part-time basis, and can be completed in four terms of full-time study, although five terms is more realistic given the course load. Initially, however, the program will be offered only on a part-time basis and it is expected that most students will study part-time. In order to make the program suitable for working professionals, courses will largely be scheduled during evenings and weekends, and/or in online or hybrid formats. No more than 30% of course work will be in-person, given that most of the students are expected to be working professionals. In-person activities will be mostly focused on networking, collaboration, and otherwise interacting with classmates and industry partners, rather than standard course-based instruction.

# Labour Market Demand Assessment

Overall, the labour market demand for graduates of the proposed program is strong in that workers in operations, logistics and supply chain management are needed in a wide range of roles and occupational categories. Most of these categories are growing at a rate in line with or slightly higher than the provincial annual growth rate of 1.1%. Given that the program is targeting those already in the field, this applied master's degree will help train them to deal with the increasing complexity in the operations, supply chain, and logistics management fields.

# Competitive Assessment

While several public post-secondary institutions in BC offer post-degree programs in the same subject area, including four programs offered at two institutions in the Lower Mainland, none are at the master's level. The closest Canadian master's program is in Manitoba, with other similar master's programs in Ontario and Quebec. Compared to local programs, a unique feature of the proposed Master of OSCM program is that it explicitly aims to recruit people already in the field, who may even be mid-career professionals seeking to advance within their field. As well, significant local industry support and planned partnerships also suggests that the proposed program would be desirable. While other similar programs often have standalone internship or co-op options, integrating such partnerships throughout the program, in the form of guest speakers, employer site tours, and applied research opportunities, is a unique feature of the proposed program.

The proposed program does not have a formal congruence with industry accreditation. For example, multiple programs have partnerships that either grant advanced standing towards professional designations or are part of completing them (e.g., Douglas College and the Diploma in International Trade from FITT; TRU and the Supply Chain Management Professional designation). Still others are tailored towards having graduates be fully prepared to write certain industry accreditation exams (e.g., Langara College and the Canadian International Freight Forwarders Association Certificate). However, the proposed program is targeting those already working in the field, who may have already completed various professional certifications. The skills gained through the program should also allow graduates to pursue accreditation outside of the program, if they wish.

The proposed program is eligible for Prior Learning Assessment and Recognition (PLAR). At KPU, any course is open for students to pursue PLAR-based credit, and it is expected that students with relevant work experience will be able to create a strong application for PLAR, particularly for courses early on in the sequence of the program. It appears that only two institutions with similar programs offer some form of PLAR or laddering. At Douglas College, there are three PLAR-eligible courses common to the three relevant programs, while York University's Master of Supply Chain Management program offers advanced standing for those with York's Bachelor of Business Administration degree, which allows students to bypass the first term.

Compared to other similar programs in the region, a main strength of the proposed program is the comprehensiveness of its curriculum. For instance, it includes topics such as sustainable operations, machine learning and AI, data science, digital design of supply chains, and tort law, most of which do not feature in similar local programs. The inclusion of these topics alongside the core areas of operations, supply chain, and logistics management adds to the robustness of the program's curriculum. The ability to explore all of these topics within a relatively short program could be appealing; four of six BC-based programs take a full two years to complete while studying full-time, compared to KPU's 16 to 20 months. The curriculum should also appeal to those who are interested in and prepared to study at a more advanced level, befitting the master's-level designation. Introductory material is not the focus of the program, as students will be expected to either have prior training or work experience in the field.

Compared to similar master's programs elsewhere in Canada, the proposed program appears to be shorter than most. Only Concordia and Wilfrid Laurier's programs have fewer courses to complete, but they are also more research-focused, with a major research project requirement and the primary focus being to prepare students for PhD programs. The other three master's programs require three to six more courses.

In terms of admission requirements at the master's level, the proposed program requires a similar GPA compared to Manitoba and Concordia. A slightly lower GPA (70%) is the minimum requirement at Windsor, while York and Wilfrid Laurier both have slightly higher criteria (at least 75% and 77%, respectively). Satisfactory standardized test scores from the GMAT or GRE must be submitted in most cases at Manitoba and Wilfrid Laurier, but are otherwise not required, similar to the proposed program. The proposed program is more flexible than some others regarding prior education. Any undergraduate degree is required at KPU; at Concordia and Windsor, one must have a bachelor's degree in a relevant field, and at Wilfrid Laurier, one must have an Honours degree in business. Only one similar master's program – York's – considers work experience during admissions. Taken together, the admissions requirements position the proposed program as less difficult or more difficult to gain entrance to, depending on the component of interest. The variation in requirements reflects the slightly different values and focuses of the different programs (e.g., the need for standardized testing, academic research vs. applied programming, work experience considerations). The admissions requirements are competitive with other institutions.

# Student Demand Assessment

Enrolments in supply chain, operations, and logistics management programs at the post-degree level have been growing, both in BC and other parts of Canada. In addition, we know from the labour market assessment that this is a growing sector. The increasing complexity in the field and the support from local members of industry suggests there is need for a program targeting those already in the field. KPU would be well-positioned since it would be offering the only applied master's program in this area in BC; the credential level reflects a comprehensiveness in

curriculum that other programs in this area lack. While there are three to five other master's programs in Canada that offer more direct competition, two of them are primarily focused on preparing students for PhD programs, and they are located in Manitoba, Ontario, and Quebec. Students residing within or closer to the Lower Mainland and seeking master's level study may favour the proposed program due to location. Students may also appreciate its relatively low number of courses compared to the most comparable master's programs elsewhere. Its close integration with industry and its ability to accommodate working professionals through both program delivery (e.g., evening and weekend courses, online and blended modes) and credit for work projects, including the ability to earn course credit through PLAR, should also help to attract students. With most courses taught online, and all courses (online or in-person) taught in evenings and weekends, this program should be attractive to working professionals. Given this, and assuming the tuition is within the range of comparable programs, and the program is appropriately marketed, demand for the program is expected to be good.

# 1. Labour Market Demand

## Operations and Supply Chain Management in Canada

Operations management and supply chain management, including logistics management, is the organizational function responsible for the planning, design, implementation, and management of all activities related to the processes and facilities required to transform resources into goods and services within and between organizations, from the primary sources of inputs to the delivery of the finished good or service to the end user. The quality of supply chains, while largely operating out of public view, has a significant influence on the national economy as well as the quality of life experienced by residents.[1] This became widely evident at the outset of the COVID-19 pandemic, when major supply chain disruptions occurred due to simultaneous increases in demand for specific products alongside decreased capacity to produce and transport these goods.[2] While the Canadian supply chain showed relative resiliency due to structural factors such as "ease of working with customs and other border agencies, infrastructure, logistics services quality, and the ability to track and trace shipments,"[2] disruptions nevertheless impacted consumers; experts in the field note that adaptability and creative problem-solving are crucial skills as the complex, unpredictable recovery process continues.[3] Disruptions and recovery have been evident regionally as well. In the World Bank Group Container Port Performance Index 2021, the Port of Vancouver was ranked 368th of 370 ports covered. The ranking was impacted by ongoing pandemic-related issues, as well as by multiple extreme weather events that year in BC.[4] These circumstances highlighted underlying capacity issues; recently approved expansions, including the Roberts Bank Terminal 2 project in Delta, will aim to alleviate this pressure, creating an estimated 17,300 ongoing jobs.[5]

Pandemic disruptions have highlighted the need for improvements, and correspondingly, practitioners with the skills to enact them. For instance, Supply Chain Canada has recommended that industry and government partners work to fortify systems against cyber attacks, increase digitization, and facilitate the uptake of ecommerce. In addition, they note that investments in

[1] Supply Chain Canada. Amadou Diallo. The Competencies of Canadian Supply Chain Professionals, 2nd edition. 2022. Retrieved from: https://www.supplychaincanada.com/initiatives/competencies-report

[2] Source: The World Bank. 2023. Connecting to Complete: Trade Logistics in the Global Economy.

[3] Deschamps, R. 2022. Will Omicron spoil a retail revival in 2022? Retrieved from: https://reporter.mcgill.ca/will-omicron-spoil-a-retail-revival-in-2022/

[4] Fenton, C. 2022, June 2. Port problems place Vancouver among the worst in the world. CityNews Vancouver. Retrieved from https://vancouver.citynews.ca/2022/06/02/port-problems-vancouver-failing-grade/

[5] Port of Vancouver. 2023. Roberts Bank Terminal 2 receives approval from the Government of Canada. Retrieved from https://www.portvancouver.com/news-and-media/news/roberts-bank-terminal-2-receives-approval-from-the-government-of-canada/

"reskilling" the labour force are crucial to ensure quality management through future crises.[6] Pagano and Liotine (2019) also note the increasing adoption of technological solutions in supply chain management, including technologies that are widespread and common (e.g., data warehousing), those that are growing (e.g., data analytics), and those that are new and emerging (e.g., machine learning).[7]

In addition to the importance of implementing more adept technological solutions, Hibberd (2020) notes that globalization has brought with it a set of sustainability concerns, both environmental and socio-economic in nature. The fashion industry provides a particular case study: the rapid turnaround in production of garments and their subsequent discarding results in increased environmental pollution as goods are continuously shipped. As well, workers in garment factories abroad are often subject to unjust labour practices. Understanding the scope of sustainability and ethical issues present in the supply chain management field are increasingly relevant, as are the skills and knowledge to mitigate such harms.[8]

The increasingly complex and evolving nature of operations, supply chain, and logistics management suggests that the proposed applied master's degree, which is designed to provide a comprehensive and integrative education, would be valuable, particularly for those in more senior positions tasked with decision-making.

The remainder of this section provides an informed view of the labour market trends in BC for occupations related to the proposed Master of OSCM program. Graduates of the proposed program will be employable in both the public and private sector, with potential job titles including, but not limited to:

- Operations Manager
- Corporate Transportation Manager
- Director of Strategic Sourcing
- Logistics Manager
- Pricing Analyst
- Inventory Analyst

# Employment Outlook

Due to a rapidly aging BC labour force, it is projected that a shortage of skilled workers will become a significant challenge for employers. Between 2022 and 2032, an estimated 1,017,000 job openings will be created; of these, 63% will be necessary to replace those who permanently

[6] Supply Chain Canada. 2021. Building Supply Chain Resilience: Assessing the Impact and Resilience of York Region's Manufacturing Supply Chain in Response to Covid-19. Retrieved from https://www.supplychaincanada.com/initiatives/building-supply-chain-resilience-report

[7] Pagano, A.M. & Liotine, M. (2019). Technologies in supply chain management and logistics.

[8] Hibberd, M. (2020). Examining globalisation, climate change and the fashion industry. In Supply Chain Management and Logistics in the Global Fashion Sector (in Nayak, R., ed.). Routledge: London.

leave (e.g., retire) from the workforce, and 37% will be created due to economic growth. Nearly 80% of job openings in this period will require post-secondary education or training, including 37% of which will require a bachelor's, graduate, or first professional degree.[9]

## *Occupational Groups Related to OSCM*

With respect to the proposed Master of OSCM degree, there are several relevant occupational categories. Information about the employment outlook for these categories is summarized below. Although all relevant occupations are addressed, graduates of the proposed master's degree may already be working in the field, and would hence be seeking senior roles where their master's degree and experience would be an asset.

***NOC 1215 – Supervisors, supply chain, tracking and scheduling co-ordination occupations***

> *"Supervisors of supply chain, tracking and scheduling co-ordination occupations supervise and co-ordinate the activities of workers in the following minor group: Supply chain logistics, tracking and scheduling co-ordination occupations. They are employed throughout the public and private sectors."*[10]

Job titles specific to this subgroup include, but are not limited to:

- Head shipper
- Distribution logistics technician
- Transportation logistics co-ordinator
- Warehouse foreperson
- Purchasing and inventory co-ordinator
- Logistics supervisor

The top industries, in terms of 2022 job openings, employing supervisors, supply chain, tracking and scheduling co-ordination occupations are:[11]

- Retail trade (115,500)
- Construction (72,700)
- Transportation and warehousing (53,400)
- Manufacturing (53,400)

The employment outlook for this category follows:

[9] British Columbia Labour Market Outlook 2022-2032 Forecast. Retrieved from: https://www.workbc.ca/research-labour-market/bcs-labour-market-outlook-2022-edition

[10] Source: Employment and Social Development Canada, NOC 2016 Version 1.3 – Supervisors, supply chain, tracking and scheduling co-ordination occupations

[11] Information in this section is drawn from https://www.workbc.ca/career-profiles/supervisors-supply-chain-tracking-and-scheduling-co-ordination-occupations

- Approximately 3,120 job openings are forecast between 2022 and 2032 in BC for occupations that fall in this category. This represents an annual demand growth rate of 1.3%. Of these job openings, 70% will be due to replacement demand resulting from the retirement or death of workers, and 30% will be due to new jobs resulting from economic growth.
- For the Mainland/Southwest region of BC, 2,500 new openings are projected for the period of 2022-2032, representing an annual demand growth rate of 1.3%.

Some BC-based employment characteristics of the occupational category follow:

- Of the individuals employed in this area in 2016, 67% worked full time.
- According to 2021 Job Bank wage data, the provincial annual salary range for full-time jobs within this occupational group was $35,455 to $88,242. The median was $52,140. In terms of hourly rates, the median was $25/hour and the high was $42.31/hour.

***NOC 0113 – Purchasing managers***

> *"Purchasing managers plan, organize, direct, control and evaluate the activities of a purchasing department and develop and implement the purchasing policies of a business or institution. They are employed throughout the public and private sectors."*[12]

Job titles specific to this subgroup include, but are not limited to:

- Contract manager
- Procurement director
- Purchasing director
- Supply chain logistics manager
- Material manager

The top industries, in terms of 2022-2032 job openings, employing purchasing managers are:[13]

- Professional, Scientific and Technical Services (148,000)
- Retail trade (115,500)
- Manufacturing (49,200)
- Public Administration (49,200)

The employment outlook for this category follows:

- Approximately 1,580 job openings are forecast between 2022 and 2032 in BC for occupations that fall in this category. This represents an annual demand growth rate of 1.1%. Of these job openings, 80% will be due to replacement demand resulting from the

[12] Source: Employment and Social Development Canada, NOC 2016 Version 1.3 – Purchasing managers
[13] Information in this section is drawn from https://www.workbc.ca/career-profiles/purchasing-managers

retirement or death of workers, and 20% will be due to new jobs resulting from economic growth.

- For the Mainland/Southwest region of BC, 1,190 new openings are projected for the period of 2022-2032, representing an annual demand growth rate of 1.1%.

Some BC-based employment characteristics of the occupational category follow:

- Of the individuals employed in this area in 2016, 72% worked full time.
- According to 2021 Job Bank wage data, the provincial annual salary range for full-time jobs within this occupational group was $54,226 to $140,382. The median was $93,247. In terms of hourly rate, the median was $44.71/hour and the high was $67.31/hour.

***NOC 0714 – Facility operation and maintenance managers***

> *"Facility operation managers plan, organize, direct, control and evaluate the operations of commercial, transportation and recreational facilities and the included real estate… Maintenance managers plan, organize, direct, control and evaluate the maintenance department within commercial, industrial, institutional, recreational and other facilities… [Both] are employed by a wide range of establishments."*[14]

Job titles specific to this subgroup include, but are not limited to:

- Airport manager
- Facility operations manager
- Harbour master
- Maintenance and service superintendent
- Warehouse manager

The top industries, in terms of 2022-2032 job openings, employing facility operation and maintenance managers are:[15]

- Information, Culture, and Recreation (57,300)
- Transportation and Warehousing (53,400)
- Finance, insurance, and Real Estate (50,900)
- Manufacturing (49,200)

The employment outlook for this category follows:

- Approximately 5,380 job openings are forecast between 2022 and 2032 in BC for occupations that fall in this category. This represents an annual demand growth rate of

[14] Source: Employment and Social Development Canada, NOC 2016 Version 1.3 – Facility operation and maintenance managers

[15] Information in this section is drawn from https://www.workbc.ca/career-profiles/facility-operation-and-maintenance-managers

1.3%. Of these job openings, 75% will be due to replacement demand resulting from the retirement or death of workers, and 25% will be due to new jobs resulting from economic growth.

- For the Mainland/Southwest region of BC, 3,230 new openings are projected for the period of 2022-2032, representing an annual demand growth rate of 1.2%.

Some BC-based employment characteristics of the occupational category follow:

- Of the individuals employed in this area in 2016, 68% worked full time.
- According to 2021 Job Bank wage data, the provincial annual salary range for full-time jobs within this occupational group was $51,347 to $108,618. The median was $68,992. In terms of hourly rates, the median was $33.08/hour and the high was $52.08/hour.

***NOC 0731 – Managers in transportation***

> *"Managers in transportation operations plan, organize, direct, control and evaluate the operations of transportation companies such as railways, airlines, bus lines, municipal transit systems, shipping lines and trucking companies, under the direction of a general manager or another senior manager. Managers in transportation freight traffic plan, organize, direct, control and evaluate companies or departments responsible for the transportation and movement of goods, under the direction of a general manager or another senior manager. They are employed by transportation, freight forwarding and shipping companies and by transportation departments of companies in retail and manufacturing sectors and utilities."*[16]

Job titles specific to this subgroup include, but are not limited to:

- Distribution manager - logistics
- Freight forwarding manager
- Traffic manager - transportation
- Transport department manager

The top industries, in terms of 2022-2032 job openings, employing managers in transportation are:[17]

- Construction (72,700)
- Transportation and Warehousing (53,400)
- Manufacturing (49,200)
- Public Administration (49,200)

The employment outlook for this category follows:

[16] Source: Employment and Social Development Canada, NOC 2016 Version 1.3 – Managers in transportation
[17] Information in this section is drawn from https://www.workbc.ca/career-profiles/managers-transportation

- Approximately 3,040 job openings are forecast between 2022 and 2032 in BC for occupations that fall in this category. This represents an annual demand growth rate of 1.1%. Of these job openings, 75% will be due to replacement demand resulting from the retirement or death of workers, and 25% will be due to new jobs resulting from economic growth.
- For the Mainland/Southwest region of BC, 2,110 new openings are projected for the period of 2022-2032, representing an annual demand growth rate of 1.1%.

Some BC-based employment characteristics of the occupational category follow:

- Of the individuals employed in this area in 2016, 73% worked full time.
- According to 2021 Job Bank wage data, the provincial annual salary range for full-time jobs within this occupational group was $55,143 to $128,348. The median was $85,238. In terms of hourly rate, the median was $40.87/hour and the high was $61.54/hour.

***NOC 1225 – Purchasing agents and officers***

> *"Purchasing agents and officers purchase general and specialized equipment, materials, land or access rights and business services for use or for further processing by their establishment. They are employed throughout the public and private sectors."*[18]

Job titles specific to this subgroup include, but are not limited to:

- Contract management officer
- Material management officer
- Procurement officer
- Purchasing agent

The top industries, in terms of 2022-2032 job openings, employing purchasing agents and officers are:[19]

- Professional, Scientific and Technical Services (148,000)
- Retail Trade (115,500)
- Manufacturing (49,200)
- Public Administration (49,200)

The employment outlook for this category follows:

- Approximately 2,520 job openings are forecast between 2022 and 2032 in BC for occupations that fall in this category. This represents an annual demand growth rate of 1.2%. Of these job openings, 71% will be due to replacement demand resulting from the

[18] Source: Employment and Social Development Canada, NOC 2016 Version 1.3 – Purchasing agents and officers
[19] Information in this section is drawn from https://www.workbc.ca/career-profiles/purchasing-agents-and-officers

retirement or death of workers, and 29% will be due to new jobs resulting from economic growth.
- For the Mainland/Southwest region of BC, 1,670 new openings are projected for the period of 2022-2032, representing an annual demand growth rate of 1.1%.

Some BC-based employment characteristics of the occupational category follow:

- Of the individuals employed in this area in 2016, 68% worked full time.
- According to 2021 Job Bank wage data, the provincial annual salary range for full-time jobs within this occupational group was $48,136 to $94,540. The median was $64,174. In terms of hourly rate, the median was $30.77/hour and the high was $45.33/hour.

***NOC 0911 – Manufacturing managers***

> *"Manufacturing managers plan, organize, direct, control and evaluate the operations of a manufacturing establishment or of a production department within a manufacturing establishment, under the direction of a general manager or other senior manager. They are employed by manufacturing companies."*[20]

Job titles specific to this subgroup include, but are not limited to:

- Factory superintendent
- Manufacturing operations manager
- Manufacturing plant manager
- Production manager - manufacturing

In terms of 2022-2032 job openings, the top industries employing manufacturing managers are:[21]

- Professional, Scientific and Technical Services (148,000)
- Construction (72,700)
- Manufacturing (49,200)
- Wholesale Trade (33,100)

The employment outlook for this category follows:

- Approximately 4,270 job openings are forecast between 2022 and 2032 in BC for occupations that fall in this category. This represents an annual demand growth rate of 0.4%. Of these job openings, 90% will be due to replacement demand resulting from the retirement or death of workers, and 10% will be due to new jobs resulting from economic growth.
- For the Mainland/Southwest region of BC, 2,890 new openings are projected for the period of 2022-2032, representing an annual demand growth rate of 0.3%.

[20] Source: Employment and Social Development Canada, NOC 2016 Version 1.3 – Manufacturing managers
[21] Information in this section is drawn from https://www.workbc.ca/career-profiles/manufacturing-managers

Some BC-based employment characteristics of the occupational category follow:

- Of the individuals employed in this area in 2016, 73% worked full time.

According to 2021 Job Bank wage data, the provincial annual salary range for full-time jobs within this occupational group was $50,138 to $152,082. The median was $83,424. In terms of hourly rate, the median was $40/hour and the high was $72.92/hour.

# Labour Market Demand Assessment

Overall, the labour market demand for graduates of the proposed program is strong in that workers in operations, logistics and supply chain management are needed in a wide range of roles and occupational categories. Most of these categories are growing at a rate in line with or slightly higher than the provincial annual growth rate of 1.1%. Given that the program is targeting those already in the field, this applied master's degree will help train them to deal with the increasing complexity in the operations, supply chain, and logistics management fields.

# 2. Competitive Environment

The purpose of this section is to identify public post-secondary institutions in Canada that offer similar programs to the proposed Master of OSCM degree program and compare them to the proposed program.

## Related Programs at Canadian Post-Secondary Institutions

Exhibit 2.1 provides a list of related master's and post-baccalaureate programs offered at Canadian post-secondary institutions and their associated program lengths.

***Exhibit 2.1: Related OSCM Programs at Canadian Post-Secondary Institutions***

| Program Name | Length of Program | Total Number of Credits |
|---|---|---|
| **KPU** Operations and Supply Chain Management (Post-Baccalaureate Diploma) | <2 years (full-time)<br>2 years (part time) | 33 (11 courses) |
| **Douglas College** International Supply Chain Management (Post-Baccalaureate Diploma) | 2 years (full-time)<br>2+ years (part-time) | 60 (20 courses)<br>69 with co-op |
| **Douglas College** Advanced Supply Chain Management (Post-Degree Diploma) | 2 years (full-time or part-time) | 60 (20 courses)<br>69 with co-op |
| **Douglas College** Supply Chain Management (Post-Degree Diploma) | 1 year (full-time or part-time) | 30 (10 courses) |
| **Langara College** Supply Chain and Logistics Post-Degree Diploma | 2 years (full-time) | Non-credit program (21 courses) |
| **Thompson Rivers University** Post-Baccalaureate Diploma in Supply Chain Management | 2 years, 5-6 terms (full-time) | 60 (20 courses) |
| **University of Manitoba** Master of Supply Chain Management and Logistics | 2 years (full-time)<br>4 years (part-time) | 48 (16 courses) |
| **University of Windsor** Master of Management, specialization in Logistics and Supply Chain Management | 4 terms<br>(full-time) | 39 (13 courses) |
| **York University** Master of Supply Chain Management | 1 year, 3 terms (full-time)<br>2 years, 6 terms (part-time) | 39 (13 courses) |
| **Concordia University** Master of Supply Chain Management | 2 years (full-time) | 45 (8 courses, thesis) |
| **Wilfrid Laurier University** Master of Science in Management | 1 year (full-time) | 3 (6 courses, major research project; regular courses are 0.5 credits each) |

Source: Institutional websites.

An overview of the programs follows:

**KPU's** Operations and Supply Chain Management Post-Baccalaureate Diploma program is designed to be completed within two years. It consists of 11 courses, covering accounting, project management, quantitative methods, business communications, operations, supply chain management, and quality management. Applicants must meet KPU's English proficiency requirements, and have completed either an undergraduate degree or have a combination of

relevant education and experience (completion of a technical or science diploma plus a minimum of five years of relevant work experience). OSCM work experience is not required for entry.

**Douglas College** has three supply chain management post-degree diploma programs, all of which have highly similar admissions requirements: meeting the College's general admission requirements, having an undergraduate degree, and demonstrating English proficiency. They all recommend, but do not require, Math standards: The International Supply Chain Management Post-Baccalaureate Diploma program recommends having a C or higher in Math 11 or equivalent, the Supply Chain Management Post-Degree Diploma recommends Foundations of Math 12 with a minimum grade of C+, and the Advanced Supply Chain Management Post-Degree Diploma recommend having a C+ or higher in Pre-Calculus, or Foundations of Math 12 or equivalent. None of the programs require OSCM-related work experience for entry.

The Supply Chain Management Post-Degree Diploma program consists of 10 courses (30 credits) covering management essentials, operations, statistics, strategy, supply chain management and planning, project management, and accounting. Students may also choose to complete a part-time, 3-credit unpaid internship. Students in the Advanced Supply Chain Management Post-Degree Diploma program take nearly all the same courses as the previous program, plus an additional 10 courses covering business communication, group dynamics, procurement, ethics, and change management. A co-op option is also available. Lastly, the International Supply Chain Management Post-Baccalaureate Diploma program also requires 20 courses, including the same set as the Supply Chain Management Post-Degree Diploma, as well as ones in marketing, business mathematics, global trade and finance, international trade law, and global economics. A 3-credit unpaid internship and co-op option are also available, and students are granted, upon completion of the program, a Diploma in International Trade via a partnership with the non-profit Forum for International Trade Training (FITT).

**Langara College's** Supply Chain and Logistics Post-Degree Diploma program is a two-year, full-time program open to those with a Bachelor's degree. It includes training on supply chain and general business management (e.g., finance, marketing, HR). Mostly delivered in-person, its 21 required courses are non-credit and the credential is offered through Langara's Continuing Studies division. The program also includes an unpaid work placement of approximately 20 hours per week for 8-10 months in a single term. The program aims for students to be prepared to write certifying exams for the Canadian International Freight Forwarders Association Certificate accreditation, and obtain equivalencies for various Supply Chain Management Professional designations. Applicants to the program must have a Bachelor's degree in any subject and demonstrated English proficiency. OSCM work experience is not required.

**Thompson Rivers University** offers a Post-Baccalaureate Diploma in Supply Chain Management program which can be completed in approximately two years. The program consists of 20 courses, including in economics, math, operations, logistics, marketing, and procurement. The program is accredited by Supply Chain Canada, and graduates of the program are granted advanced standing towards the organization's professional designation with a cumulative grade

of 70% or higher. Program admission requirements include a Bachelor's degree, high school mathematics (Foundations of Math 12, Pre-Calculus 12, or equivalent must be completed prior to or during the program), and six credits of university-level English or equivalent English-language test scores. OSCM work experience is not required for entry.

The **University of Manitoba's** Master of Supply Chain Management and Logistics program has 16 required courses, including a 4-month co-op or practicum, and can be completed in two years of full-time study or four years of part-time study. Topics covered include operations and supply chain management, logistics management, supply relationship management, people management, sustainability, executive leadership, and quantitative analysis. Admissions requirements include a bachelor's degree in any discipline, a 3.0 out of 4.5 GPA[22] in their last 60 credit hours of university degree-level study, a Graduate Management Admissions Test (GMAT) score of at least 550, or equivalent score on the Graduate Record Examination (GRE), and demonstration of English proficiency. GMAT and GRE requirements are waived for recent University of Manitoba graduates who meet minimum GPA requirements cumulatively (3.25) and in specific supply chain management courses (3.5). OSCM work experience is not required for entry.

The **University of Windsor's** Master of Management program includes a specialization in Logistics and Supply Chain Management. The program can be completed over four terms (16 consecutive months) and has eight core courses in accounting, communications, global finance, marketing, quantitative methods, strategy, and people management. The relevant stream contains an additional five courses focusing on supply chain management, logistics, and procurement, as well as a capstone course. A Bachelor's degree in a relevant discipline with a 70% (B-) cumulative grade or higher and demonstrated English proficiency are required for admission. OSCM work experience is not required for entry.

**York University's** Master of Supply Chain Management program can be completed in a year of full-time study, or two years of part-time study. The curriculum includes online pre-start modules in accounting, math, finance, and statistics, and 12 core courses in business communications; financial, marketing, and organizational management; supply chain, logistics, and supply relationship management; and advanced topics in supply chains (e.g., international trade, digital supply chain technology). The program also includes a capstone collaborative supply chain consulting project. Prospective students must have an undergraduate degree with a minimum B+ (75-79%) average in the last two years of study and demonstration of English proficiency. Work experience is considered, but not required, for admission. Graduates from a recognized North American Bachelor of Business Administration or Bachelor of Commerce program are

[22] A 3.0 GPA is approximately equivalent to a B- or B letter grade (68-75%) at KPU. A 3.5 GPA is approximately equivalent to a B+ letter grade (76-79%) at KPU. Source: U Manitoba Grade Equivalencies, April 2021.

eligible for advanced standing, shortening the program to two terms (full-time) or four terms (part-time).

**Concordia University's** Master of Supply Chain Management program is an interdisciplinary, research-based program from which graduates can enter industry or PhD programs. The program is 45 credits (two years) in length, and includes eight courses in statistics, research methods, supply chain management and design, and international procurement and logistics. It also contains a thesis component worth 21 credits. Admission requirements include a relevant Bachelor's degree with a cumulative GPA of at least 3.0 on a 4.3 scale (B) and a 3.0 (B) average in the final two years,[23] as well as demonstrated English proficiency. OSCM work experience is not required for entry.

**Wilfrid Laurier University's** Master of Science in Management program offers three areas of specialization, one of which is Supply Chain Management. It is a primarily research-focused degree through which students can enter PhD programs, though students can also tailor their elective courses to better prepare them for a career in the industry. The program can be completed in one year and consists of 10 courses and a major research project. Core courses focus primarily on quantitative analysis, economics, and supply chain management. Applicants to the program require an honours degree in business or a related field (e.g., industrial engineering or computer science), a B+ (77-79%) cumulative GPA, demonstration of English proficiency, and demonstration of quantitative skills through a satisfactory GMAT Focus exam score (595) or equivalent on the GRE. OSCM work experience is not required for entry.

Exhibit 2.2 provides the tuition estimates for the programs described in Exhibit 2.1. The cost of the program for students affects the competitive assessment.

***Exhibit 2.2: Tuition for Related OSCM Programs at Canadian Post-Secondary Institutions***

| Base Tuition (Program Total) | Institution-Levied Fees (Program Total) | Base Tuition and Fees (Program Total) |
|---|---|---|
| **KPU Operations and Supply Chain Management (Post-Baccalaureate Diploma)** | | |
| $13,267 (domestic)<br>$23,972 (international) | $929 (domestic)<br>$1,678 (international) | $14,196 (domestic)<br>$25,650 (international) |
| **Douglas College International Supply Chain Management (Post-Baccalaureate Diploma)** | | |
| $7,690 (domestic)<br>$38,980 (international) | $660 (domestic)<br>$660 (international) | $8,350 (domestic)<br>$39,640 (international) |
| **Douglas College Advanced Supply Chain Management (Post-Degree Diploma)** | | |
| $7,690 (domestic)<br>$38,980 (international) | $660 (domestic)<br>$660 (international) | $8,350 (domestic)<br>$39,640 (international) |
| **Douglas College Supply Chain Management (Post-Degree Diploma)** | | |
| $4,190 (domestic)<br>$19,490 (international) | $330 (domestic)<br>$330 (international) | $4,520 (domestic)<br>$19,820 (international) |

[23] Conversions of percentages to letter grades to GPA are not publicly available for Concordia undergraduate business programs.

| Base Tuition (Program Total) | Institution-Levied Fees (Program Total) | Base Tuition and Fees (Program Total) |
|---|---|---|
| **Langara College Supply Chain and Logistics Post-Degree Diploma** | | |
| $15,750 (domestic)<br>$25,825 (international) | $219 (domestic)<br>$429 (international) | $15,969 (domestic)<br>$26,254 (international) |
| **Thompson Rivers University Post-Baccalaureate Diploma in Supply Chain Management** | | |
| $9,522 (domestic)<br>$44,303 (international) | $1,592 (domestic)<br>International unclear | $11,114 (domestic)<br>≥$44,303 (international) |
| **University of Manitoba Master of Supply Chain Management and Logistics**[24] | | |
| $30,170 (domestic)<br>$44,736 (international) | $3,780 (domestic)<br>$3,780 (international) | $33,950 (domestic)<br>$48,517 (international) |
| **University of Windsor Master of Management, specialization in Logistics and Supply Chain Management** | | |
| $45,200 (domestic)<br>$45,200 (international) | $862 (domestic)<br>$862 (international) | $46,062 (domestic)<br>$46,062 (international) |
| **York University Master of Supply Chain Management** | | |
| $52,555 (domestic)<br>$91,167 (international) | $1,196 (domestic)<br>$1,196 (international) | $53,752 (domestic)<br>$92,364 (international) |
| **Concordia University Master of Supply Chain Management** | | |
| - | - | $7,450 (Quebec resident; French, Francophone Belgian international)<br>$16,900 (other domestic)<br>$43,250 (other international) |
| **Wilfrid Laurier University Master of Science in Management, specialization in Supply Chain Management** | | |
| $7,869 (domestic)<br>$21,807 (international) | $2,220 (domestic)<br>$2,220 (international) | $10,089 (domestic)<br>$24,027 (international) |

Source: Institutional websites, as of August 2024. Figures reflect full-time status. Where blank, breakdowns between tuition and fees were not available.

# Competitive Assessment

While several public post-secondary institutions in BC offer post-degree programs in the same subject area, including four programs offered at two institutions in the Lower Mainland, none are at the master's level. The closest Canadian master's program is in Manitoba, with other similar master's programs in Ontario and Quebec. Compared to local programs, a unique feature of the proposed Master of OSCM program is that it explicitly aims to recruit people already in the field, who may even be mid-career professionals seeking to advance within their field. As well, significant local industry support and planned partnerships also suggests that the proposed program would be desirable. While other similar programs often have standalone internship or co-op options, integrating such partnerships throughout the program, in the form of guest speakers, employer site tours, and applied research opportunities, is a unique feature of the proposed program.

The proposed program does not have a formal congruence with industry accreditation. For example, multiple programs have partnerships that either grant advanced standing towards

[24] This program offers a co-op/applied project term, which costs participating domestic and international students $5,125. This fee is not included in the table figures.

professional designations or are part of completing them (e.g., Douglas College and the Diploma in International Trade from FITT; TRU and the Supply Chain Management Professional designation). Still others are tailored towards having graduates be fully prepared to write certain industry accreditation exams (e.g., Langara College and the Canadian International Freight Forwarders Association Certificate). However, the proposed program is targeting those already working in the field, who may have already completed various professional certifications. The skills gained through the program should also allow graduates to pursue accreditation outside of the program, if they wish.

The proposed program is eligible for Prior Learning Assessment and Recognition (PLAR). At KPU, any course is open for students to pursue PLAR-based credit, and it is expected that students with relevant work experience will be able to create a strong application for PLAR, particularly for courses early on in the sequence of the program. It appears that only two institutions with similar programs offer some form of PLAR or laddering. At Douglas College, there are three PLAR-eligible courses common to the three relevant programs, while York University's Master of Supply Chain Management program offers advanced standing for those with York's Bachelor of Business Administration degree, which allows students to bypass the first term.

Compared to other similar programs in the region, a main strength of the proposed program is the comprehensiveness of its curriculum. For instance, it includes topics such as sustainable operations, machine learning and AI, data science, digital design of supply chains, and tort law, most of which do not feature in similar local programs. The inclusion of these topics alongside the core areas of operations, supply chain, and logistics management adds to the robustness of the program's curriculum. The ability to explore all of these topics within a relatively short program could be appealing; four of six BC-based programs take a full two years to complete while studying full-time, compared to KPU's 16 to 20 months. The curriculum should also appeal to those who are interested in and prepared to study at a more advanced level, befitting the master's-level designation. Introductory material is not the focus of the program, as students will be expected to either have prior training or work experience in the field.

Compared to similar master's programs elsewhere in Canada, the proposed program appears to be shorter than most. Only Concordia and Wilfrid Laurier's programs have fewer courses to complete, but they are also more research-focused, with a major research project requirement and the primary focus being to prepare students for PhD programs. The other three master's programs require three to six more courses.

In terms of admission requirements at the master's level, the proposed program requires a similar GPA compared to Manitoba and Concordia. A slightly lower GPA (70%) is the minimum requirement at Windsor, while York and Wilfrid Laurier both have slightly higher criteria (at least 75% and 77%, respectively). Satisfactory standardized test scores from the GMAT or GRE must be submitted in most cases at Manitoba and Wilfrid Laurier, but are otherwise not required, similar to the proposed program. The proposed program is more flexible than some others regarding prior education. Any undergraduate degree is required at KPU; at Concordia and

Windsor, one must have a bachelor's degree in a relevant field, and at Wilfrid Laurier, one must have an Honours degree in business. Only one similar master's program – York's – considers work experience during admissions. Taken together, the admissions requirements position the proposed program as less difficult or more difficult to gain entrance to, depending on the component of interest. The variation in requirements reflects the slightly different values and focuses of the different programs (e.g., the need for standardized testing, academic research vs. applied programming, work experience considerations). The admissions requirements are competitive with other institutions.

# 3. Student Demand

## Enrolments

The purpose of this section is to explore the extent of student demand for the proposed Master of OSCM program by examining the historical participation rates in related programs in Canada. Exhibit 3.1 shows headcounts in BC-based programs in the past six fiscal years. Enrolments in these programs have been increasing since the 2017/18 fiscal year.

***Exhibit 3.1: Enrolments (Headcounts) in Relevant BC Post-Baccalaureate Diploma Programs***

| Program | FY17/18 | FY18/19 | FY19/20 | FY20/21 | FY21/22 | FY22/23 |
|---|---|---|---|---|---|---|
| **Douglas College** | | | | | | |
| Supply Chain Management (Post-Degree Diploma) | 51 | 86 | 107 | 84 | 87 | 111 |
| International Supply Chain Management (Post-Baccalaureate Diploma) | 91 | 181 | 263 | 257 | 253 | 250 |
| Advanced Supply Chain Management (Post-Degree Diploma) | - | - | - | - | - | 30 |
| **Thompson Rivers University** | | | | | | |
| Post-Baccalaureate Diploma in Supply Chain Management | 128 | 238 | 299 | 314 | 316 | 351 |
| **Kwantlen Polytechnic University** | | | | | | |
| Post-Baccalaureate Diploma in Operations and Supply Chain Management | 31 | 76 | 175 | 246 | 395 | 417 |
| **Langara College** | | | | | | |
| Supply Chain and Logistics Post-Degree Diploma | 124 | 175 | 150 | 137 | 130 | 141 |
| **Grand Total** | **425** | **756** | **994** | **1,038** | **1,181** | **1,300** |

Advanced Supply Chain Management program data unavailable prior to FY22/23; program started in May 2022

Below, Exhibit 3.2 provides enrolment data for relevant Canadian master's programs, which only exist outside of BC. In all cases, enrolments have either remained stable since the start of a program, or have increased.

***Exhibit 3.2: Enrolments (Headcounts) in Relevant Canadian Master's Programs***

| Program | AY18/19 | AY19/20 | AY20/21 | AY21/22 | AY22/23 | AY23/24 |
|---|---|---|---|---|---|---|
| **University of Manitoba**[25] | | | | | | |
| Master of Supply Chain Management and Logistics | - | - | - | 11 | 15 | 25 |
| **University of Windsor** | | | | | | |
| Master of Management, Logistics and Supply Chain Management[26] | 65 | 87 | 95 | 183 | 245 | 172 |

[25] The University of Manitoba's program began in Fall 2021. Only Fall and Winter semesters are included when determining the headcount for each academic year.

[26] Includes the range of full-time students enrolled in each term. AY23/24 is incomplete; it does not include Spring 2024. In the first three years provided, Spring (May-Aug.) had the lowest enrollments and Fall had the highest.

| Program | AY18/19 | AY19/20 | AY20/21 | AY21/22 | AY22/23 | AY23/24 |
|---|---|---|---|---|---|---|
| **York University** | | | | | | |
| Master of Supply Chain Management | - | 54 | 73 | 63 | 77 | 80 |
| **Concordia University** | | | | | | |
| Master of Supply Chain Management | 16 | 20 | 32 | 25 | 30 | 38 |
| **Grand Total** | **81** | **161** | **200** | **282** | **367** | **315** |

Sources: University of Manitoba, University of Windsor, York University, email communication from Concordia's Office of Institutional Planning & Analysis. Data for Wilfrid Laurier is not available.

# Support from Local Industries and Organizations

Compared to local programs, KPU's proposed Master of OSCM program is unique in that it explicitly aims to recruit mid-career professionals who are aiming to advance within their field. Significant local industry support and planned partnerships also suggests that the proposed program would be desirable. While other similar programs often have standalone internship or co-op options, integrating such partnerships and applied research opportunities throughout the program would be a unique feature. Letters of support for the proposed program were received from a wide variety of businesses, professional associations, and professional organizations, and are provided in Appendix A. These groups span the areas of manufacturing, storage, mechanical contracting, telecoms, machinery, facility operations, cabinetry, retail, security, grocery warehousing, immigration services, health care, and intermodal transportation, as well as local boards of trade. Common aspects motivating their support include a skill shortage in the region, the increasing pace of technological change, the need for holistic management and leadership, particularly at the executive level, and a concern regarding the ability for local industries to remain competitive. The delivery mode, with online course work taught in evenings and weekends, is another feature that many valued, as it would allow their employees to continue working while they pursue the program. All of these elements suggest that graduates of the proposed program would be in demand in a variety of areas, which in turn should contribute to student demand.

# Student Demand Assessment

Enrolments in supply chain, operations, and logistics management programs at the post-degree level have been growing, both in BC and other parts of Canada. In addition, we know from the labour market assessment that this is a growing sector. The increasing complexity in the field and the support from local members of industry suggests there is need for a program targeting those already in the field. KPU would be well-positioned since it would be offering the only applied master's program in this area in BC; the credential level reflects a comprehensiveness in curriculum that other programs in this area lack. While there are three to five other master's programs in Canada that offer more direct competition, two of them are primarily focused on preparing students for PhD programs, and they are located in Manitoba, Ontario, and Quebec. Students residing within or closer to the Lower Mainland and seeking master's level study may favour the proposed program due to location. Students may also appreciate its relatively low

number of courses compared to the most comparable master's programs elsewhere. Its close integration with industry and its ability to accommodate working professionals through both program delivery (e.g., evening and weekend courses, online and blended modes) and credit for work projects, including the ability to earn course credit through PLAR, should also help to attract students. With most courses taught online, and all courses (online or in-person) taught in evenings and weekends, this program should be attractive to working professionals. Given this, and assuming the tuition is within the range of comparable programs, and the program is appropriately marketed, demand for the program is expected to be good.

# Appendix A: Letters of Support

This appendix contains 25 letters of support from businesses, business associations, professional bodies, and other organizations.

DOUGLASCOLLEGE

PO Box 2503 New Westminster BC
Canada V3L 5B2
New Westminster and Coquitlam
douglascollege.ca
604 527 5400

April 9, 2024

Stephanie Howes
Kwantlen Polytechnic University
Melville School of Business

Dear Stephanie,

Re: Masters in Operations and Supply Chain Management

Thanks so much for involving the School of Business, Douglas College, in KPU's consultation process for its first Masters program.

Based on our June 2023 discussion with acting Melville School of Business Dean (Heather Harrison) and faculty proponent (Mike Ford), I support the proposal of the new Masters in Operations and Supply Chain Management at KPU.

I also see great value in exploring pathways for Douglas College students in related programs. Thanks so much for the ongoing collaboration with faculty subject matter experts from Douglas College as KPU builds out this new Masters.

Sincerely,

Justin Williams

Dean, Faculty of Commerce and Business Administration

Douglas College

BRITISH COLUMBIA
INSTITUTE OF TECHNOLOGY
3700 Willingdon Avenue
Burnaby, British Columbia
Canada V5G 3H2

bcit.ca

December 6, 2023

Kwantlen Polytechnic University
Melville School of Business
12666 72 Avenue
Surrey, BC V3W 2M8
Attention: Mike Ford

Dear Mike,

Re: Master's in Operations, Supply Chain, and Logistics Management

I fully support your proposal for the development of a Master's in Operations, Supply Chain, and Logistics Management. This program will provide an excellent opportunity for the workforce to enhance their skills at a senior level, in this critically needed area of business.

Best wishes in the development of your program.

Sincerely,

Kenton Low

Dean, School of Business + Media, BCIT

**Southern Railway of British Columbia Limited**
2102 River Drive, New Westminster, BC V3M 6S3 Canada
604.521.1966 | 604.526.0914 fax
www.sryraillink.com

May 18, 2023

Kwantlen Polytechnic University
12666 72 Ave
Surrey, BC V3W 2M8

Attn: Mike Ford, Chair, Department of Business Graduate Programs

Dear Sirs/Mesdames,

Re: Proposed Master's program in Operations, Supply Chain, and Logistics Management

Southern Railway of British Columbia is pleased to provide this letter of support for Kwantlen Polytechnic University's (KPU) proposed development of a Master's program that will focus on operations, supply chain, and logistics management.

Reliable and seamless supply chains are critical to Canada's economic prosperity. While the dynamic interactions among supply chain partners already occur every day in practice, they are not necessarily well understood at a broader systems level. KPU's initiative to establish a program that will blend theoretical and applied understanding of the supply chain and logistics management will contribute to Vancouver's competitive advantage as a trade gateway.

Southern Railway of British Columbia (SRY) is a major transporter of freight by rail in southern British Columbia, providing connections for more than 140 shippers, and rail connections across North America via interchange with four Class 1 railways: CN Railway, CPKC (formerly, Canadian Pacific Railway), BNSF Railway, and Union Pacific Railway. As a short line railway, SRY provides first/last mile service and supports operational synergies among customers and the Class 1 rail network. SRY understands the complexities associated with operations, supply chain, and logistics management. Having locally trained graduates with skills in these areas would benefit SRY both as an employer, and as a stakeholder who relies on counterparts within the supply chain that are knowledgeable and skilled.

Thank you for the opportunity to express our support as KPU continues to work towards establishing the program. We look forward to partnering with KPU on this program in the future.

Yours truly,

Gerald Linden
President
Southern Railway of British Columbia Limited

BC Hydro
Power smart

May 16, 2023

Mike Ford
Chair, Department of Business Graduate Programs
Melville School of Business, KPU
12666 72 Ave, Surrey, BC V3W 2M8

Re: Kwantlen Polytechnic University & BC Hydro - Industry Partnership for Master's in Operations, Supply Chain and Logistics Management Program

Dear Mike,

Thank you for sharing the early details of the design for a KPU's Master's in Operations, Supply Chain and Logistics Management program.

As we have discussed with you, supply chain is growing in importance in many businesses and certainly within BC Hydro. As we recruit and grow our employees, we have been noticing that there are not many post-secondary institutions that have a focus on preparing students for careers in supply chain. We believe this is a gap given the current and growing demand for talent with skills and experience in this area. As a result, programs like the Master's program you are designing will help close the gap overtime.

Thank you for the opportunity to review your preliminary curriculum. We are pleased that there is an emphasis on topics that are important (category management, sourcing, negotiations etc.) to organizations such as BC Hydro; as well as critical underlying skills (critical thinking, project management, process improvement) that are core expectations for doing the types of roles we have. Our supply chain roles are highly integrated with other functions and the need to work collaboratively across the company. It appears that your program -- with a blend of cross-collaboration, and integration of work experiences, will serve students well in helping them grow their ability to apply their knowledge and skills in real life situations and leadership positions.

Thank you for the opportunity to provide feedback. We are willing to providing whatever assistance and input we can as you move forward.

Sincerely,

Bridgette Zacharias
Director, Operations & Enterprise Supply Chain

GCT Canada Limited Partnership
400 - 2925 Virtual Way
Vancouver, BC, Canada V5M 4X5

T +1 604 267 5200
F +1 604 267 5214
globalterminals.com

April 20, 2023

**RE: Kwantlen Polytechnic University Master's in Operations, Supply Chain and Logistics Management (OSCLM)**

GCT Canada knows first hand that a well-functioning transportation system secures supply chains, enables global trade, and is critical to the Canadian economy as a trading nation. We also know people are ultimately responsible for ensuring supply chains function safely, securely and competitively.

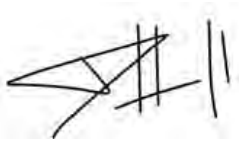
As the country's largest Canadian majority-owned container terminal operator and one of the maritime sector's largest employers, GCT operates two gateway terminals at the Port of Vancouver, GCT Vanterm and GCT Deltaport, Canada's flagship container terminal. These facilities provide global customers and ocean carriers with convenient, dependable access to major Asia-Pacific trade lanes and key markets. Our operations account for over 4.6 million hours of employment – the equivalent of 2,214 well-paying jobs in the Maritime and Logistics Sector.

Attracting and retaining talent is key to the success of our business. At GCT, we continue to invest and innovate at our terminals. We are planning new projects to bring capacity online and investing in modern equipment that creates efficiencies and facilitates growth. We are also committed to building on initiatives that harness data and technology to provide solutions to increase capacity, reduce emissions and provide sustainable and resilient solutions for future growth.

To facilitate this growth as an industry and an organization, we need to hire talented people with business management skills, technical capability and strong analysis supplemented by the ability to make decisions and solve problems. Educational programs, such as the OSCLM, that aim to strengthen these skills for graduates directly related to operations and supply chain will help companies within our Region improve productivity in operations and boost local and global supply chains.

As we plan for the future, we strongly support the ongoing focus on developing the right skills for people to contribute to positive change and development within the sector and organizations, such as GCT, that help contribute to a more successful, resilient and competitive economy.

Sincerely,



Daniel Howell
Vice President, Terminal Operations
GCT Deltaport

Teledyne FLIR
Integrated Imaging Solutions

TELEDYNE FLIR
Integrated Imaging Solutions
12051 Riverside Way
Richmond, British Columbia,
Canada V6W 1K7
P: 604-242-9937 | F: 604-242-9938
www.teledyneflir.com

22 March 2022

KPU-Melville School of Business
Master's program in Operations, Supply Chain, and Logistics Management

To Whom It May Concern,

Please accept this letter of support for the Master program in Operations, Supply Chain, and Logistics Management that the Melville School of Business at KPU plans to introduce in 2023.

Teledyne FLIR Integrated Imaging Solutions, with an office at 12051 Riverside Way, Richmond, BC V6W 1K7 Canada, is one of the world's leading designers and manufacturers of imaging products used in industrial, government and medical systems. Our digital cameras are vital components in the fast growing, transformative industries of robotics, autonomous vehicles, industrial automation, virtual reality, life sciences and retail analytics. Medical customers are using our products to save lives via screening and diagnostics, providing cancer treatment, inspecting vaccine vials, and performing research vital to future outcomes. Recently, we were also privileged to host the Premier and MLAs of British Columbia, following our locally made cameras' successful capture of the NASA Mars Perseverance Rover landing.

The COVID-19 pandemic presented global supply chains with unprecedented challenges. Overwhelming demand exceeded the semiconductor industry capacity, causing severe shortages of chips and electronic components that persist today. Limited domestic manufacturing capabilities quickly exposed the industry's reliance on offshore contracts and partnerships, as well as the limitations in domestic skills and expertise.

The Master program in OSCLM will help employers in B.C. and in Canada to strengthen the management of operations and supply chains of their business by hiring highly educated executive-level managers and professionals, as well as retaining this expertise. The importance of this program cannot be understated, as it can significantly add to the level of skills and knowledge of current and future employees in our industry. The program's development of relevant competencies will also help companies like ours to improve productivity in operations and strengthen supply chains and logistics, making its graduates valuable contributors to the economic success, resilience and competitiveness of our industry.

In closing, I strongly support the addition of the Master's program in Operations, Supply Chain and Logistics Management to the existing Melville School of Business programs at KPU.

Sincerely,

Vera Hummerston
Director of Supply Chain
Direct: +1 604 242 9937 x 262
Email: Vera.Hummerston@Teledyneflir.com

SURREY BOARD OF TRADE

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January 11, 2022

**RE: Letter of Support**

The Surrey Board of Trade has over 6,000 business contacts with over 60,000 employees. The purpose of the organization, on behalf of its members, is to advocate at all levels of government, facilitate networking opportunities, and provide cost- saving benefits and marketing opportunities. We are a not-for-profit organization with a common goal of furthering the interests of businesses in our region. We have demonstrated, through our projects and initiatives, a commitment to enhancing the local economy. We provide businesses and organizations with economic opportunity, workplace development and education, international trade, government advocacy and business connections. We believe that transportation and education are the two economic foundations of building our city. We are keenly aware of the dynamics, the needs and the opportunities that our members experience and we understand the competitiveness factors that govern the success of the economic activity in this large city.

We have recently learned that the Melville School of Business (MSB) at KPU is developing a Master's program in Operations, Supply Chain, and Logistics Management (OSCLM). As we became aware that some of the proposed program features are, if not unique, at least very rare among similar programs in B.C., in Canada, in the US, and internationally, we would like to offer our support for this exciting project, for many reasons, including the following:

- The program is designed to be "applied through and through". One of the means to deliver on this is for each course to be assigned a *dedicated guest speaker* – an executive or industry expert who will collaborate with the instructor to create teaching materials, such as cases, workshops, webinars, etc. This would be of great value to our member-organizations, as the participants will be able to benefit from the collaboration by raising the standards of their own OSCLM practices, and by receiving invaluable feed-back at a graduate academic level regarding their own performances. The results of this industry-academia collaboration will probably be disseminated throughout the economic community, thus multiplying the beneficial effects
- The program aims to prepare graduates ready to occupy executive-level positions, provide consulting, work in government and higher education, and become leading-edge entrepreneurs. All these goals would have an exceptionally favourable impact on the general performance of our organizations, irrespective of their particular industry: manufacturing, services, transportation, warehousing, etc. The thousands of members of the SBOT would have the opportunity of working with students and faculty during the program, and will be able to use an outstanding source of highly educated potential executives ready to fulfil their managerial vacancies or, better yet, to become motivated to initiate developments into new areas of innovative products, processes, and management approaches
- The program curriculum deals – in an integrative manner – with all three components of the key function of organizations in any industry (i.e., the production of the goods and services destined for users): operations management, supply chain management, and logistics management. The many programs throughout the world that address only one of these functions (e.g., Master's in Supply Chain Management), do not offer their graduates the holistic understanding of what it

means to produce a good or a service – view that is needed, valid and applicable everywhere: from manufacturing to restaurants, from hospitals to military operations, from any mode of transportation to penitentiaries, and from institutions to humanitarian interventions

- The program is anticipated to be delivered "completely online". Not only is the online education gaining strength year after year and it has been proven a dependable "substitute product" at a time of existential threat in the history of education, but it will allow employees of organizations in Surrey and the Lower Mainland to continue working during their graduate-level education. The benefit to the students and to the organizations that employ them is significant.

Finally, we fully endorse MSB's stated vision of creating a Centre of Excellence in OSCLM right here, at KPU in Surrey, as inspiring and pragmatic at the same time.

In closing, I would like to sincerely express my appreciation for the opportunity of supporting KPU-MSB proposal to develop a Master's program in Operations, Supply Chain and Logistics Management. Please feel free to contact me at 604-634-0342 or at anita@businessinsurrey.com for any additional information you may need.

Sincerely,

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

GREATER LANGLEY
CHAMBER OF COMMERCE

January 18, 2022

TO WHOM IT MAY CONCERN

We, at the Greater Langley Chamber of Commerce are truly pleased to hear about the forward-thinking features of the Master program in Operations, Supply Chain, and Logistics Management that the Melville School of Business at KPU plans to introduce in 2023.

The Greater Langley Chamber of Commerce is a membership-driven organization comprised of businesses, community organizations, and professional individuals. Working in partnership with the local business community, our mission is to be the Voice of Business in Langley by promoting and improving trade and commerce, and the economic, civic and social welfare of the District, Langley City, Langley Township, and the community-at-large. With well over one thousand members, the Greater Langley Chamber of Commerce is one of BC's largest chambers of commerce. The chamber is nationally accredited with distinction and our mission is to "Create the best environment for business".

Among our many endeavors, we are engaged in advocacy in favor of projects that enhance the competitiveness of our members and the progression of the Canadian business environment. It is from this perspective that we are declaring our strong support for the initiative of Melville School of Business at KPU to offer an applied Master's in Operations, Supply Chain, and Logistics Management, completely online.

The curriculum of the proposed program appears to respond perfectly to one of the greatest challenges that our businesses have ever encountered. Practically, after years and decades of many organizations in our region being successful because supply chains used to be stable and provided good combinations of price, quality, and timeliness, they now experience one of the major consequences of the Covid-19 pandemic, namely significant disruptions in supply chains. This is visible virtually everywhere and with detrimental effects on most organizations. This reality has inflicted harm particularly to organizations where the operations management is not strong. The Master's program suggested by the Melville School of Business is designed to develop knowledge, skills and applied research on the improvement of Operations Management as integral part of a synchronized continuum of activities involved in providing goods and services to end users, which include the management of supply chains and logistics. This type of competencies, right here, in the South Fraser region, would be of substantial benefit to our members in all types of industries.



**Mailing Address**
*207 – 8047 199 Street*
*Langley BC V2Y 0E2*

**Phone**
*604.371-3770*

**Fax**
*604.371-3731*

**Web Address**
*www.langleychamber.com*

**Email**
*info@langleychamber.com*

GREATER LANGLEY
CHAMBER OF COMMERCE

The intended delivery of the program online, with a choice of attendance between full time cohort-based, or spread over several years with part-time study, is another feature that we appreciate in the design of this new credential at KPU because it would be very suitable to the wishes of most students to keep working while they attend educational programs. In addition, by delivering it online, this Master's program will enhance and solidify KPU's international reputation, while our region will benefit from international cooperation, intercultural exchanges, exposure to OSCLM challenges in other parts of the world and the integration of our economy in the global flow of goods, services and ideas.

To sum up, we wholeheartedly recommend the approval of this promising new credential, and we'll look forward to hearing about its first intake as soon as feasible.

We would be pleased to provide additional information, if necessary.

Sincerely,

K. Maier

Kristi Maier, Director of Operations

Bruce Livingstone
Business Retention and Expansion Officer
Economic Development Department
City of Maple Ridge
February 3, 2022

To whom it may concern,

I'm pleased to offer my personal support for the KPU-Melville School of Business' proposed **Master's program in Operations, Supply Chain, and Logistics Management.**

As the Business Retention and Expansion Officer for the City of Maple Ridge, I work with many small-to-medium sized businesses that are dealing with increasingly complex supply chain and logistics challenges that significantly impact their operations management. These challenges can be especially difficult for smaller firms with lean management structures that rely on just-in-time inventory management and efficient logistics to stay competitive.

I believe the proposed curriculum and on-line delivery method for teaching this program are well-suited to helping business meet the strategic and operational challenges in operations, supply chains, and logistics management they face. KPU's proposed Master's program recognizes that operations, supply chain and logistics management are parts of a single, holistic and interdependent process in all organizations regardless of the industry. More than ever before, businesses are competing on a global scale and need to ensure their employees have the knowledge and skills to remain competitive. The online format of this program ensures employees can gain critical skills that they can immediately apply within their organizations.

I'm also impressed with the level and depth of consultation that KPU has undertaken with the business community, both in Maple Ridge and throughout the Lower Mainland, to better understand their needs and the best way to deliver the program. The City of Maple Ridge has recently launched a new economic development strategy that focuses on growing our manufacturing sector. KPU's proposed program will be a key element to help local businesses improve their competitive strengths and position them to grow and thrive on local, national and global scale.

Sincerely,

Bruce Livingstone

February 15, 2022

The Honourable Anne Kang, MLA
Minister of Advanced Education and Skills Training
Room 346 Parliament Buildings
Victoria, BC V8V 1X4
Email: AEST.Minister@gov.bc.ca

**Re: Richmond Chamber of Commerce – Letter of Support for Kwantlen Polytechnic University Masters Credential in Operations, Supply Chain, and Logistics Management**

Dear Minister Kang,

I am writing on behalf of the Richmond Chamber of Commerce to offer our support for the proposed Kwantlen Polytechnic University Masters Credential in Operations, Supply Chain, and Logistics Management (M-OSCLM) for our community here in Richmond and countless others across BC and throughout Canada.

These fields are critical to many of Richmond's employers. The city of Richmond is home to over 14,000 businesses, many of which are directly involved in the movement of people and goods. With YVR Airport and Port of Vancouver facilities located in our backyard, it is no exaggeration to say Richmond embodies the opportunity that is Canada's Gateway to the Pacific and beyond. The Port of Vancouver alone supports more than 6,000 jobs in Richmond. Those jobs generate more than $300 million in annual wages that spurs $950 million in economic activity throughout the region. Moreover, in 2021, nearly 280,000 tonnes of cargo moved through YVR. Over 500 freight, logistics and cargo companies, including UPS, FedEx, Purolator, Canada Post and DHL, provide the capacity to efficiently distribute goods within the region and between Canada's major trading partners.

Behind all this cargo, are people. Two thirds of British Columbian jobs in the Transportation and Warehousing sector are based in the Lower Mainland. Careers in this sector can range broadly, from airport ramp attendants to operations executives. Specialized education can help local students achieve their career goals, while ensuring businesses have access to a skilled workforce.

One of our members, BPWood is a global supplier of lumber, with a focus on sustainable supply chains. Cindy Lee, Export Administration and Logistics at BPWood shared that "transportation and logistics is a crucial part of BPWood's business. We use land and sea transportation modes on a daily basis to and from locations in the lower mainland, Canada and export to countries around the world. The past couple of years has certainly been challenging for BPWood with problems caused by the environment, reduced capacity and now high fuel prices."

Clearly, expert response to global pressures on supply chain and logistics networks is more crucial than ever. Moreover, there is an abundance of local organizations who will benefit from the

applied curriculum feature of this credential. Additionally, the online coursework proposed for this credential by KPU, will allow working adults to upskill, without undue disruption to their work and family commitments.

I hope that we can soon welcome the news that KPU will be delivering this M-OSCLM to the lower mainland workforce. Please do not hesitate to reach out if you have any questions.

Sincerely,

Dan Baxter
President & CEO
Richmond Chamber of Commerce

GREATER VANCOUVER
**BOARD OF TRADE**

**Greater Vancouver Board of Trade**
World Trade Centre
400 – 999 Canada Place
Vancouver, B.C. Canada V6C 3E1
T. 604-681-2111 F. 604-681-0437
E. contactus@boardoftrade.com
**boardoftrade.com**

CEO
**Bridgitte Anderson**, ICD.D

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| 1978 | D. C. Selman |

February 25, 2022

To whom it may concern,

On behalf of The Greater Vancouver Board of Trade (the "GVBOT"), I am pleased to submit this letter in support of Kwantlen Polytechnic University, Melville School of Business.

The proposed Master's credential in Operations, Supply Chain and Logistics Management (M-OSCLM) at KPU Melville School of Business is an important addition to the training and education of qualified personnel in Greater Vancouver in order for the city to hold its place as a vibrant hub for commerce, trade, travel, and free enterprise.

As Western Canada's most active and influential business association, we're aware of the current skills gap between the relevant competencies needed for the future labour market and the broad skills provided in undergraduate education. The M-OSCLM addresses these labour market needs by providing the skills necessary for young graduates to secure positions in the most demanded occupational categories, namely: Sales and Service, Business, Finance, and Operations and Supply Chain Management.

As we look to the future, technological advancements will shape the future demand for new skills and competencies. KPU Melville School of Business' focus on people and management skills combined with digital literacy - embedded in business context- will equip students to deal with pressing global challenges affecting the economy and the environment as well as local and regional communities.

As a supporting sponsor of the Board of Trade's Leaders of Tomorrow Program, the GVBOT and KPU have a history of working together to support the professional and personal growth of emerging young leaders in the areas of Mentorship, Leadership, Networking and Volunteerism. We look forward to engaging with the students in KPU Melville's M-OSCLM program to support their successful career launch.

Sincerely,

Austin Nairn, MBA
Vice President, Greater Vancouver Board of Trade
Executive Director, [illegible] Trade Centre Vancouver

Attn: Mr. Vasile Zamfirescu

Melville School of Business,
Kwantlen Polytechnic University

**18 February, 2022**

## Letter of Endorsement and Support for KPU OSCLM Supply Chain Program

Many thanks Vasile for your presentation on your concept of development of a Master's Program in Operations, Supply Chain and Logistics Management. The subject matter was well received.

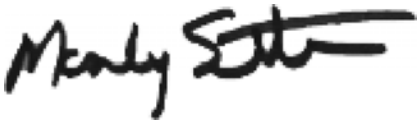
On behalf of **ASCM BC (Association for Supply Chain Management)** we welcome and endorse your initiative to develop the OSCLM program and also agree that a program such as this would be of great benefit to British Columbia, Lower Mainland and students seeking to enhance their skillsets. With the increasing growth and diversification in manufacturing sector in British Columbia and also manufacturing being a major contributor to our overall economy this type of program OSCLM would be timely and appreciated by any organization or person planning to develop their skillset in operations, supply chain, logistics management at this level of education.

As mentioned, we at ASCM BC have found strong demand for online programs and continue to offer our course offerings with increasing frequency as numbers continue to grow. We concur with your plan to offer online courses as it provides students who otherwise would not be able to attend class or simply requiring convenience to attend.

Should you need any input on your program throughout the development process or periodically, please do not hesitate to contact us as we have a number of experienced instructors with industry experience to provide input. We have members who do provide input regularly to other colleges programs on advisory committees.

Looking forward to further news on this initiative.

**Regards,**



Signed: Manly Sitter, CPIM, CSCP for Vice President of Education ASCM BC

APICS Vancouver
200-4170 Still Creek Drive.
Burnaby BC
V5C 6C6
778-927-1852
education@bc.ascm.org

Canada
Vancouver Section
ASQ The Global Voice of Quality™

To: Stephanie Howes
Dean
Melville School of Business, KPU

January 31, 2022

Dear Stephanie,

I am writing this letter on behalf of the ASQ Vancouver Section Leadership Committee to express our support for your master's program in Operations, Supply Chain, and Logistics Management.

We appreciate the opportunity to review your proposed program. We recognize the many benefits of this program, especially its approach in integrating supply chain and logistics with operations and quality management functions, which are all responsible for producing and delivering high-quality goods and services. As a knowledge-based community of quality professionals dedicated to promoting and advancing quality tools, principles, and best practices, we strongly endorse your forward-looking approach as it addresses the importance of total quality management throughout the end-to-end supply chain of goods and services.

For over thirty years, ASQ Vancouver Section 408 has worked to increase individual and organizational performance excellence in British Columbia by providing learning, quality improvement, and knowledge exchange opportunities to its members, mainly representing manufacturing, medical and high-tech industries. In the past three years, we have witnessed an increased interest in topics that address the integration of various organizational functions within businesses, evident in the results of annual customer surveys conducted by our section among its 400+ members. We are certain that the program graduates will strengthen the skills in British Columbia.

If you have any questions related to this letter of support, please do not hesitate to contact me again.

Sincerely,

*Fuat Ramazanov*

Fuat Ramazanov, M.Sc., PMP®, CCLP®, CQIA
Section Chair 2022
778-388-9667 | framazanov@memberleader.asq.org
**www.asq.org | my.asq.org**

Project Management Institute. Canadian West Coast

Date: February 24, 2022

**Reference: KPU Support Letter:**

To: Stephanie Howes, Dean, Melville School of Business, KPU

The Project Management Institute (PMI) is the leading, non-profit international organization dedicated to promoting professionalism in the practice of project management. The PMI Canadian West Coast Chapter (PMI CWCC), established in 1979, has two primary goals: to help our members build their project management careers and to provide a community for the project management industry in BC.

Based on our understanding, your proposed program, an applied Master's in Operations, Supply Chain, and Logistics Management, completely online (OSCLM), is a valuable addition and supports both our organizational goals. We look forward to collaborating with your students and the faculty delivering this program.

As project management professionals, we understand the importance of integrating the teaching of operations management, supply chain management, and logistics management into one graduate program. We understand that the formal approaches, concepts and tools to be studied in your Master's in OSCLM, much like the formal approaches, concepts and tools used by project management professionals, are universally applicable and would benefit organizations of any type and size, regardless of industry, throughout the Lower Mainland.

The PMI CWCC fully supports the inclusion in your program curriculum of a course that is fully dedicated to project management, the continual requirement to manage applied projects in most courses of the program as well as in its capstone project, and a PMI certification as a prerequisite of granting the credential.

We support your initiative for a Master's in OSCLM and look forward to collaborating with you as we both pursue our organizational goals and continue our respective contributions to the reputation of the Lower Mainland as a Centre of Excellence in the teaching and practice of the management of operations, supply chains, logistics and projects.

Sincerely,

Andrzej Nawrocki, PMP

PMI CWCC Board Director

Project Management Institute. Canadian West Coast

**Fibretech Distributors Inc.**

8247 130St. Surrey, BC V3W 7X4
P: 604-507-2199 x138, F: 604-507-2190
www.fibretechbc.ca

Date: January 28, 2022

TO: Stephanie Howes, Dean of the Melville School of Business, KPU

Fibretech (www.fibretechbc.ca) started its successful journey in 1993 as a prominent manufacturer of Canadian made plumbing fixtures. In 2001 Fibretech Distributors Inc. opened its first location in Surrey, BC and shifted its focus to supplying plumbing fixtures & faucets to local residential and commercial developers. With nearly 30 years of experience in the plumbing industry, Fibretech has now become a leading manufacturer and distributor of premier plumbing fixtures in British Columbia, with the vision to expand across Canada and the USA. Today, from its head office located in Surrey, Fibretech has three professional state-of-the-art showrooms located throughout the Lower Mainland with a supply chain spanning across Western Canada.

We understand operations, we understand supply chains, and we understand logistics. These are critical business functions, and we believe that they must work seamlessly together. That's why we are happy to see the Melville School of Business planning to do just that: provide graduate-level education that integrates the knowledge of these three business areas.

For companies like ours it would be of great benefit to know that we may address some of our challenges by working with students in the program or by engaging services of local consultants specializing in the interdependencies of operations management with supply chain and logistics management, and even by hiring graduates of this made-in-BC program. In fact, in the past, we have hired graduates of the OSCM program at KPU and are fully aware of the quality of education provided by the Melville School of Business.

We can also visualize how this Master's in Operations, Supply Chain and Logistics Management would have a trickle-down influence on the BC business in general, through applied projects carried out with real-world organizations and dissemination of knowledge and experiences using industry events, or development of teaching materials with the contribution of organizations such as ours. We would be very happy to collaborate with the program in any of these directions.

In closing, we strongly support the proposal of a Master's in Operations, Supply Chain, and Logistics Management at the Melville School of Business.

Yours truly,

**Parm Aujla**
**(Director)**

12745 116th Ave, Surrey, BC, V3V 7H9
Phone: 604.954.1263 Fax: 250.861.3165
Email: StorageVA@Secure-Rite.com
www.Secure-Rite.com

Vasile Zamfirescu
Faculty, Operations & Technical Management
Melville School of Business
Kwantlen Polytechnic University
12666 72 Ave, Surrey, BC V3W 2M8

Dear Mr. Zamfirescu

**RE: MSB Master's in OSCLM**

Thank you for your email outlining the planned expansion of the Melville School of Business to offer a Master's Degree in Operations, Supply Chain and Logistics.

I do not know of any post-secondary degree offered in this area of study. In my corporate career I have taken a lot of courses in operations and purchasing, but these courses were always taught by a variety of different organizations, and there was no cohesive, consistent approach to the subject matter. This Master's Degree in OSCL clearly fills this gap.

The current business climate needs trained professionals with expertise to navigate these very challenging times in the world of logistics. My present area of work is in Shipping Containers, and the difficulties we face in getting our units from other parts of the world are difficulties faced by any company importing or exporting goods. My BA in Geography and Economics, as well as my BEd in Secondary school level education certainly never covered any of the topics you are proposing to address, though I now wrestle with these challenges every day.

I sincerely hope your plans to expand the Melville School of Business with respect to this Master's program is a success. It is clearly needed.

Best Regards,

Kyle Fairfield

Kyle Fairfield, BA, BEd
Vancouver Branch Manager
604-353-1845
kylef@secure-rite.com

KenDor
TEXTILES LIMITED

February 25, 2022

Melville School of Business
Kwantlen Polytechnic University
Attention: Vasile Zamfirescu

**RE: In Favor of a KPU MSB OSCLM Master's Program**

To Whom It May Concern,

As an importer and wholesaler of textiles, KenDor sources from various international suppliers utilizing multiple resources in the global supply chain. In recent years, more than previous, the nuances and critical importance of strategic planning & effective supply chain management have grown increasingly integral to the effective operation of our business.

We are in strong favor of KPU MSB designing and implementing a comprehensive degree program in OSCLM that will furnish the workforce with a breadth of informed & focused professionals that are equipped to navigate the complex maze of multi-national bureaucracy with a comprehensive toolkit encompassing technical acumen, risk and project management, and a commitment to compliance. These skills and education will provide them with the agility and insights necessary to adapt and respond to the dynamic changes that have become constant factors in today's global business environment.

With Regards,

**Paul King**
President
T: (604) 940 0022 (ext 112)
C: (604) 230 9648
E: paul@kendortextiles.com

**Ayr Barnett**
Consulting Director of Operations
T: (604) 940 0022 (ext 113)
C: (604) 999 7796
E: ayr@kendortextiles.com

Pitt Meadows Plumbing
& Mechanical Systems Ltd.

February 7th, 2022

To: Stephanie Howes, Dean, Melville School of Business
Kwantlen Polytechnic University

Re: New Master's degree program

I have learned that Melville School of Business (MSB) is developing a Master program in Operations, Supply Chain, and Logistics Management (OSCLM) and would like to offer our support for this timely initiative.

Pitt Meadows Plumbing & Mechanical Systems Ltd. was started in 1979 and is a large-scale mechanical contracting firm. Our competitive advantage is derived through the use of pre-fabrication, automated tooling, and Building Information Modelling which allows us to work on projects that are larger and more complex than most mechanical contractors. We currently occupy a 50,000 square foot manufacturing space that produces tens of thousands of assemblies each year for our projects and for 3rd party clients. This facility, along with all our job sites, is supported by our Inventory, Logistics, and Procurement functions, all of which are dependent on operational excellence in supply chain and logistics management.

The general contents of the curriculum proposed match perfectly the strategic and operational challenges of our core business activity. The suggested Master program would clearly add to the resources of competence in the management of operations, supply chains, and logistics across all organizations and industries, in any part of Canada. We all need more, much more, of such competences if we expect our companies, cities, provinces, and our country to maintain competitiveness.

We believe that the graduates of the proposed program will very likely help organizations like ours to adopt the newest technologies and adapt to the latest developments in Operations Management as well as improving the quality of our products and systems. We are committed to continuous improvement and are excited to see a degree program specifically targeting this important area of our business. This program, its students and faculty, will have the opportunity to influence the business community by focusing on innovations in Operations Management which will be a benefit to us.

Furthermore, we would be very happy to collaborate with the KPU Master's program by inviting students and faculty to virtually visit our operations and to meet with us in-person or online to discuss new developments in the OSCLM disciplines, provide original cases of challenges that we face in running our operations and supply chains, or offer our time as guest speakers to the students. We would also consider assisting some of our own employees to enroll in the program, if it is delivered fully online.

20142 113B Ave, Maple Ridge, BC V2X 0A9
Tel: 604 465 8622 www.pittmeadows.net

Pitt Meadows Plumbing
& Mechanical Systems Ltd.

In closing, Pitt Meadows Plumbing & Mechanical Systems Ltd. strongly supports the addition of this rather unique Master's program in Operations, Supply Chain and Logistics Management to the existing MSB programs at KPU.

We would be pleased to provide additional information, if necessary.

Sincerely,

James Zelinski, *BCom, MA, C.Mgr*
Chief Administrative Officer

20142 113B Ave, Maple Ridge, BC V2X 0A9
Tel: 604 465 8622 www.pittmeadows.net

February 24, 2022

Alpha Technologies (an EnerSys Company) has over 4 decades of industry leadership in powering technology, Alpha has established itself as a preeminent total power solutions provider and one stop shop for AC, DC and renewable powering solutions for the Telecom, Cable Broadband, Traffic, Security, Industrial and Alternative Energy industries. Alpha's products are the trusted power behind large switching and data centers, mobile cell sites, broadband networks, traffic and security systems, private/industrial networks, and many more with customer tanging from Bell, Rogers, Telus, AT&T and Crown Castle etc.

As a Plant Manager with significant experience in every area of Operations and Manufacturing management that includes procurement, planning, warehouse, inventory, and logistics management, I am fully aware the basic principles of OM, SCM and Logistics. In my experience I have noticed these I are taught separately by various educational institutions. However, I find OSCLM concepts and tools are interconnected with overall operations function, and it would be great to bring these under one umbrella. I manage these activities on daily basis and I'd like to see candidates to management positions in my organization to possess knowledge in skills of OSCLM as a continuum.

We have hired student from KPU for co-ops in the past and always appreciated what they brought to the organization. I was pleased to hear that KPU, in their proposed Master's in OSCLM program would comprise all three subfunctions of the end-to-end activities that must be managed effectively and in a synchronized manner to produce virtually any good or service. Then, delivering the program based on applied research and teaching courses in collaboration with the industry, would benefit not only the graduates but many local organizations as well. Moreover, offering this program completely online would make this Master's available for people who cannot attend class in person due to a variety of constraints and who are perfectly capable to pursue this type of studies completely remotely.

This specialized graduate program right here in the Lower Mainland would incentivize many people to upgrade their management skills without considering the costs and disruption generated by enrolling to programs in Ontario or outside Canada.

The above are the major reasons for which I fully support the approval of this program

Sandeep Tattla,
Plant Manager
Alpha Technologies (an EnerSys company)

January 18, 2022

**Stephanie Howes**

Dean

Melville School of Business

Kwantlen Polytechnic University

Dear Stephanie Howes:

I was briefed on the proposal developed by the Melville School of Business for an Applied Master's program in Operations, Supply Chain, and Logistics Management (OSCLM). Because of the skills to be acquired from this program and the intended teaching methods, I am convinced this program has great potential to be successful, as there is a lack of such skills in industries across B.C. and Canada.

As every year we came across number of clients from different part of the world, who are interested to pursue their career in Operations, Supply Chain, and Logistics Management. Moreover, recent pandemic situation further highlighted the importance of such program as evident from the approximate number of clients that is 3-5 per month who approach us either to inquire about such program or have already secured a offers for supervisory /managerial jobs here and have a firm intentions to move to B.C and would be interested to enroll in Master's program in OSCLM proposed by KPU - Melville School of Business as we are not aware of any other Master program specialized in OSCLM.

Furthermore, the program is designed to be delivered completely online, which is another great advantage both for employees – who can keep their jobs during their studies and for the employers – who can have their student-employees working and contributing to the organization during their program.

Moreover, to have a source of advanced education in this field right here, in B.C, will be of great benefit to all types of local organizations in manufacturing (be it metal, wood, or machinery), warehousing, transportation, services, health care, etc. as general contents of the curriculum proposed match perfectly the strategic and operational challenges of any organization in any type of activity. The suggested Master program would clearly add to the resources of competence in the management of operations, supply chains, and logistics across all organizations and industries, in any part of Canada. We all need more, much more, of such competences if we expect our companies, cities, provinces, and our country to maintain competitiveness.

In closing, we intend to make our partners and our communities aware of this promising new Master's credential and we enthusiastically recommend its approval so that it can be offered to clients the soonest possible.

We would be pleased to provide additional information, if necessary.

Sincerely,

Satwant Singh, Sri Immigration (Director)

To: Stephanie Howes, Dean
Melville Scholl of Business
KPU

February 10, 2022

Dear Dean Howes,

Before talking about your program proposal, I'd like to make sure everyone understands Cintas. This is what Dun & Bradstreet says about us:

> *Cintas provide their products and services to over one million businesses of all types, from small service and manufacturing companies to major corporations that employ thousands of people. Cintas, which sells, leases, and rents uniforms, operates over 480 facilities in more than 330 cities; it leases over half of them. Besides offering rental and servicing of uniforms and other garments, the company provides flame-resistant clothing, mats, mops and shop towels and other ancillary items. Other products offered by Cintas include uniforms, floor care, restroom supplies, first-aid and safety products, fire extinguishers and testing, and safety and compliance training. Richard T. Farmer founded the company in 1929. Cintas is now run by Scott D. Farmer. (Cintas Corporation Company Profile | Cincinnati, OH | Competitors, Financials & Contacts - Dun & Bradstreet (dnb.com)*

Cintas Corporation helps businesses of all types and sizes get READY™ to open their doors with confidence every day by providing a wide range of products and services that enhance our customers' image and help keep their facilities and employees clean, safe and looking their best and be Ready for the Workday®.

I am a Service Manager at Cintas Surrey. My position entails responsibilities in the areas of general management, operations management, marketing, customer service, supply chain management, and others ((99+) Ahmed Iqbal | LinkedIn).

As I was getting acquainted with the framework of your proposal, I thought of my own managerial duties. As an integral part of the areas that I manage, I can say that I definitely use Operations management concepts and tools, as they help me plan and achieve strategic goals and complete effectively day-to-day activities. However, to do that, I also use knowledge about Supply chain management – from assessing supplier performance to developing the network of dealers and business accounts within the territory.

Educationally and professionally, I am proficient with marketing and strategy, but the reality of my own responsibilities in this position make me understand perfectly that operations, supply chain, and logistics management are intrinsically dependent on one another. Teaching one of these functions independently of the others may have two undesired effects. First, the graduates would be comfortable with a discipline much narrower than what the "real world" requires. Second, to respond to the demands of the marketplace and the needs of employers, these graduates would be forced to

round-up their knowledge and skills at a later time, by taking additional courses offered by various organizations not always at the highest academic standards. That is why I believe that Melville's approach is the perfect response: include in their Master's credential operations management together with supply chain and logistics management.

I fully support the Master's proposal developed by the Melville School of Business.

Ahmed Iqbal,

Service Manager
Cintas Langley

**Date – 01/29/2022**

**To**

**Stephanie Howes, Dean, Melville School of Business**

**Kwantlen Polytechnic University**

I got clarification on the proposal developed by the Melville School of Business for an Applied Master's program in Operations, Supply Chain, and Logistics Management. Because of the skills to be acquired from this program and the intended teaching methods, I am persuaded this program has great potential to be successful, as there is a lack of these skills in industries across B.C. and Canada.

Hawk Technologies, a Hawk Group of Companies division, is privately owned and incorporated in British Columbia, Canada specializes in retail, project management, ecommerce, concierge service etc. The leader in security and its services in the competitive market.

I am the Field Manager in Hawk Technologies, with more than 20 people in Hawk Technologies and we are proud to assist them in training and professional development. We are committed to the EDI principles. Moreover, I completed my studies in Canada and working in Canada from last 20 years with multiple areas of expertise like retail, team management, client interaction, project management, finance etc.

I believe this program will help employers in B.C. and in Canada to reinforce the management of operations and supply chain of their business by hiring highly educated executive-level managers and professionals ready to step in.
Further, this program will contribute to the creation of a centre of expertise in operations, supply chains, and logistics management in the Lower Mainland, which will help the local organizations and will also enhance the prestige of the BC companies and the reputation of the BC economy.

In addition, this program is designed to be delivered completely online, which is another extraordinary advantage both for employees – who can keep their jobs during their studies and for the employers – who can have their student-employees working and contributing to the organization during their program

I strongly support the addition of this rather unique Master's program in Operations, Supply Chain and Logistics Management to the existing MSB programs at KPU.

**Thanks and regard**

**Yours Sincerely**

**Naveen Kumar Saini**

**Field Manager (Hawk Technologies)**

## Vasile Zamfirescu

**From:** Cameron Thistle (Director - Warehousing Services) <cameron_thistle@saveonfoods.com>
**Sent:** Friday, February 25, 2022 11:56 AM
**To:** Vasile Zamfirescu
**Cc:** Heidi Ferriman (Sr VP - People & Corp Affairs); Joe Stelnicki (GM - Supply Chain Logistics)
**Subject:** KPU Survey Letter

**CAUTION External Sender:** Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hi Vasile,

Thank you for including me in the Kwantlen Polytechnic University survey about the Masters in Logistics and Supply Chain.

Through the pandemic and the recent floods in BC, the world understands that supply chain is critical for everyone. In order to develop leaders in this industry, we need a local western-based program to that is accessible and able to develop local talent. A program like this will reinforce the commitment to innovating and reinventing Western Canadian supply chain network.

More than ever, it is critical that logistics and supply chain leaders are able to successfully embrace AI and technological changes in this area so to deliver a more robust and efficient network. I know our Supply Chain/Warehouse Partners will be excited about this program and utilizing graduates and hopefully co-op students in the future. Not only is a program like this past due, but there are significant and rewarding career opportunities within this segment and it's time to showcase the opportunity to move careers along this pathway – which is something we are very much missing in the west.

Cameron

**Cameron Thistle**
Director Warehousing Services

**Save-On-Foods, a division of Save-On-Foods Limited Partnership**
**E.** Cameron_thistle@saveonfoods.com
**M.** 604 308-3270
saveonfoods.com

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**Stephanie Howes**
Melville School of Business
Kwantlen Polytechnic University

29 January 2022

Dear Stephanie Howes,

Thank you for providing us an opportunity to participate in the survey and information provided regarding the proposal of MSB for Applied Master's program in Operations, Supply Chain, and Logistics Management (OSCLM). Considering the methods of instructions for this course, we wish this could be a great success for MSB as well as KPU. This program should offer a great deal of opportunities for the aspiring students as well as the companies those who wish to modernize and enhance their productivity skills using qualified students from the program. As we understand in general, there is a lack of professional or quality leadership and managerial efforts in the Operations and Logistics in our part of the world and this kind of courses and on hand trainings using qualitative methods could solve the problem or could address the issues in the industry and can increase the productivity of our area, which could be a boon for the economy and population in the region.

As we are in Immigration business, there are always questions coming from our prospects and clients regarding opportunities in the specific field and possible study or skill advancement options from those who already working or entering to this part of the business. As we do international student placements across Canada in colleges and universities, we suggest the aspiring students about the course in Supply Chain and Logistics management. We do receive interest in master's program in supply chain management from the middle level and entry level graduates who started their career and looking for an advanced opportunity in Canada especially in British Columbia.

Deliverability of this program via online platforms could attract more interest in the subject and will provide an opportunity for the people already working in same kind of jobs and like to advance their position in the career ladder and may like to open their entrepreneurial attempts with more armors in their sleeve.

Further to this, we feel that an advanced education facility and opportunity here in Vancouver region of BC, the local organizations working in various fields related to the specific subjects mentioned or taught in the proposed course will be highly benefitted. As well as many students may get a chance to interact and learn the current process and completing the course with higher on hand working experience.

For service-based industries in the area, the program offering may provide an opportunity to source qualified graduates from the course and use their newly learned skills and techniques to improve the service standards.

On a closing note, we wish to extend our support to MSB and KPU for introducing this program and surely recommend this program for any aspirants who approach us after the launching of the program. We wish to get any further updates on this program, so we could start offering this opportunity to our clients across the globe as well as our local student.

Should you need any further clarifications from us on anything we have mentioned, we would be pleased to interact with your organization and like to have any progressive discussions.

Sincerely,

Anil Menon

Anilkumar Bhaskaran
Director (RCIC – R706690)
Vizazen Immigration Inc.

fraserhealth Better health. Best in health care.

February 24, 2022

Stephanie Howes, Dean
Melville School of Business
Kwantlen Polytechnic University
12666 72 Ave, Surrey, BC V3W 2M8

**Re: Letter of Support**
**New MSB Program: Master's in Operations, Supply Chain, and Logistics Management**

The reason I am writing this letter is to show my support for the proposed MSB program at KPU. Recently, I completed the survey that Vasile Zamfirescu sent out. This survey highlighted that OSCLM concepts and tools are not only necessary in healthcare operations, but also that leadership teams could benefit from onboarding graduates of the program.

The new online, applied Master's in Operations, Supply Chain, and Logistics Management, as I understand, would provide teaching and learning opportunities with the inclusion of guest speakers, case development and webinars. As a PMP myself, I can appreciate the formal delivery of the concepts and the integration of industry professionals into one program and recognise that this can prove beneficial to all industries, even the untapped healthcare industry.

I am an Operations Manager in healthcare, but I am not a Registered Nurse. This has facilitated me viewing operations from a different lens. I bring knowledge and experience from being a PT Instructor in a School of Business and completing my MBA, and this shed light on what operational knowledge was missing. As such, including a course in the proposed program devoted to project management receives my support as well. Healthcare continues to have quality improvement projects and PDCA cycles that warrant knowledge and understanding of operations and project management.

I personally support your initiative for a Master's in OSCLM.

Sincerely,

Tracey Demirbas, B.Ed., PMP
Clinical Operations Manager
New Westminster Community Health Services
Specialized Community Services Programs (SCSP) CMF
#218 – 610 6th Street
New Westminster, BC V3L 3C2

# Appendix 4.3 - Enrolment Plan

*To:* *KPU Senate and Board of Governors*

*From:* *Lori McElroy, AVP, Planning & Accountability*

*Date:* *October 29, 2024*

*Re:* *Financial Assessment Assumptions for Master in Operations and Supply Chain Management Program – Fall 2026 Program Start*

---

The financial assessment for the proposed Master in Operations and Supply Chain Management program is based on the following assumptions.

Workload:

- The program consists of 10 three-credit courses, all taught at Mode 16 over a standard semester and standard contact hours. In addition, there is one capstone course that is 6 credits and is taught over 2 semesters. It is equivalent in workload to two of the three-credit courses. Total credits for the program is 36. Full time status for masters programs will be 6 credits in a semester.
- Program courses will be offered in all three semesters every year.
- Anticipated program start is Fall 2026. Only 2 courses will be offered in Fall 2026. By Fall 2028, all courses will be offered. In Sum. semesters, only some courses will be offered, with specific courses alternating from one Sum. to the next. The roll out of courses is shown in the table on the following page. This can be altered based on student demand, ensuring students can progress.
- This program will be offered by a new department, so chair release of one course per year is included.

Enrolment:

- Class size maximum is 35.
- This will be non-cohort based-delivery; students can take courses at their own pace.
- There will be two intakes a year: Fall and Spring.
- As a two-year program, this may be attractive to international students, particularly those interested in the Post Graduate Work Permit program. However, given the decline in international recruitment since IRCC started making policy changes, we have been conservative in estimating demand.
- Note, capacity is 35 students for each intake, but based on past experience with new programs, the fact that this will be KPU's first masters programs, and the uncertainty around international recruitment, the initial enrolment numbers are conservative, growing slowly over time as the program develops a reputation. New intake headcounts used in the financial assessment are shown in the following table.

| Fall | Spg. | Fall | Spg. | Fall | Spg. | Fall | Spg. | Fall | Spg. | Fall | Spg. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 26 | 27 | 27 | 28 | 28 | 29 | 29 | 30 | 30 | 31 | 31 | 32 |
| 8 | 6 | 8 | 6 | 10 | 8 | 12 | 10 | 14 | 12 | 16 | 14 |

Tuition:

- Tuition in Fall 2026 is set at $785 per credit. This will require a new tuition category in Bylaw 4. International and domestic students will be charged the same tuition.
- This rate was selected to be competitive with other Masters programs. The total program tuition will be $28,260, plus 7% mandatory fee for a total of $30,238, at AY26/27 tuition rates. KPU international students in UG programs would pay $29,112 for 36 credits, including mandatory fees, in AY26/27. The Master offered by the University of Manitoba is expected to be $32,565 in AY26/27, including mandatory fees, except the coop work term fee, which is $5,358.

**Course Roll out by Semester**

If shaded, the course is not offered in that semester. This schedule can be changed based on student demand.

The program would start with just 2 courses in Fall 2026 since initial enrolments are expected to be low. Additional courses are rolled out slowly to concentrate students in a limited number of courses until enrolment grows. Although specific courses are listed, they can be swapped out for other courses at the same course level. All courses are offered beginning in Fall 2028, but note all courses are never offered in summers since demand is typically lower in summer. Care will need to be taken to ensure the courses offered in summer are the ones most needed to allow students to progress. The course roll out can change if actual demand turns out to be substantially different from what is in this plan but this will affect workload and therefore the cost of delivery.

| Fiscal Year | FY27 | | | FY28 | | | FY29 | | | FY30 | | | FY31 | | | FY32 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Academic year | AY26/27 | | | AY27/28 | | | AY28/29 | | | AY29/30 | | | AY30/31 | | | AY31/32 | |
| **Courses** | Fall 26 | Spg. 27 | Sum. 27 | Fall 27 | Spg. 28 | Sum. 28 | Fall 28 | Spg. 29 | Sum. 29 | Fall 29 | Spg. 30 | Sum. 30 | Fall 30 | Spg. 31 | Sum. 31 | Fall 31 | Spg. 32 |
| BUSM 7100 | | | | | | | | | | | | | | | | | |
| BUSM 7110 | | | | | | | | | | | | | | | | | |
| BUSM 7120 | | | | | | | | | | | | | | | | | |
| BUSM 7130 | | | | | | | | | | | | | | | | | |
| BUSM 7200 | | | | | | | | | | | | | | | | | |
| BUSM 7210 | | | | | | | | | | | | | | | | | |
| BUSM 7220 | | | | | | | | | | | | | | | | | |
| BUSM 7230 | | | | | | | | | | | | | | | | | |
| BUSM 7240 | | | | | | | | | | | | | | | | | |
| BUSM 7250 | | | | | | | | | | | | | | | | | |
| BUSM 7300 | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| Number of courses offered | 2 | 4 | 5 | 7 | 8 | 6 | 11 | 11 | 6 | 11 | 11 | 6 | 11 | 11 | 6 | 11 | 11 |

| **Number by level** | Fall 26 | Spg. 27 | Sum. 27 | Fall 27 | Spg. 28 | Sum. 28 | Fall 28 | Spg. 29 | Sum. 29 | Fall 29 | Spg. 30 | Sum. 30 | Fall 30 | Spg. 31 | Sum. 31 | Fall 31 | Spg. 32 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 7100 | 2 | 2 | 2 | 4 | 4 | 2 | 4 | 4 | 2 | 4 | 4 | 2 | 4 | 4 | 2 | 4 | 4 |
| 7200 | | 2 | 3 | 3 | 3 | 3 | 6 | 6 | 3 | 6 | 6 | 3 | 6 | 6 | 3 | 6 | 6 |
| 7300 | | | | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |

Projected number of students in the first 4 years:

- The same tuition is charged for domestic and international students so we are not making a distinction but assume most will be domestic.
- We expect that some students may take the program while working full time.
- Students will study at their own pace so will take varying amounts of time to complete.
- We will roll out the program gradually, so initially no one can take a full course load. Students who start in Fall 2027 could take a full load they wish.
- The following table shows the number of **new** students by academic year. The total number of students per year will be higher and will depend on the course load students choose to take.

| # Headcounts | AY26/27 | AY27/28 | AY28/29 | AY29/30 |
|---|---|---|---|---|
| Full-time | 8 | 9 | 11 | 13 |
| Part-Time | 6 | 5 | 7 | 9 |
| Total | 14 | 14 | 18 | 22 |

- The following table shows the estimated FTEs by fiscal year, based on assumptions of total credits taken in the year.

| | FY26/27 | FY27/28 | FY28/29 | FY29/30 |
|---|---|---|---|---|
| FTEs | 5.67 | 17.83 | 26.17 | 33.50 |

Minimum viable enrolment:

- Viability depends on the number of seats filled, not the number of students.
- Translating this into FTEs, the program is viable with 41 FTEs in the fiscal year. We estimate this will be achieved by FY30/31.

Anticipated number of credentials to be awarded each year:

- We are assuming that the first graduates will be in Fall 2028, after completing the program in Summer 2028.
- The following table provides estimates of the number of graduates by academic year.

| | AY28/29 | AY29/30 | AY30/31 | AY31/32 |
|---|---|---|---|---|
| # Graduates | 8 | 9 | 17 | 22 |

# Appendix 4.4 Financial Assessment

Kwantlen Polytechnic University
Financial Summary by Fiscal Year

Program: **Master in Operations and Supply Chain Management**
Prepared Date:
Target Implementation Date: Fall 2026
Tuition Fee Rate: New Level $785 per credit
There is no distinction between Domestic and International rates for the proposed Masters tuition fee category

| | | Start-up/ Development | Fiscal Year 1 | Fiscal Year 2 | Fiscal Year 3 | Fiscal Year 4 | Fiscal Year 5 | Fiscal Year 6 | Notes |
|---|---|---|---|---|---|---|---|---|---|
| **ENROLMENT:** | | | | | | | | | |
| | Total Domestic FTEs | | **5.67** | **17.83** | **26.17** | **33.50** | **41.00** | **48.50** | |
| | International Headcount % | | **0%** | **0%** | **0%** | **0%** | **0%** | **0%** | International students are charged the same tuition rate as domestic students. As a result, they are not counted separately. |
| | Seats offered | | **210** | **700** | **980** | **980** | **980** | **980** | |
| | Seats filled | | **34** | **107** | **157** | **201** | **246** | **291** | |
| | Fill rate | | **16%** | **15%** | **16%** | **21%** | **25%** | **30%** | |
| **REVENUES:** | | | | | | | | | |
| **External Contributions:** | Operating Grant | | - | - | - | - | - | - | |
| | Targeted Grant | - | - | - | - | | | | |
| | Capital Contributions | | | | | | | | |
| | **Total External contributions** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | |
| | **Total Tuition Revenues** | **-** | **80,070** | **255,941** | **382,701** | **499,678** | **623,580** | **752,441** | International students are charged the same tuition rate as domestic students. |
| | **Total Student Fees** | **-** | **5,605** | **17,916** | **26,789** | **34,977** | **43,651** | **52,671** | Library , Technology and Student Life |
| **Miscellaneous Income:** | | | | | | | | | |
| | Other Income | | | | | | | | |
| | **Total Revenues:** | **-** | **85,675** | **273,857** | **409,490** | **534,655** | **667,231** | **805,112** | |
| **EXPENSES:** | | | | | | | | | |
| **Start-up (Non-recurring) Expenses** | | | | | | | | | |
| Direct Program | | | | | | | | | |
| | Salaries and Benefits | 72,531 | - | - | - | - | - | | Includes Curriculum development |
| | Non-Salary Expense | - | - | - | - | - | - | | |
| | **Total Direct Startup Expenses** | **72,531** | **-** | **-** | **-** | **-** | **-** | | |
| Indirect Program Expenses | | | | | | | | | |
| | Salaries and Benefits | | | | | | | | |
| | Non-Salary Expense | 80,000 | - | - | - | - | - | | Marketing |
| | **Total Indirect Startup Expenses** | **80,000** | **-** | **-** | **-** | **-** | **-** | | |
| | **Total Start-up Operating Expenses** | **152,531** | **-** | **-** | **-** | **-** | **-** | **-** | |
| **Ongoing Operating Expenses** | | | | | | | | | |
| Direct Program | | | | | | | | | |
| | Salaries and Benefits | - | 130,738 | 403,980 | 594,428 | 612,261 | 630,629 | 649,548 | |
| | Non-Salary Expense | - | 9,550 | 17,150 | 46,250 | 46,250 | 46,250 | 46,250 | |

Kwantlen Polytechnic University
Financial Summary by Fiscal Year

Program: **Master in Operations and Supply Chain Management**
Prepared Date:
Target Implementation Date: Fall 2026
Tuition Fee Rate: New Level $785 per credit
There is no distinction between Domestic and International rates for the proposed Masters tuition fee category

| | Start-up/ Development | Fiscal Year 1 | Fiscal Year 2 | Fiscal Year 3 | Fiscal Year 4 | Fiscal Year 5 | Fiscal Year 6 | Notes |
|---|---|---|---|---|---|---|---|---|
| **Total Direct Ongoing Operating Expenses** | **-** | **140,288** | **421,130** | **640,678** | **658,511** | **676,879** | **695,798** | |
| Indirect Program Expenses | | | | | | | | |
| Salaries and Benefits | - | - | - | 44,800 | 73,830 | 95,056 | 97,908 | |
| Non-Salary Expense | - | 21,318 | 78,194 | 74,652 | 76,405 | 68,073 | 68,073 | |
| **Total Indirect Ongoing Operating Expenses** | **-** | **21,318** | **78,194** | **119,451** | **150,235** | **163,129** | **165,981** | |
| **Total Ongoing Operating Expenses** | **-** | **161,606** | **499,324** | **760,129** | **808,745** | **840,008** | **861,779** | |
| **CAPITAL OUTLAYS** | | | | | | | | |
| **Start-up Capital Costs** | | | | | | | | |
| Computer Hardware & AV | | 2,700 | 5,400 | 5,400 | - | - | - | Assumes new laptops and workstations for Faculty based on FTE |
| Furniture & Equipment | | 4,200 | 8,400 | 8,400 | - | - | - | Assumes new laptops and workstations for Faculty based on FTE as well as replacement costs based on refresh cycle |
| Renovation | | | | | | | | No renovation to existing space required |
| **Total Start-up Capital Costs** | **-** | **6,900** | **13,800** | **13,800** | **-** | **-** | **-** | |
| **Replacement Cycle of Capital Assets** | | | | | | | | |
| Computer Hardware & AV | | | | | | 2,700 | 5,400 | |
| Furniture & Equipment | | | | | | | 4,200 | |
| Renovation | | | | | | | | |
| **Total Replacement Costs** | **-** | **-** | **-** | **-** | **-** | **2,700** | **9,600** | |
| **Total Capital Costs** | **-** | **6,900** | **13,800** | **13,800** | **-** | **2,700** | **9,600** | |
| **Amortization Costs** | | **758** | **3,030** | **6,060** | **7,575** | **6,818** | **5,385** | |
| **NET REVENUE** | | | | | | | | |
| Total Expenses (Salary & Benefits, Non-salary & Amortization) | 152,531 | 162,364 | 502,354 | 766,189 | 816,320 | 846,826 | 867,164 | |
| Net Revenue **before** Overhead | (152,531) | (76,689) | (228,497) | (356,699) | (281,665) | (179,595) | (62,052) | |
| Overhead Rate: 20% | 30,506 | 32,473 | 100,471 | 153,238 | 163,264 | 169,365 | 173,433 | |
| **Net Revenue after Overhead** | **(183,038)** | **(109,162)** | **(328,968)** | **(509,937)** | **(444,929)** | **(348,960)** | **(235,485)** | |
| **SIGN-OFFS** | | | | | | | | |

Kwantlen Polytechnic University
Financial Summary by Fiscal Year

Program: **Master in Operations and Supply Chain Management**
Prepared Date:
Target Implementation Date: Fall 2026
Tuition Fee Rate: New Level $785 per credit
There is no distinction between Domestic and International rates for the proposed Masters tuition fee category

| Start-up/ Development | Fiscal Year 1 | Fiscal Year 2 | Fiscal Year 3 | Fiscal Year 4 | Fiscal Year 5 | Fiscal Year 6 | Notes |
|---|---|---|---|---|---|---|---|

**Office of Planning & Accountability:**
I have reviewed the enrolment, attrition and seat fill assumptions and agree that these are reasonable.

AVP, Planning & Accountability

Date: December 4, 2024

**Financial Services:**
I have reviewed the financial calculations and assumptions and agree with them and that they are accurately summarized above with the following qualifications:

Understanding that there is a possibility that not all costs may have been considered at the time of the assessment and this may change the final results.
Understanding that cumulative losses associated with this program are capped at $4M over an initial seven year period.
Understanding that continuous enrolment monitoring will occur.
Understanding that a program review will take place five to seven years after the program is launched. Should the cumulative loss of the program exceed $4M before years five through seven, a financial review will take place.

Chief Financial Officer / AVP, Financial Services

Date: December 3, 2024

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

Melville School of Business

# Master of Operations and Supply Chain Management (OSCM)

# Stage 2 Appendix 1

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## Appendix 1.1 Curriculum Structure and Calendar Descriptions

**Curriculum Structure**

| | Course Number | Number of Credits |
|---|---|---|
| **Core Courses (7100 level):** | BUSM 7100: Advanced Logistics Management | 3 |
| | BUSM 7110: Supply Management | 3 |
| | BUSM 7120: Advanced Operations Management | 3 |
| | BUSM 7130: Finance and Strategic Planning | 3 |
| **Advanced Courses (7200 Level):** | BUSM 7200: Project Management | 3 |
| | BUSM 7210: Technology and Data Analytics | 3 |
| | BUSM 7220: Quality Management and Lean Systems | 3 |
| | BUSM 7230: Sustainable Operations | 3 |
| | BUSM 7240: Global Supply Chain Management | 3 |
| | BUSM 7250: Innovation and Leadership | 3 |
| **Final Program Course** | BUSM 7300: Capstone | 6 |
| | Total Number of Credits | 36 |

**Calendar Course Descriptions**

BUSM 7100: Advanced Logistics Management

The Advanced Logistics Management course is a high-level logistics course that will build on a student's logistics knowledge and experience. This course is a deep dive into real-world logistics processes, practices and technologies. Students will learn diverse logistics best practices and emergent issues to evaluate and design better logistics processes and performance.

Students will examine the key topic areas of transportation, warehousing and material management with a focus on strategic planning and making senior business decisions. This course will include many other topic areas like global logistics, sustainability, government regulations and safety. Students will apply their knowledge and skills to solve complex logistics issues and make advanced level recommendations in a logistics plan.

BUSM 7110: Supply Management

The Supply Management course is an advanced course that will build on the students' knowledge and experience in sourcing, procurement and contract management. Students will learn about supply management best practices in diverse real-world industries like multi-national companies, non-profits and governments. Students will learn how to assess and improve supply management processes, practices and technology.

This Supply Management course will focus on senior level business decision making related to strategic sourcing, procurement, supplier relationship management, Indigenous procurement policy, contract management and category management. This course will also include deep discussions on leading edge supply management systems, emergent issues, globalization, ethics and government regulations. Students will apply their knowledge and skills to design and present effective and efficient supply management practices at an executive level.

BUSM 7120: Advanced Operations Management

This is an advanced Operations Management course focused on planning and strategic operations management business decisions. Students will learn about operations management best practices in diverse industries, and they will have the opportunity to focus some of their assignments on a specific industry. Students will learn how to evaluate and design better operations management processes to improve performance.

Students will examine in depth concepts of product/process design, service industry theory, planning and scheduling, demand forecasting, layout/work design, assembly line balancing, reliability & maintenance and other topic areas. Students will learn to collaborate with Indigenous contractors/employees to understand cultural aspects and make appropriate policies and procedures.

BUSM 7130: Finance and Strategic Planning

The Finance and Strategic Planning course is an advanced strategy course where students will learn how to work effectively with senior executives to make high level business decisions. Students will focus on the conceptual and practical aspects of strategic decision making and corporate/community planning. The students will use frameworks and tools to assess an organization's financial and strategic performance and competitiveness.

This course will allow the students to formulate strategies and evaluate strategic alternatives using financial and non-financial criteria. Students will manage strategic change in organizations through a series of organization analyses, business exercises and current industry situations. Students will also learn how to integrate capacity funding when collaborating with Indigenous communities into core operational budget.

BUSM 7200: Project Management

This is an advanced Project Management course where students will learn the latest project management techniques and apply them to real industry operations and supply chain management projects. Students will learn how to make holistic integrated business decisions that impact all aspects of an organization. Students will learn the latest project management concepts, tools and techniques to scope, plan, execute, monitor and control projects. They will explore and practice competencies in project scoping, time management, resource allocations, people management and leadership, cost estimation, risk management and effective communication skills.

Students will be mentored to use the skills and knowledge gained from previous courses in this program. Students will learn how to Integrate Indigenous inclusion into a project and business and consider community impact. This course is key to applying project management techniques in other courses in this program, like the capstone project course, as well as real industry projects.

BUSM 7210: Technology and Data Analytics

The Technology and Data Analytics course is an advanced technology and data analytics course where students will examine emerging technologies and the latest data analytics tools. The focus in this course will be data analytics including data science, Artificial Intelligence (AI), data visualization, big data transformation, and supply chain analytics. Students will do hands-on real industry data analytics work to identify ways to improve business operations and supply chain performance. Students will use the latest data analytics techniques and tools to transform quantitative and qualitative data into information that can be used to make business decisions. Students will perform a complete data analysis project to produce a comprehensive business report and executive presentation for an organization or community.

BUSM 7220: Quality Management and Lean Systems

The Quality Management and Lean Systems course builds on the student's knowledge and experience with lean practices. Students will learn about best practice quality and lean operations management techniques that can be applied directly into their organizations. Students will learn how to evaluate and design better lean processes and practices to improve business performance and make an organization more sustainable and competitive.

Students will examine in depth concepts and tools of Total Quality Management (TQM), House of quality, Statistical Process Control (SPC), 8 wastes, Lean Six Sigma, just-in-time (JIT), Kaizen, quality failures, and value stream mapping. Students will apply the DMAIC process to identify problems and resolve them in a simulated and real-world organization. Students will learn how to integrate additional time into projects when collaborating with Indigenous communities. Students will work on a lean process improvement project to deliver a comprehensive consulting report and presentation.

BUSM 7230: Sustainable Operations

The Sustainable Operations course is an advanced course that will go deep into methods for making businesses and communities more environmentally sustainable. Students will learn about leading edge sustainability methods and concepts including the Indigenous sustainability model and the circular economy. Students will learn about best practices in sustainable operations including energy efficiency, corporate social responsibility, nested ecosystems, circular supply chain, operations and supply chain emissions and community impact. Students will learn how to evaluate and improve an organization's ethics and sustainability to design a more sustainable business or community.

This course will cover topics in climate science, First Peoples Principles of Learning, Indigenous sustainability model, product/process design for sustainability, renewable energy, electric fleets, UN Sustainable Development Goals and regenerative agriculture. Students will deliver an executive level, sustainable operation plan for an organization or industry.

BUSM 7240: Global Supply Chain Management

The Global Supply Chain Management course is designed to develop applied global operations and supply chain understanding. The course provides students with a comprehensive perspective on the value generated in global supply chains while considering interdependencies and complexities of global supply chain challenges. The course will examine how global supply chain management and the flow of goods and services across borders can be impacted by international trade agreements, laws and regulations.

This advanced course will explore emergent global supply chain issues and construct various strategies such as, but not limited to, sourcing, international operations, supply chain visibility, and supply chain resilience from a global perspective. Students will also learn about Indigenous culture and making space for Indigenous business in the global supply chain.

BUSM 7250: Innovation and Leadership

The Innovation and Leadership course is an advanced project course where students will design new and improved businesses, products and services for industry. Students will learn about new business start-ups and diverse interesting new business processes, products, services and technologies. Students will further their project and people management skills to lead complex projects that solve real-world problems.

This Innovation course covers topics such as design of goods & services, managing process and technology innovation, business reengineering, project management, community impact and people leadership. Students will learn the importance of Indigenous inclusion in core business practices, and how to apply a decolonization lens when leading Indigenous peoples and when engaging with Indigenous communities. Students will design, develop and pitch a new business release with a complete finance, technology, business process and people leadership plan.

BUSM 7300: Master’s Capstone Project

The Master's Capstone Project course is the final milestone in the Master of Operations and Supply Chain Management (M OSCM) program. This course is an applied master's-level project course that requires the student to work on large complex operations and supply chain project with an industry partner. This course will allow students to apply their industry experience, and skills/knowledge gained throughout this program, to a real-world challenging problem.

Students and guides (including faculty, peers, industry and community) will engage in regular conversations in supportive, nurturing, and non-confrontational exchanges for the purpose of understanding and reciprocity. The Dialogue aims to enable learners to truly learn from their mistakes. Students will demonstrate how to apply the Indigenous content they learned throughout the program into their project.

Ideally, the students will research and implement a project within their existing organization. Students will also have the option to research other organizations to identify a good industry partner to work with on their capstone course project. Students will demonstrate their ability to assess, design and develop practical solutions to improve an organization's operations and supply chain strategy and practices to meet corporate objectives. Students will draw on their project management and leadership experience to communicate and collaborate effectively with stakeholders including the client. The final capstone project report will be submitted and presented internally to the class to allow time to make improvements before presenting the final executive level project to their client.

# Appendix 1.2 Curriculum Map and Learning Outcome Matrix

## CURRICULUM MAP

| | Degree Standard 1 | Degree Standard 2 | Degree Standard 3 | Degree Standard 4 | Degree Standard 5 | Degree Standard 6 |
|---|---|---|---|---|---|---|
| **BUSM 7100 Advanced Logistics Management** | 2 | 1 | 3 | 2 | 4 | 2 |
| Articulate diverse and complex logistics systems, practices and technology | x | | | x | x | |
| Apply tools and techniques to assess an organization's logistics processes and solve emergent issues | x | x | x | | | |
| Analyze logistics data and information to assess and improve an organization's logistics performance and strategic vision | | | x | | x | |
| Evaluate and select logistics service providers including the integration of Indigenous specific service providers | | | x | | x | x |
| Present an efficient and effective logistics plan for an advanced organization or industry | | | | x | x | x |
| **BUSM 7110 Supply Management** | 3 | 1 | 5 | 1 | 4 | 2 |
| Articulate supply management best practices including sourcing, procurement and contract management | x | | | | | |
| Apply supply management tools and frameworks to design an effective supplier relationship management strategy | x | x | x | | | |
| Critically analyze quantitative and qualitative supply data to make improved business decisions | | | x | | x | |
| Evaluate and design improved supply management policies, processes and practices | | | x | | x | x |
| Present an executive level supply management plan for an organization or industry | | | x | x | x | x |
| Understand how to create an Indigenous procurement policy in collaboration with Indigenous people | x | | x | | x | |
| **BUSM 7120 Advanced Operations Management** | 2 | 1 | 4 | 1 | 3 | 2 |
| Articulate operations management processes and best practices for diverse industries | x | | | | | |
| Apply operations management frameworks and tools to solve industry problems | x | x | x | | | |
| Analyze quantitative and qualitative operations data and information to assess and optimize organization performance | | | x | | x | |
| Evaluate organizations' operations management planning tactics and strategies, and recommend improvements | | | x | | x | x |
| Present an executive level operations management project report with recommendations | | | x | x | x | x |
| **BUSM 7130 Finance and Strategic Planning** | 2 | 1 | 4 | 1 | 3 | 2 |
| Articulate diverse industry financial statements and strategies | x | | | | | |
| Apply finance and strategy frameworks and tools to assess organizations' business practices | x | x | x | | | |
| Critically analyze quantitative and qualitative data and information to assess organization performance and strategies | | | x | | x | |
| Evaluate senior strategic alternatives using financial and non-financial criteria | | | x | | x | x |
| Deliver an executive level strategic plan and presentation to improve an organization's strategic competitiveness | | | x | x | x | x |
| **BUSM 7200 Project Management** | 3 | 1 | 4 | 1 | 4 | 2 |
| Articulate effective Project Management practices | x | | | | | |
| Apply project management tools and techniques to scope, plan, execute, monitor and control projects | x | x | x | | | |
| Critically analyze quantitative and qualitative data and information to assess an organization's performance | | | x | | x | |
| Evaluate alternative opportunities for organizations to improve performance and strategic competitiveness | | | x | | x | x |
| Deliver an executive level report and presentation for a real organization | | | x | x | x | x |
| Integrate best practices for Indigenous inclusion into the projects and businesses | x | | | | x | |
| **BUSM 7210 Technology and Data Analytics** | 2 | 1 | 4 | 1 | 3 | 2 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Articulate leading edge technologies and data analytics processes | x | | | | | |
| Apply data analytics techniques and tools to transform data into information and better business decisions | x | x | x | | | |
| Analyze quantitative and qualitative data and information to assess and improve business performance | | | x | | x | |
| Evaluate diverse alternative technologies and their impact on real industry operations and supply chain business practices | | | x | | x | x |
| Perform a complete data analysis project to produce a comprehensive business report and executive presentation for an organization | | | x | x | x | x |
| **BUSM 7220 Quality Management and Lean Systems** | 2 | 1 | 4 | 1 | 3 | 2 |
| Articulate best practice Quality and Lean management processes and practices | x | | | | | |
| Apply quality and lean tools and frameworks to assess a diverse organizations' practices and performance issues | x | x | x | | | |
| Perform data and value-added analysis to reduce waste and streamline organizations | | | x | | x | |
| Critically evaluate an organization's processes and practices and recommend quality and lean improvements | | | x | | x | x |
| Deliver a senior level process improvement project report and presentation with effective and implementable solutions | | | x | x | x | x |
| **BUSM 7230 Sustainable Operations** | 2 | 1 | 4 | 1 | 3 | 2 |
| Articulate best practices in sustainable operations and the indigenous sustainability model | x | | | | | |
| Apply frameworks and tools to assess the sustainability of organizations in diverse industries | x | x | x | | | |
| Critically analyze data and information to recommend performance measures that will enhance an organization's sustainability | | | x | | x | |
| Evaluate an organization's ethics and sustainability report and practices to identify improved strategies for sustainability | | | x | | x | x |
| Deliver an executive level sustainable operations plan that is effective and implementable | | | x | x | x | x |
| **BUSM 7240 Global SCM** | 2 | 1 | 4 | 1 | 3 | 2 |
| Articulate global supply chain best practices and strategies to maintain global competitiveness | x | | | | | |
| Apply tools and methodologies to prepare a strategic report to manage international business and supply chain resilience | x | x | x | | | |
| Analyze financial and supply chain data and information to improve an organization's global supply chain | | | x | | x | |
| Evaluate global sourcing strategies and the mechanisms of achieving low cost associated with foreign markets | | | x | | x | x |
| Develop and present an executive global supply chain report for an organization or industry | | | x | x | x | x |
| **BUSM 7250 Innovation and Leadership** | 2 | 1 | 4 | 1 | 3 | 2 |
| Articulate innovative and intrapreneurial best practices including people management | x | | | | | |
| Apply business innovation tools and frameworks to design a new and improved business process, product and service for an organization | x | x | x | | | |
| Analyze quantitative and qualitative data to assess new products, services and business performance | | | x | | x | |
| Evaluate innovative products, services, technologies and start-up businesses to make strategic business improvement recommendations | | | x | | x | x |
| Pitch an innovation project including a complete finance, technology, business process and people leadership plan | | | x | x | x | x |
| **BUSM 7300 Capstone** | 1 | 1 | 4 | 2 | 4 | 3 |
| Develop an effective professional client/customer relationship | | | | x | x | x |

| | | | | | | |
|---|---|---|---|---|---|---|
| Apply tools, frameworks and methodologies, learned in this program, to assess an organization and prepare proposals and interim reports | x | x | x | | | |
| Critically analyze and interpret quantitative and qualitative data and information to solve business problems | | | x | | x | |
| Evaluate strategy and practices of an organization to recommend real industry improvements | | | x | | x | x |
| Deliver a comprehensive project that meets the requirements of a client organization | | | x | x | x | x |

## LEARNING OUTCOME MATRIX

**Introductory [I]**: Course learning outcomes that concentrate on knowledge or skills related to the program outcomes at a basic level or skills at an entry-level of complexity for mid-career professionals that this program targets.

**Developing [D]**: Course level outcomes that demonstrate learning at an increasing level of proficiency of the program level outcome as well expanding complexity.

**Advanced [A]**: Course level outcomes that demonstrate learning related to the program level outcome with an increasing level of independence, expertise and sophistication or integrate the use of content or skills in multiple levels of complexity.

| | PLO#1 | PLO#2 | PLO#3 | PLO#4 | PLO#5 | PLO#6 |
|---|---|---|---|---|---|---|
| **BUSM 7100 Advanced Logistics Management** | | | | | | |
| Articulate diverse and complex logistics systems, practices and technology | I | | | | | |
| Apply tools and techniques to assess an organization's logistics processes and solve emergent issues | I | I | | | I | |
| Analyze logistics data and information to assess and improve an organization's logistics performance and strategic vision | | | I | | | |
| Evaluate and select logistics service providers including the integration of Indigenous specific service providers | | D | D | | | |
| Present an efficient and effective logistics plan for an advanced organization or industry | | D | | D | D | D |
| **BUSM 7110 Supply Management** | | | | | | |
| Articulate supply management best practices including sourcing, procurement and contract management | I | | | | | |
| Apply supply management tools and frameworks to design an effective supplier relationship management strategy | | D | | | | |
| Critically analyze quantitative and qualitative supply data to make improved business decisions | | | D | | | |
| Evaluate and design improved supply management policies, processes and practices | | D | D | D | | |
| Present an executive level supply management plan for an organization or industry | | D | | D | D | D |
| Understand how to create an Indigenous procurement policy in collaboration with Indigenous people | D | D | | D | I | D |
| **BUSM 7120 Advanced Operations Management** | | | | | | |
| Articulate operations management processes and best practices for diverse industries | I | | | | | |
| Apply operations management frameworks and tools to solve industry problems | I | | | | | |
| Analyze quantitative and qualitative operations data and information to assess and optimize organization performance | | | I | | | |
| Evaluate organizations' operations management planning tactics and strategies, and recommend improvements | | D | D | I | | |
| Present an executive level operations management project report with recommendations | | D | | D | D | D |
| **BUSM 7130 Finance and Strategic Planning** | | | | | | |
| Articulate diverse industry financial statements and strategies | I | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Apply finance and strategy frameworks and tools to assess organizations' business practices | | D | | | | I |
| Critically analyze quantitative and qualitative data and information to assess organization performance and strategies | | | I | | | |
| Evaluate senior strategic alternatives using financial and non-financial criteria | | D | D | I | | |
| Deliver an executive level strategic plan and presentation to improve an organization's strategic competitiveness | | D | | D | D | D |
| **BUSM 7200 Project Management** | | | | | | |
| Articulate effective Project Management practices | I | | | | | |
| Apply project management tools and techniques to scope, plan, execute, monitor and control projects | D | | | D | | |
| Critically analyze quantitative and qualitative data and information to assess an organization's performance | | | D | | | |
| Evaluate alternative opportunities for organizations to improve performance and strategic competitiveness | | D | A | A | | |
| Deliver an executive level report and presentation for a real organization | | A | A | A | A | A |
| Integrate best practices for Indigenous inclusion into the projects and businesses | D | A | | A | A | A |
| **BUSM 7210 Technology and Data Analytics** | | | | | | |
| Articulate leading edge technologies and data analytics processes | I | | | | | |
| Apply data analytics techniques and tools to transform data into information and better business decisions | I | | | | | |
| Analyze quantitative and qualitative data and information to assess and improve business performance | | | D | | | |
| Evaluate diverse alternative technologies and their impact on real industry operations and supply chain business practices | | D | A | D | | |
| Perform a complete data analysis project to produce a comprehensive business report and executive presentation for an organization | | A | | A | A | A |
| **BUSM 7220 Quality Management and Lean Systems** | | | | | | |
| Articulate best practice Quality and Lean management processes and practices | I | | | | | |
| Apply quality and lean tools and frameworks to assess a diverse organizations' practices and performance issues | I | | | | | |
| Perform data and value-added analysis to reduce waste and streamline organizations | | | D | D | | |
| Critically evaluate an organization's processes and practices and recommend quality and lean improvements | | D | A | A | | |
| Deliver a senior level process improvement project report and presentation with effective and implementable solutions | | D | | A | A | A |
| **BUSM 7230 Sustainable Operations** | | | | | | |
| Articulate best practices in sustainable operations and the indigenous sustainability model | I | D | | D | | |
| Apply frameworks and tools to assess the sustainability of organizations in diverse industries | D | D | | D | | |
| Critically analyze data and information to recommend performance measures that will enhance an organization's sustainability | | D | D | D | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Evaluate an organization's ethics and sustainability report and practices to identify improved strategies for sustainability | | D | A | A | | |
| Deliver an executive level sustainable operations plan that is effective and implementable | | A | | A | A | A |
| **BUSM 7240 Global SCM** | | | | | | |
| Articulate global supply chain best practices and strategies to maintain global competitiveness | I | | | | | |
| Apply tools and methodologies to prepare a strategic report to manage international business and supply chain resilience | D | | | | | |
| Analyze financial and supply chain data and information to improve an organization's global supply chain | | | D | D | | |
| Evaluate global sourcing strategies and the mechanisms of achieving low cost associated with foreign markets | | D | A | D | | |
| Develop and present an executive global supply chain report for an organization or industry | | A | | A | A | A |
| **BUSM 7250 Innovation and Leadership** | | | | | | |
| Articulate innovative and intrapreneurial best practices including people management | I | | | | | |
| Apply business innovation tools and frameworks to design a new and improved business process, product and service for an organization | D | | | | | |
| Analyze quantitative and qualitative data to assess new products, services and business performance | | | D | D | | |
| Evaluate innovative products, services, technologies and start-up businesses to make strategic business improvement recommendations | | D | A | A | | |
| Pitch an innovation project including a complete finance, technology, business process and people leadership plan | | A | | A | A | A |
| **BUSM 7300 Capstone** | | | | | | |
| Develop an effective professional client/customer relationship | I | | | | A | D |
| Apply tools, frameworks and methodologies, learned in this program, to assess an organization and prepare proposals and interim reports | D | | | | | |
| Critically analyze and interpret quantitative and qualitative data and information to solve business problems | | | D | | | |
| Evaluate strategy and practices of an organization to recommend real industry improvements | | D | A | A | | |
| Deliver a comprehensive project that meets the requirements of a client organization | | A | A | A | A | A |

| | | | | | | |
|---|---|---|---|---|---|---|
| Number of times PLO Introduced | 15 | 1 | 3 | 2 | 2 | 1 |
| Number of times PLO Developed | 7 | 19 | 12 | 14 | 4 | 6 |
| Number of times PLO Advanced | 0 | 7 | 9 | 13 | 9 | 8 |

## Appendix 1.3 - Course Outlines

# BUSM 7100: ADVANCED LOGISTICS MANAGEMENT

**New Course Proposal**
**Changes saved but not submitted**
**Viewing: BUSM 7100 : Advanced Logistics Management**
**Last edit: Thu, 14 Nov 2024 23:45:38 GMT**

**Academic Level**
Graduate (GR)

**Faculty**
Business

**Department**
Business Graduate Programs

**Implementation Date**
Fall 2026

**Subject Code**
BUSM - Business Management

**Course Number**
7100

**Descriptive Title**
Advanced Logistics Management

**Short Title**
Advanced Logistics Management

**Fee Category 2.a.1?**
No

**Calendar Description**
The Advanced Logistics Management course is a high level logistics course that will build on a student's logistics knowledge and experience. This course is a deep dive into real-world logistics processes, practices and technologies. Students will learn diverse logistics best practices and emergent issues to evaluate and design better logistics processes and performance.

Students will examine the key topic areas of transportation, warehousing and material management with a focus on strategic planning and making senior business decisions. This course will include many other topic areas like global logistics, sustainability, government regulations and safety. Students will apply their knowledge and skills to solve complex logistics issues and make advanced level recommendations in a logistics plan.

**Suggested Credit Hours**
3

**Credits**
3

**Suggested Classroom Hours**
3

**Suggested Other Hours (Clinical, Practicum, etc)**
3

**Suggested Contact Hours**
3

**Is this course repeatable for additional credit?**

No

**Schedule Types**

| Schedule Type |
|---|
| Class |

**Course Learning Outcomes**

| | A student who successfully completes the course will have reliably demonstrated the ability to: |
|---|---|
| 1 | Articulate diverse and complex logistics systems, practices and technology |
| 2 | Apply tools and techniques to assess an organization's logistics processes and solve emergent issues |
| 3 | Analyze logistics data and information to assess and improve an organization's logistics performance and strategic vision |
| 4 | Evaluate and select logistics service providers including the integration of Indigenous specific service providers |
| 5 | Present an efficient and effective logistics plan for an advanced organization or industry |

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

Logistics strategies, processes, and practices
Transportation and warehouse facilities, equipment and technology
Global logistics including overseas shipping, freight forwarding and 3PLs
International trade operations elements including import/export documentations and terms i.e., IncoDocs, IncoTerms
Logistics tools and techniques
Logistics industry analysis and performance measures
Indigenous specific service providers
Logistics laws, regulations and ethics
Logistics technology like warehouse robots and transportation/warehouse management systems
Reverse logistics
Humanitarian logistics
Sustainability in logistics
Logistics safety

**Course Learning Activities**

| Learning activities should be appropriately related to learning outcomes. Activities may include, but are not restricted to, the following: |
|---|
| Attending lectures and participating in class discussions and tours |
| Performing industry research and analysis |
| Completing assignments in a professional manner |
| Completing the project case report and delivering the presentation in a professional manner |
| Studying and completing tests and examinations |

## Assessment

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

Add the details about 1 assessment prior to W date, note that an assessment can evaluate multiple LO, ensure that each LO has been evaluated, should have multi modes of assessment (not all exam based for example)

**Assessment Type 1**

Assignments (no assignment to exceed 15%)

**Type 1 Value**

30

**Assessment Type 2**

Midterm Assessment(s)

**Type 2 Value**
20

**Assessment Type 3**
Term Project Report and Presentation
**Type 3 Value**
20

**Assessment Type 4**
Reflection and Dialogue
**Type 4 Value**
5

**Assessment Type 5**
Final Assessment(s)
**Type 5 Value**
25

**TOTAL**
100

**Grading System - default**
Letter Grades (N)

**Methods for Prior Learning Assessment**
Challenge Exam, demonstration, external evaluation, interview, product/ portfolio, self-assessment, standardized test, worksite assessment.

**Recommended Learning Resources**
OSCM software (if applicable) and instructor recommended materials.

**Does this course require the use of animals?**
No

**Do library resources in this area need more development?**
No
**If yes, then list details**

**Is this course externally accredited?**
No

**Course Developer(s)**
Darren Anderson

**Course Reviser(s)**
Darren Anderson, Mike Ford

**Date for Next Review**
2029-09-01

Key: 7032

# BUSM 7110: SUPPLY MANAGEMENT

**New Course Proposal**
**Changes saved but not submitted**
**Viewing: BUSM 7110 : Supply Management**
**Last edit: Thu, 14 Nov 2024 23:45:59 GMT**

**Academic Level**
Graduate (GR)

**Faculty**
Business

**Implementation Date**
Fall 2026

**Subject Code**
BUSM - Business Management

**Course Number**
7110

**Descriptive Title**
Supply Management

**Short Title**
Supply Management

**Fee Category 2.a.1?**
No

**Calendar Description**
The Supply Management course is an advanced course that will build from the students' knowledge and experience in sourcing, procurement and contract management. Students will learn about supply management best practices in diverse real-world industries like multi-national companies, non-profits and governments. Students will learn how to assess and improve supply management processes, practices and technology.

This Supply Management course will focus on senior level business decision making related to strategic sourcing, procurement, supplier relationship management, Indigenous procurement policy, contract management and category management. This course will also include deep discussions on leading edge supply management systems, emergent issues, globalization, ethics and government regulations. Students will apply their knowledge and skills to design and present effective and efficient supply management practices at an executive level.

**Suggested Credit Hours**
3

**Credits**
3

**Suggested Classroom Hours**
3

**Suggested Other Hours (Clinical, Practicum, etc)**
3

**Suggested Contact Hours**
3

**Is this course repeatable for additional credit?**

No

**Schedule Types**

| Schedule Type |
|---|
| Class |

**Course Learning Outcomes**

| | A student who successfully completes the course will have reliably demonstrated the ability to: |
|---|---|
| 1 | Articulate supply management best practices including sourcing, procurement and contract management |
| 2 | Apply supply management tools and frameworks to design an effective supplier relationship management strategy |
| 3 | Critically analyze quantitative and qualitative supply data to make improved business decisions |
| 4 | Evaluate and design improved supply management policies, processes and practices |
| 5 | Present an executive level supply management plan for an organization or industry |
| 6 | Understand how to create an Indigenous procurement policy in collaboration with Indigenous people |

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

Strategic sourcing
Procurement (purchasing)
Supplier Relationship Management (SRM)
Contract management
Category Management
Global sourcing
Emergent supply issues
Supply Management systems
Portfolio and spend analysis
Contract law
Negotiation strategies
Ethics and Sustainability
Indigenous procurement policy

**Course Learning Activities**

| Learning activities should be appropriately related to learning outcomes. Activities may include, but are not restricted to, the following: |
|---|
| Attending lectures and participating in class discussions |
| Performing industry research and analysis |
| Completing assignments in a professional manner |
| Completing the project case report and delivering the presentation in a professional manner |
| Studying and completing tests and examinations |

## Assessment

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

Add the details about 1 assessment prior to W date, note that an assessment can evaluate multiple LO, ensure that each LO has been evaluated, should have multi modes of assessment (not all exam based for example)

**Assessment Type 1**

Assignments (no assignment to exceed 15%)

**Type 1 Value**

30

**Assessment Type 2**

Midterm Assessment(s)

**Type 2 Value**
20

**Assessment Type 3**
Term Project Report and Presentation
**Type 3 Value**
20

**Assessment Type 4**
Reflection and Dialogue
**Type 4 Value**
5

**Assessment Type 5**
Final Assessment(s)
**Type 5 Value**
25

**TOTAL**
100

**Grading System - default**
Letter Grades (N)

**Methods for Prior Learning Assessment**
Challenge Exam, demonstration, external evaluation, interview, product/ portfolio, self-assessment, standardized test, worksite assessment.

**Recommended Learning Resources**
OSCM software (if applicable) and instructor recommended materials

**Does this course require the use of animals?**
No

**Do library resources in this area need more development?**
No
**If yes, then list details**

**Is this course externally accredited?**
No

**Course Developer(s)**
Darren Anderson

**Course Reviser(s)**
Darren Anderson, Mike Ford

**Date for Next Review**
2029-09-01

Key: 7033

# BUSM 7120: ADVANCED OPERATIONS MANAGEMENT

**New Course Proposal**
**Changes saved but not submitted**
**Viewing: BUSM 7120 : Advanced Operations Management**
**Last edit: Thu, 14 Nov 2024 23:46:17 GMT**

**Academic Level**
Graduate (GR)

**Faculty**
Business

**Department**
Business

**Implementation Date**
Fall 2026

**Subject Code**
BUSM - Business Management

**Course Number**
7120

**Descriptive Title**
Advanced Operations Management

**Short Title**
Advanced Operations Management

**Fee Category 2.a.1?**
No

**Calendar Description**
This is an advanced Operations Management course focused on planning and strategic operations management business decisions. Students will learn about operations management best practices in diverse industries and they will have the opportunity to focus some of their assignments on a specific industry. Students will learn how to evaluate and design better operations management processes to improve performance.

Students will examine in depth concepts of product/process design, service industry theory, planning and scheduling, demand forecasting, layout/work design, assembly line balancing, reliability & maintenance and other topic areas. Students will learn to work with Indigenous contractors/employees to understand cultural aspects and make appropriate policies and procedures.

**Suggested Credit Hours**
3

**Credits**
3

**Suggested Classroom Hours**
3

**Suggested Other Hours (Clinical, Practicum, etc)**
3

**Suggested Contact Hours**
3

**Is this course repeatable for additional credit?**

No

**Schedule Types**

| Schedule Type |
|---|
| Class |

**Course Learning Outcomes**

| | A student who successfully completes the course will have reliably demonstrated the ability to: |
|---|---|
| 1 | Articulate operations management processes and best practices for diverse industries |
| 2 | Apply operations management frameworks and tools to solve industry problems |
| 3 | Analyze quantitative and qualitative operations data and information to assess and optimize organization performance |
| 4 | Evaluate organizations' operations management planning tactics and strategies, and recommend improvements |
| 5 | Present an executive level operations management project report with recommendations |

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

Strategic Operations Management business decisions
Product/process design
Service industry theory
Tactical planning and scheduling
Layout/work design
Assembly line balancing
Short-term scheduling
Waiting lines
Reliability & maintenance
Working with Indigenous contractors/employees
Demand Management and Forecasting

**Course Learning Activities**

| Learning activities should be appropriately related to learning outcomes. Activities may include, but are not restricted to, the following: |
|---|
| Attending lectures and participating in class discussions and tours |
| Performing industry research and analysis |
| Completing assignments in a professional manner |
| Completing the project case report and delivering the presentation in a professional manner |
| Studying for and completing tests and examinations |

## Assessment

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

Add the details about 1 assessment prior to W date, note that an assessment can evaluate multiple LO, ensure that each LO has been evaluated, should have multi modes of assessment (not all exam based for example)

**Assessment Type 1**

Assignments (no assignment to exceed 15%)

**Type 1 Value**

30

**Assessment Type 2**

Midterm Assessment(s)

**Type 2 Value**

20

**Assessment Type 3**
Term Project Report and Presentation
**Type 3 Value**
20

**Assessment Type 4**
Reflection and Dialogue
**Type 4 Value**
5

**Assessment Type 5**
Final Assessment(s)
**Type 5 Value**
25

**TOTAL**
100

**Grading System - default**
Letter Grades (N)

**Methods for Prior Learning Assessment**
Challenge Exam, demonstration, external evaluation, interview, product/ portfolio, self-assessment, standardized test, worksite assessment.

**Required Learning Resources**
OSCM software (if applicable) and instructor recommended materials.

**Does this course require the use of animals?**
No

**Do library resources in this area need more development?**
No
**If yes, then list details**

**Is this course externally accredited?**
No

**Course Developer(s)**
Darren Anderson

**Course Reviser(s)**
Darren Anderson, Mike Ford

**Date for Next Review**
2029-09-01

Key: 7034

# BUSM 7130: FINANCE AND STRATEGIC PLANNING

**New Course Proposal**
**Changes saved but not submitted**
**Viewing: BUSM 7130 : Finance and Strategic Planning**
**Last edit: Thu, 14 Nov 2024 23:46:35 GMT**

**Academic Level**
Graduate (GR)

**Faculty**
Business

**Department**
Business Graduate Programs

**Implementation Date**
Fall 2026

**Subject Code**
BUSM - Business Management

**Course Number**
7130

**Descriptive Title**
Finance and Strategic Planning

**Short Title**
Finance and Strategic Planning

**Fee Category 2.a.1?**
No

**Calendar Description**
The Finance and Strategic Planning course is an advanced strategy course where students will learn how to work effectively with senior executives to make high level business decisions. Students will focus on the conceptual and practical aspects of strategic decision making and corporate/community planning. The students will use frameworks and tools to assess an organization's financial and strategic performance and competitiveness.

This course will allow the students to formulate strategies and evaluate strategic alternatives using financial and non-financial criteria. Students will manage strategic change in organizations through a series of organization analyses, business exercises and current industry situations. Students will also learn how to integrate capacity funding when working with Indigenous communities into core operational budget.

**Suggested Credit Hours**
3

**Credits**
3

**Suggested Classroom Hours**
3

**Suggested Other Hours (Clinical, Practicum, etc)**
3

**Suggested Contact Hours**
3

**Is this course repeatable for additional credit?**

No

**Schedule Types**

| Schedule Type |
|---|
| Class |

**Course Learning Outcomes**

| | A student who successfully completes the course will have reliably demonstrated the ability to: |
|---|---|
| 1 | Articulate diverse industry financial statements and strategies |
| 2 | Apply finance and strategy frameworks and tools to assess organizations' business practices |
| 3 | Critically analyze quantitative and qualitative data and information to assess organization performance and strategies |
| 4 | Evaluate senior strategic alternatives using financial and non-financial criteria |
| 5 | Deliver an executive level strategic plan and presentation to improve an organization's strategic competitiveness |

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

Analyzing financial statements and business performance
Assessment of business strategies, objectives and organizational goals
Organization vision, mission, values and culture
Industry analysis including external environmental factors
Strategic competitive analysis - concepts, frameworks, and tools
Ethical standards, environmental, social, and governance (ESG) concepts, practices and risks
Decision making in resource allocations
Integrate capacity funding when working with Indigenous communities

**Course Learning Activities**

| Learning activities should be appropriately related to learning outcomes. Activities may include, but are not restricted to, the following: |
|---|
| Attending lectures and participating in class discussions |
| Performing industry research and analysis |
| Completing assignments in a professional manner |
| Completing the major project/case/simulation report and delivering the presentation in a professional manner |
| Studying for and completing tests and examinations |

## Assessment

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

Add the details about 1 assessment prior to W date, note that an assessment can evaluate multiple LO, ensure that each LO has been evaluated, should have multi modes of assessment (not all exam based for example)

**Assessment Type 1**

Assignments (no assignment to exceed 15%)

**Type 1 Value**

30

**Assessment Type 2**

Midterm Assessment(s)

**Type 2 Value**

20

**Assessment Type 3**

Term Project Report and Presentation

**Type 3 Value**
20

**Assessment Type 4**
Reflection and Dialogue
**Type 4 Value**
5

**Assessment Type 5**
Final Assessment(s)
**Type 5 Value**
25

**TOTAL**
100

**Grading System - default**
Letter Grades (N)

**Methods for Prior Learning Assessment**
Challenge Exam, demonstration, external evaluation, interview, product/ portfolio, self-assessment, standardized test, worksite assessment.

**Required Learning Resources**
Strategy software (if applicable) and instructor recommended materials.

**Does this course require the use of animals?**
No

**Do library resources in this area need more development?**
No
**If yes, then list details**

**Is this course externally accredited?**
No

**Course Developer(s)**
Darren Anderson

**Course Reviser(s)**
Darren Anderson, Mike Ford

**Date for Next Review**
2029-09-01

Key: 7035

# BUSM 7200: PROJECT MANAGEMENT

**New Course Proposal**
**Changes saved but not submitted**
**Viewing: BUSM 7200 : Project Management**
**Last edit: Thu, 14 Nov 2024 23:46:48 GMT**

**Academic Level**
Graduate (GR)

**Faculty**
Business

**Department**
Business Graduate Programs

**Implementation Date**
Fall 2026

**Subject Code**
BUSM - Business Management

**Course Number**
7200

**Descriptive Title**
Project Management

**Short Title**
Project Management

**Fee Category 2.a.1?**
No

**Calendar Description**
This is an advanced Project Management course where students will learn the latest project management techniques and apply them to real industry operations and supply chain management projects. Students will learn how to make holistic integrated business decisions that impact all aspects of an organization. Students will learn the latest project management concepts, tools and techniques to scope, plan, execute, monitor and control projects. They will explore and practice competencies in project scoping, time management, resource allocations, people management and leadership, cost estimation, risk management and effective communication skills.

Students will be mentored to use the skills and knowledge gained from previous courses in this program. Students will learn how to Integrate Indigenous inclusion into a project and business and consider community impact. This course is key to applying project management techniques in other courses in this program, like the capstone project course, as well as real industry projects.

**Suggested Credit Hours**
3

**Credits**
3

**Suggested Classroom Hours**
3

**Suggested Lab Hours**
3

**Suggested Other Hours (Clinical, Practicum, etc)**
0

**Suggested Contact Hours**
3

**Is this course repeatable for additional credit?**
No

**Prerequisites**
BUSM 7100, 7110, 7120 and 7130

**Schedule Types**

| Schedule Type |
|---|
| Class |

**Course Learning Outcomes**

| | A student who successfully completes the course will have reliably demonstrated the ability to: |
|---|---|
| 1 | Articulate effective Project Management practices |
| 2 | Apply project management tools and techniques to scope, plan, execute, monitor and control projects |
| 3 | Critically analyze quantitative and qualitative data and information to assess an organization's performance |
| 4 | Evaluate alternative opportunities for organizations to improve performance and strategic competitiveness |
| 5 | Deliver an executive level report and presentation for a real organization |
| 6 | Integrate best practices for Indigenous inclusion into the projects and businesses |

**Content will include, but is not restricted to, the following:**
Project Management concepts, tools, techniques and documentation
Inter-relationships of business decisions on operations and supply chain management practices
Organization and industry analysis focused on operations and supply chain management
Time and Resource management
People and stakeholder management and leadership
Integrating Indigenous inclusion into a project and business

**Course Learning Activities**

| Learning activities should be appropriately related to learning outcomes. Activities may include, but are not restricted to, the following: |
|---|
| Attending lectures and participating in class discussions |
| Performing industry research and analysis |
| Completing assignments in a professional manner |
| Completing the project case report and delivering the presentation in a professional manner |
| Studying for and completing tests and examinations |

## Assessment

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

Add the details about 1 assessment prior to W date, note that an assessment can evaluate multiple LO, ensure that each LO has been evaluated, should have multi modes of assessment (not all exam based for example)

**Assessment Type 1**
Assignments (no assignment to exceed 15%)
**Type 1 Value**
30

**Assessment Type 2**
Midterm Assessment(s)
**Type 2 Value**
20

**Assessment Type 3**
Term Project Report and Presentation
**Type 3 Value**
20

**Assessment Type 4**
Reflection and Dialogue
**Type 4 Value**
5

**Assessment Type 5**
Final Assessment(s)
**Type 5 Value**
25

**TOTAL**
100

**Grading System - default**
Letter Grades (N)

**Methods for Prior Learning Assessment**
Challenge Exam, demonstration, external evaluation, interview, product/portfolio, self-assessment, standardized test, worksite assessment.

**Does this course require the use of animals?**
No

**Do library resources in this area need more development?**
No
**If yes, then list details**

**Course Developer(s)**
Darren Anderson, Mike Ford

**Date for Next Review**
2029-09-01

Key: 7024

# BUSM 7210: TECHNOLOGY AND DATA ANALYTICS

**New Course Proposal**
**Changes saved but not submitted**
**Viewing: BUSM 7210 : Technology and Data Analytics**
**Last edit: Thu, 14 Nov 2024 23:47:01 GMT**

**Academic Level**
Graduate (GR)

**Faculty**
Business

**Department**
Business Graduate Programs

**Implementation Date**
Fall 2026

**Subject Code**
BUSM - Business Management

**Course Number**
7210

**Descriptive Title**
Technology and Data Analytics

**Short Title**
Technology and Data Analytics

**Fee Category 2.a.1?**
No

**Calendar Description**
The Technology and Data Analytics course is an advanced technology and data analytics course where students will examine emerging technologies and the latest data analytics tools. The focus in this course will be data analytics including data science, Artificial Intelligence (AI), data visualization, big data transformation, and supply chain analytics. Students will do hands-on real industry data analytics work to identify ways to improve business operations and supply chain performance. Students will use the latest data analytics techniques and tools to transform quantitative and qualitative data into information that can be used to make business decisions. Students will perform a complete data analysis project to produce a comprehensive business report and executive presentation for an organization or community.

**Suggested Credit Hours**
3

**Credits**
3

**Suggested Classroom Hours**
3

**Suggested Other Hours (Clinical, Practicum, etc)**
3

**Suggested Contact Hours**
3

**Is this course repeatable for additional credit?**
No

**Prerequisites**
BUSM 7100, 7110, 7120 and 7130

**Schedule Types**

| Schedule Type |
|---|
| Class |

**Course Learning Outcomes**

| | A student who successfully completes the course will have reliably demonstrated the ability to: |
|---|---|
| 1 | Articulate leading edge technologies and data analytics processes |
| 2 | Apply data analytics techniques and tools to transform data into information and better business decisions |
| 3 | Analyze quantitative and qualitative data and information to assess and improve business performance |
| 4 | Evaluate diverse alternative technologies and their impact on real industry operations and supply chain business practices |
| 5 | Perform a complete data analysis project to produce a comprehensive business report and executive presentation for an organization |

**Content will include, but is not restricted to, the following:**
Data Analytics - Data science, Artificial intelligence (AI), big data mining, conversion and transformation
Emergent technologies such as Industry 4.0
Indigenous Data Sovereignty (OCAP)
Data visualization - Excel, Power Query, Power BI, Tableau, AI
Supply Chain Analytics

**Course Learning Activities**

| Learning activities should be appropriately related to learning outcomes. Activities may include, but are not restricted to, the following: |
|---|
| Attending lectures and participating in class discussions |
| Performing industry research and analysis |
| Completing assignments in a professional manner |
| Completing the project case report and delivering the presentation in a professional manner |
| Studying for and completing tests and examinations |

## Assessment

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

Add the details about 1 assessment prior to W date, note that an assessment can evaluate multiple LO, ensure that each LO has been evaluated, should have multi modes of assessment (not all exam based for example)

**Assessment Type 1**
Assignments (no assignment to exceed 15%)
**Type 1 Value**
30

**Assessment Type 2**
Midterm Assessment(s)
**Type 2 Value**
20

**Assessment Type 3**
Term Project Report and Presentation

**Type 3 Value**
20

**Assessment Type 4**
Reflection and Dialogue
**Type 4 Value**
5

**Assessment Type 5**
Final Assessment(s)
**Type 5 Value**
25

**TOTAL**
100

**Grading System - default**
Letter Grades (N)

**Methods for Prior Learning Assessment**
Challenge Exam, demonstration, external evaluation, interview, product/ portfolio, self-assessment, standardized test, worksite assessment.

**Required Learning Resources**
Technology (if applicable) and instructor recommended materials.

**Does this course require the use of animals?**
No

**Do library resources in this area need more development?**
No
**If yes, then list details**

**Is this course externally accredited?**
No

**Course Developer(s)**
Darren Anderson

**Course Reviser(s)**
Darren Anderson, Mike Ford

**Date for Next Review**
2029-09-01

Key: 7037

# BUSM 7220: QUALITY MANAGEMENT AND LEAN SYSTEMS

**New Course Proposal**
**Changes saved but not submitted**
**Viewing: BUSM 7220 : Quality Management and Lean Systems**
**Last edit: Thu, 14 Nov 2024 23:47:14 GMT**

**Academic Level**
Graduate (GR)

**Faculty**
Business

**Department**
Business Graduate Programs

**Implementation Date**
Fall 2026

**Subject Code**
BUSM - Business Management

**Course Number**
7220

**Descriptive Title**
Quality Management and Lean Systems

**Short Title**
Quality and Lean Systems

**Fee Category 2.a.1?**
No

**Calendar Description**
The Quality Management and Lean Systems course builds on the student's knowledge and experience with lean practices. Students will learn about best practice quality and lean operations management techniques that can be applied directly into their organizations. Students will learn how to evaluate and design better lean processes and practices to improve business performance and make an organization more sustainable and competitive.

Students will examine in depth concepts and tools of Total Quality Management (TQM), House of quality, Statistical Process Control (SPC), 8 wastes, Lean Six Sigma, just-in-time (JIT), Kaizen, quality failures, and value stream mapping. Students will apply the DMAIC process to identify problems and resolve them in a simulated and real-world organization. Students will learn how to integrate additional time into projects when working with Indigenous communities. Students will work on a lean process improvement project to deliver a comprehensive consulting report and presentation.

**Suggested Credit Hours**
3

**Credits**
3

**Suggested Classroom Hours**
3

**Suggested Other Hours (Clinical, Practicum, etc)**
3

**Suggested Contact Hours**

3

**Is this course repeatable for additional credit?**

No

**Prerequisites**

BUSM 7100, 7110, 7120 and 7130

**Schedule Types**

| Schedule Type |
|---|
| Class |

**Course Learning Outcomes**

| | A student who successfully completes the course will have reliably demonstrated the ability to: |
|---|---|
| 1 | Articulate best practice Quality and Lean management processes and practices |
| 2 | Apply quality and lean tools and frameworks to assess a diverse organizations' practices and performance issues |
| 3 | Perform data and value added analysis to reduce waste and streamline organizations |
| 4 | Critically evaluate an organization's processes and practices and recommend quality and lean improvements |
| 5 | Deliver a senior level process improvement project report and presentation with effective and implementable solutions |

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

Total quality management (TQM)
House of quality
Statistical process control (SPC)
Value stream mapping and the 8 wastes (muda)
Lean six sigma
Just-in-time (JIT) philosophy
Kaizen continuous improvement projects
Integrating additional time when working with Indigenous communities: human capacity, time for decision making, understanding Indigenous governance processes
DMAIC process (define, measure, analyze, improve and control)
Exploration of quality failure [including impact, root causes, remedies, costs & liabilities]

**Course Learning Activities**

| Learning activities should be appropriately related to learning outcomes. Activities may include, but are not restricted to, the following: |
|---|
| Attending lectures and participating in class discussions and tours |
| Performing industry research and analysis |
| Completing assignments in a professional manner |
| Completing the project case report and delivering the presentation in a professional manner |
| Studying for and completing tests and examinations |

## Assessment

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

Add the details about 1 assessment prior to W date, note that an assessment can evaluate multiple LO, ensure that each LO has been evaluated, should have multi modes of assessment (not all exam based for example)

**Assessment Type 1**

Assignments (no assignment to exceed 15%)

**Type 1 Value**

30

**Assessment Type 2**
Midterm Assessment(s)
**Type 2 Value**
20

**Assessment Type 3**
Term Project Report and Presentation
**Type 3 Value**
20

**Assessment Type 4**
Reflection and Dialogue
**Type 4 Value**
5

**Assessment Type 5**
Final Assessment(s)
**Type 5 Value**
25

**TOTAL**
100

**Grading System - default**
Letter Grades (N)

**Methods for Prior Learning Assessment**
Challenge Exam, demonstration, external evaluation, interview, product/ portfolio, self-assessment, standardized test, worksite assessment.

**Required Learning Resources**
OSCM software (if applicable) and instructor recommended materials.

**Does this course require the use of animals?**
No

**Do library resources in this area need more development?**
No
**If yes, then list details**

**Is this course externally accredited?**
No

**Course Developer(s)**
Darren Anderson

**Course Reviser(s)**
Darren Anderson, Mike Ford

**Date for Next Review**
2029-09-01

Key: 7038

# BUSM 7230: SUSTAINABLE OPERATIONS

**New Course Proposal**
**Changes saved but not submitted**
**Viewing: BUSM 7230 : Sustainable Operations**
**Last edit: Thu, 14 Nov 2024 23:47:24 GMT**

**Academic Level**
Graduate (GR)

**Faculty**
Business

**Department**
Business Graduate Programs

**Implementation Date**
Fall 2026

**Subject Code**
BUSM - Business Management

**Course Number**
7230

**Descriptive Title**
Sustainable Operations

**Short Title**
Sustainable Operations

**Fee Category 2.a.1?**
No

**Calendar Description**
The Sustainable Operations course is an advanced course that will go deep into methods for making businesses and communities more environmentally sustainable. Students will learn about leading edge sustainability methods and concepts including the Indigenous sustainability model and the circular economy. Students will learn about best practices in sustainable operations including energy efficiency, corporate social responsibility, nested ecosystems, circular supply chain, operations and supply chain emissions and community impact. Students will learn how to evaluate and improve an organization's ethics and sustainability to design a more sustainable business or community.

This course will cover topics in climate science, First Peoples Principles of Learning, Indigenous sustainability model, product/process design for sustainability, renewable energy, electric fleets, UN Sustainable Development Goals and regenerative agriculture. Students will deliver an executive level sustainable operations plan for an organization or industry.

**Suggested Credit Hours**
3

**Credits**
3

**Suggested Classroom Hours**
3

**Suggested Other Hours (Clinical, Practicum, etc)**
3

**Suggested Contact Hours**
3

**Is this course repeatable for additional credit?**
No

**Prerequisites**
BUSM 7100, 7110, 7120 and 7130

**Schedule Types**

| Schedule Type |
|---|
| Class |

**Course Learning Outcomes**

| | A student who successfully completes the course will have reliably demonstrated the ability to: |
|---|---|
| 1 | Articulate best practices in sustainable operations and the indigenous sustainability model |
| 2 | Apply frameworks and tools to assess the sustainability of organizations in diverse industries |
| 3 | Critically analyze data and information to recommend performance measures that will enhance an organization's sustainability |
| 4 | Evaluate an organization's ethics and sustainability report and practices to identify improved strategies for sustainability |
| 5 | Deliver an executive level sustainable operations plan that is effective and implementable |

**Content will include, but is not restricted to, the following:**
Climate science
First Peoples Principles of Learning
Indigenous sustainability model (Elder lecturer/speaker)
Product and process design for sustainability
Corporate social responsibility (CSR) and corporate sustainability
Nested ecosystem an the triple bottom line (people, planet, profit)
Ethics and sustainability
Embodied, operations and supply chain emissions and impacts
Electric fleets
United Nations Sustainable Development Goals
Environmental solutions like Project Drawdown and renewable energy (appropriate technology)
Sustainable packaging
Reduce, reuse, recycle
Life-cycle assessments (LCA)
Circular economy and supply chain
Regenerative agriculture
Land Use Plans and waste management integration with First Nations sustainability priorities

**Course Learning Activities**

| Learning activities should be appropriately related to learning outcomes. Activities may include, but are not restricted to, the following: |
|---|
| Attending lectures and participating in class discussions and tours |
| Performing industry research and analysis |
| Completing assignments in a professional manner |
| Completing the project case report and delivering the presentation in a professional manner |
| Studying for and completing tests and examinations |

## Assessment

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

Add the details about 1 assessment prior to W date, note that an assessment can evaluate multiple LO, ensure that each LO has been evaluated, should have multi modes of assessment (not all exam based for example)

**Assessment Type 1**
Assignments (no assignment to exceed 15%)
**Type 1 Value**
30

**Assessment Type 2**
Midterm Assessment(s)
**Type 2 Value**
20

**Assessment Type 3**
Term Project Report and Presentation
**Type 3 Value**
20

**Assessment Type 4**
Reflection and Dialogue
**Type 4 Value**
5

**Assessment Type 5**
Final Assessment(s)
**Type 5 Value**
25

**TOTAL**
100

**Grading System - default**
Letter Grades (N)

**Methods for Prior Learning Assessment**
Challenge Exam, demonstration, external evaluation, interview, product/portfolio, self-assessment, standardized test, worksite assessment.

**Required Learning Resources**
Software and simulations as needed

**Do library resources in this area need more development?**
No
**If yes, then list details**

**Course Developer(s)**
Darren Anderson

**Course Reviser(s)**
Darren Anderson, Mike Ford

**Date for Next Review**
2029-09-01

Key: 7041

# BUSM 7240: GLOBAL SUPPLY CHAIN MANAGEMENT

**New Course Proposal**
**Changes saved but not submitted**
**Viewing: BUSM 7240 : Global Supply Chain Management**
**Last edit: Thu, 14 Nov 2024 23:47:41 GMT**

**Academic Level**
Graduate (GR)

**Faculty**
Business

**Department**
Business Graduate Programs

**Implementation Date**
Fall 2026

**Subject Code**
BUSM - Business Management

**Course Number**
7240

**Descriptive Title**
Global Supply Chain Management

**Short Title**
Global SCM

**Fee Category 2.a.1?**
No

**Calendar Description**
The Global Supply Chain Management course is designed to develop an applied global operations and supply chain understanding. The course provides students with a comprehensive perspective on the value generated in global supply chains while considering interdependencies and complexities of global supply chain challenges. The course will examine how global supply chain management and the flow of goods and services across borders can be impacted by international trade agreements, laws and regulations.

This advanced course will explore emergent global supply chain issues and construct various strategies such as, but not limited to, sourcing, international operations, supply chain visibility, and supply chain resilience from a global perspective. Students will also learn about Indigenous culture and making space for Indigenous business in the global supply chain.

**Suggested Credit Hours**
3

**Credits**
3

**Suggested Classroom Hours**
3

**Suggested Other Hours (Clinical, Practicum, etc)**
3

**Suggested Contact Hours**
3

**Is this course repeatable for additional credit?**
No

**Prerequisites**
BUSM 7100, 7110, 7120 and 7130

**Schedule Types**

| Schedule Type |
|---|
| Class |

**Course Learning Outcomes**

| | A student who successfully completes the course will have reliably demonstrated the ability to: |
|---|---|
| 1 | Articulate global supply chain best practices and strategies to maintain global competitiveness |
| 2 | Apply tools and methodologies to prepare a strategic report to manage international business and supply chain resilience |
| 3 | Analyze financial and supply chain data and information to improve an organization's global supply chain |
| 4 | Evaluate global sourcing strategies and the mechanisms of achieving low cost associated with foreign markets |
| 5 | Develop and present an executive global supply chain report for an organization or industry |

**Content will include, but is not restricted to, the following:**
Global supply chain management strategy
Global environment analysis
Global sourcing strategy and supply chain stability
Strategic and financial performance implications of global sourcing strategy
Inter-cultural influences on the global supply chain
Supply chain resilience and global supply chain risk management
Ethical considerations in international buyer-supplier relationships
Barriers to international purchasing and distribution
The role of global procurement in the value chain
Global impact of international trade, policies, cultures, laws and regulations
Indigenous Culture in Canada and the commitments to UNDRIP
Indigenous Reconciliation policy

**Course Learning Activities**

| Learning activities should be appropriately related to learning outcomes. Activities may include, but are not restricted to, the following: |
|---|
| Attending lectures and participating in class discussions |
| Performing industry research and analysis |
| Completing assignments in a professional manner |
| Completing the project case report and delivering the presentation in a professional manner |
| Studying for and completing tests and examinations |

## Assessment

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

Add the details about 1 assessment prior to W date, note that an assessment can evaluate multiple LO, ensure that each LO has been evaluated, should have multi modes of assessment (not all exam based for example)

**Assessment Type 1**
Assignments (no assignment to exceed 15%)
**Type 1 Value**
30

**Assessment Type 2**
Midterm Assessment(s)

**Type 2 Value**
20

**Assessment Type 3**
Term Project Report and Presentation
**Type 3 Value**
20

**Assessment Type 4**
Reflection and Dialogue
**Type 4 Value**
5

**Assessment Type 5**
Final Assessment(s)
**Type 5 Value**
25

**TOTAL**
100

**Grading System - default**
Letter Grades (N)

**Methods for Prior Learning Assessment**
Challenge Exam, demonstration, external evaluation, interview, product/ portfolio, self-assessment, standardized test, worksite assessment.

**Required Learning Resources**
OSCM software (if applicable) and instructor recommended materials.

**Does this course require the use of animals?**
No

**Do library resources in this area need more development?**
No
**If yes, then list details**

**Is this course externally accredited?**
No

**Course Developer(s)**
Darren Anderson

**Course Reviser(s)**
Darren Anderson, Mike Ford, Bess Wong

**Date for Next Review**
2029-09-01

Key: 7040

# BUSM 7250: INNOVATION AND LEADERSHIP

**New Course Proposal**
**Changes saved but not submitted**
**Viewing: BUSM 7250 : Innovation and Leadership**
**Last edit: Thu, 14 Nov 2024 23:47:51 GMT**

**Academic Level**
Graduate (GR)

**Faculty**
Business

**Department**
Business Graduate Programs

**Implementation Date**
Fall 2026

**Subject Code**
BUSM - Business Management

**Course Number**
7250

**Descriptive Title**
Innovation and Leadership

**Short Title**
Innovation and Leadership

**Fee Category 2.a.1?**
No

**Calendar Description**
The Innovation and Leadership course is an advanced project course where students will design new and improved businesses, products and services for industry. Students will learn about new business start-ups and diverse interesting new business processes, products, services and technologies. Students will further their project and people management skills to lead complex projects that solve real-world problems.

This Innovation course covers topics such as design of goods & services, managing process and technology innovation, business reengineering, project management, community impact and people leadership. Students will learn the importance of Indigenous inclusion in core business practices, and how to apply a decolonization lens when leading Indigenous peoples and when engaging with Indigenous communities. Students will design, develop and pitch a new business release with a complete finance, technology, business process and people leadership plan.

**Suggested Credit Hours**
3

**Credits**
3

**Suggested Classroom Hours**
3

**Suggested Other Hours (Clinical, Practicum, etc)**
3

**Suggested Contact Hours**

3

**Is this course repeatable for additional credit?**

No

**Prerequisites**

BUSM 7100, 7110, 7120 and 7130

**Schedule Types**

| Schedule Type |
|---|
| Class |

**Course Learning Outcomes**

| | A student who successfully completes the course will have reliably demonstrated the ability to: |
|---|---|
| 1 | Articulate innovative and intrapreneurial best practices including people management |
| 2 | Apply business innovation tools and frameworks to design a new and improved business process, product and service for an organization |
| 3 | Analyze quantitative and qualitative data to assess new products, services and business performance |
| 4 | Evaluate innovative products, services, technologies and start-up businesses to make strategic business improvement recommendations |
| 5 | Pitch an innovation project including a complete finance, technology, business process and people leadership plan |

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

Design of goods & services
New product, service and start-up business launches
Business process improvement frameworks and tools
Managing process and technology innovation
Business reengineering
Intrapreneurship
Project management and leadership
People leadership including indigenous people
Decolonization lens with proper community engagement
Community impact assessments

**Course Learning Activities**

| Learning activities should be appropriately related to learning outcomes. Activities may include, but are not restricted to, the following: |
|---|
| Attending lectures and participating in class discussions |
| Performing industry research and analysis |
| Completing assignments in a professional manner |
| Completing the project case report and delivering the presentation in a professional manner |
| Studying for and completing tests and examinations |

## Assessment

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

Add the details about 1 assessment prior to W date, note that an assessment can evaluate multiple LO, ensure that each LO has been evaluated, should have multi modes of assessment (not all exam based for example)

**Assessment Type 1**

Assignments (no assignment to exceed 15%)

**Type 1 Value**

30

**Assessment Type 2**
Midterm Assessment(s)
**Type 2 Value**
20

**Assessment Type 3**
Term Project Report and Presentation
**Type 3 Value**
20

**Assessment Type 4**
Final Assessment(s)
**Type 4 Value**
25

**Assessment Type 5**
Reflection and Dialogue
**Type 5 Value**
5

**TOTAL**
100

**Grading System - default**
Letter Grades (N)

**Methods for Prior Learning Assessment**
Challenge Exam, demonstration, external evaluation, interview, product/portfolio, self-assessment, standardized test, worksite assessment.

**Required Learning Resources**
Software (if applicable) and instructor recommended materials.

**Does this course require the use of animals?**
No

**Do library resources in this area need more development?**

**If yes, then list details**

**Is this course externally accredited?**
No

**Course Developer(s)**
Darren Anderson

**Course Reviser(s)**
Darren Anderson, Mike Ford

**Date for Next Review**
2029-09-01

Key: 7039

# BUSM 7300: MASTER'S CAPSTONE PROJECT

**New Course Proposal**
**Changes saved but not submitted**
**Viewing: BUSM 7300 : Master's Capstone Project**
**Last edit: Thu, 14 Nov 2024 23:48:02 GMT**

**Academic Level**
Graduate (GR)

**Faculty**
Business

**Department**
Business Graduate Programs

**Implementation Date**
Fall 2026

**Subject Code**
BUSM - Business Management

**Course Number**
7300

**Descriptive Title**
Master's Capstone Project

**Short Title**
Capstone

**Fee Category 2.a.1?**
No

**Calendar Description**
The Master's Capstone Project course is the final milestone in the Master's in Operations and Supply Chain Management (M OSCM) program. This course is an applied Master's level project course that requires the student to work on a large complex operations and supply chain project with an industry partner. This course will allow students to apply their industry experience, and skills/knowledge gained throughout this program, to a real-world challenging problem.

Students and guides (including professors, peers, industry and community) will engage in regular conversations in supportive, nurturing, and non-confrontational exchanges for the purpose of understanding and reciprocity. The Dialogue aims to enable learners to truly learn from their mistakes. Students will demonstrate how to apply the Indigenous content they learned throughout the program into their project.

Ideally, the students will research and implement a project within their existing organization. Students will also have the option to research other organizations to identify a good industry partner to work with on their capstone course project. Students will demonstrate their ability to assess, design and develop practical solutions to improve an organization's operations and supply chain strategy and practices to meet corporate objectives. Students will draw on their project management and leadership experience to communicate and work effectively with stakeholders including the client. The final capstone project report will be submitted and presented internally to the class to allow time to make improvements before presenting the final executive level project to their client.

**Suggested Credit Hours**
6

**Credits**
6

**Suggested Classroom Hours**
3

**Suggested Lab Hours**
0

**Suggested Other Hours (Clinical, Practicum, etc)**
3

**Suggested Contact Hours**
6

**Is this course repeatable for additional credit?**
No

**Prerequisites**
BUSM 7200, 7210, 7220, 7230, 7240, 7250

**Schedule Types**

| Schedule Type |
|---|
| Class |

**Course Learning Outcomes**

| | A student who successfully completes the course will have reliably demonstrated the ability to: |
|---|---|
| 1 | Develop an effective professional client/customer relationship |
| 2 | Apply tools, frameworks and methodologies, learned in this program, to asses an organization and prepare proposals and interim reports |
| 3 | Critically analyze and interpret quantitative and qualitative data and information to solve business problems |
| 4 | Evaluate strategy and practices of an organization to recommend real industry improvements |
| 5 | Deliver a comprehensive project that meets the requirements of a client organization |

**Content will include, but is not restricted to, the following:**
Tools and frameworks to analyze organizations' data, challenges, strategy and business environment
Client relations, communication and presentation techniques
Critical thinking and problem solving techniques
Process improvement design
Leadership and effective teams
Project management and change management processes and documentation
Culture of Canada and Indigenous peoples, DRIPA, and CANDRIP

**Course Learning Activities**

| Learning activities should be appropriately related to learning outcomes. Activities may include, but are not restricted to, the following: |
|---|
| Some of the Learning Activities will vary based on the nature of each individual project. |
| Researching, collecting (both primary and secondary), and interpreting data and information related to the project |
| Critically analyzing both quantitative and qualitative variables to arrive at conclusions and recommendations based upon sound analysis |
| Working professionally as part of a team with a client to plan work processes and manage time constraints for a major project |
| Written and oral presentation of a proposal, interim reports and final project to internal and external stakeholders |

## Assessment

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

Add the details about 1 assessment prior to W date, note that an assessment can evaluate multiple LO, ensure that each LO has been evaluated, should have multi modes of assessment (not all exam based for example)

**Assessment Type 1**
Assignments (no assignment to exceed 5%)
**Type 1 Value**
15

**Assessment Type 2**
Project Interim deliverables (no assignment to exceed 15%)
**Type 2 Value**
30

**Assessment Type 3**
Project management assessment
**Type 3 Value**
15

**Assessment Type 4**
Internal Final Report and Presentation
**Type 4 Value**
15

**Assessment Type 5**
Client Report and Presentation
**Type 5 Value**
15

**Assessment Type 6**
Reflection and Dialogue
**Type 6 Value**
10

**TOTAL**
100

**Grading System - default**
Letter Grades (N)

**Methods for Prior Learning Assessment**
None

**Does this course require the use of animals?**
No

**Do library resources in this area need more development?**
No
**If yes, then list details**

**Is this course externally accredited?**
No

**Course Developer(s)**
Darren Anderson

**Course Reviser(s)**
Darren Anderson; Mike Ford, Bess Wong

**Date for Next Review**
2029-09-01

Key: 7003

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

Melville School of Business

# Master of Operations and Supply Chain Management (OSCM)

# Stage 2 Appendix 2

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**Appendix 2.1 Feasibility Assessment**

# Feasibility Assessment for the Proposed Master of Operations and Supply Chain Management Degree

Prepared by the Office of Planning & Accountability
Kwantlen Polytechnic University
September 4, 2024

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# Summary of Assessment

The purpose of this report is to assess the labour market need, competitive environment, and student demand for the proposed Master of Operations and Supply Chain Management (OSCM) degree program. Conclusions provided at the end of each chapter are duplicated below.

## Description of KPU's Proposed Program

The proposed Master of OSCM program is designed for mid-career students already working in OSCM-related fields, who are aiming to advance into leadership positions. Courses in the program will combine to cover all three areas of management (i.e., operations, supply chains, logistics), and will include topics such as: quantitative methods and data science, risk management, communications, sustainability, information systems, inventory management, strategic planning, leadership, and ethics. In addition to coursework, students will complete an applied capstone project.

Graduates of the proposed program are expected to become proficient in:

- Understanding and explaining frameworks, tools, and technologies that lead to functional OSCM processes,
- Optimizing the design of OSCM processes in line with financial, sustainability, and productivity goals,
- Implementing OSCM processes in support of an organization's vision, goals, and competitive position,
- Creating and applying OSCM policies that mitigate risk and comply with relevant legal, regulatory, and ethical standards,
- Leading start-to-finish OSCM processes from a holistic, strategic perspective that integrates relevant broad-scale contextual factors, and
- Communicating clearly and effectively within and outside of one's organization, including to an organization's most senior leaders.

The program is best suited for applicants with a minimum of three years of work experience and/or training in operations and/or supply chain management or a related field.

The proposed program may be taken on a full- or part-time basis, and can be completed in four terms of full-time study, although five terms is more realistic given the course load. Initially, however, the program will be offered only on a part-time basis and it is expected that most students will study part-time. In order to make the program suitable for working professionals, courses will largely be scheduled during evenings and weekends, and/or in online or hybrid formats. No more than 30% of course work will be in-person, given that most of the students are expected to be working professionals. In-person activities will be mostly focused on networking, collaboration, and otherwise interacting with classmates and industry partners, rather than standard course-based instruction.

# Labour Market Demand Assessment

Overall, the labour market demand for graduates of the proposed program is strong in that workers in operations, logistics and supply chain management are needed in a wide range of roles and occupational categories. Most of these categories are growing at a rate in line with or slightly higher than the provincial annual growth rate of 1.1%. Given that the program is targeting those already in the field, this applied master's degree will help train them to deal with the increasing complexity in the operations, supply chain, and logistics management fields.

# Competitive Assessment

While several public post-secondary institutions in BC offer post-degree programs in the same subject area, including four programs offered at two institutions in the Lower Mainland, none are at the master's level. The closest Canadian master's program is in Manitoba, with other similar master's programs in Ontario and Quebec. Compared to local programs, a unique feature of the proposed Master of OSCM program is that it explicitly aims to recruit people already in the field, who may even be mid-career professionals seeking to advance within their field. As well, significant local industry support and planned partnerships also suggests that the proposed program would be desirable. While other similar programs often have standalone internship or co-op options, integrating such partnerships throughout the program, in the form of guest speakers, employer site tours, and applied research opportunities, is a unique feature of the proposed program.

The proposed program does not have a formal congruence with industry accreditation. For example, multiple programs have partnerships that either grant advanced standing towards professional designations or are part of completing them (e.g., Douglas College and the Diploma in International Trade from FITT; TRU and the Supply Chain Management Professional designation). Still others are tailored towards having graduates be fully prepared to write certain industry accreditation exams (e.g., Langara College and the Canadian International Freight Forwarders Association Certificate). However, the proposed program is targeting those already working in the field, who may have already completed various professional certifications. The skills gained through the program should also allow graduates to pursue accreditation outside of the program, if they wish.

The proposed program is eligible for Prior Learning Assessment and Recognition (PLAR). At KPU, any course is open for students to pursue PLAR-based credit, and it is expected that students with relevant work experience will be able to create a strong application for PLAR, particularly for courses early on in the sequence of the program. It appears that only two institutions with similar programs offer some form of PLAR or laddering. At Douglas College, there are three PLAR-eligible courses common to the three relevant programs, while York University's Master of Supply Chain Management program offers advanced standing for those with York's Bachelor of Business Administration degree, which allows students to bypass the first term.

Compared to other similar programs in the region, a main strength of the proposed program is the comprehensiveness of its curriculum. For instance, it includes topics such as sustainable operations, machine learning and AI, data science, digital design of supply chains, and tort law, most of which do not feature in similar local programs. The inclusion of these topics alongside the core areas of operations, supply chain, and logistics management adds to the robustness of the program's curriculum. The ability to explore all of these topics within a relatively short program could be appealing; four of six BC-based programs take a full two years to complete while studying full-time, compared to KPU's 16 to 20 months. The curriculum should also appeal to those who are interested in and prepared to study at a more advanced level, befitting the master's-level designation. Introductory material is not the focus of the program, as students will be expected to either have prior training or work experience in the field.

Compared to similar master's programs elsewhere in Canada, the proposed program appears to be shorter than most. Only Concordia and Wilfrid Laurier's programs have fewer courses to complete, but they are also more research-focused, with a major research project requirement and the primary focus being to prepare students for PhD programs. The other three master's programs require three to six more courses.

In terms of admission requirements at the master's level, the proposed program requires a similar GPA compared to Manitoba and Concordia. A slightly lower GPA (70%) is the minimum requirement at Windsor, while York and Wilfrid Laurier both have slightly higher criteria (at least 75% and 77%, respectively). Satisfactory standardized test scores from the GMAT or GRE must be submitted in most cases at Manitoba and Wilfrid Laurier, but are otherwise not required, similar to the proposed program. The proposed program is more flexible than some others regarding prior education. Any undergraduate degree is required at KPU; at Concordia and Windsor, one must have a bachelor's degree in a relevant field, and at Wilfrid Laurier, one must have an Honours degree in business. Only one similar master's program – York's – considers work experience during admissions. Taken together, the admissions requirements position the proposed program as less difficult or more difficult to gain entrance to, depending on the component of interest. The variation in requirements reflects the slightly different values and focuses of the different programs (e.g., the need for standardized testing, academic research vs. applied programming, work experience considerations). The admissions requirements are competitive with other institutions.

# Student Demand Assessment

Enrolments in supply chain, operations, and logistics management programs at the post-degree level have been growing, both in BC and other parts of Canada. In addition, we know from the labour market assessment that this is a growing sector. The increasing complexity in the field and the support from local members of industry suggests there is need for a program targeting those already in the field. KPU would be well-positioned since it would be offering the only applied master's program in this area in BC; the credential level reflects a comprehensiveness in

curriculum that other programs in this area lack. While there are three to five other master's programs in Canada that offer more direct competition, two of them are primarily focused on preparing students for PhD programs, and they are located in Manitoba, Ontario, and Quebec. Students residing within or closer to the Lower Mainland and seeking master's level study may favour the proposed program due to location. Students may also appreciate its relatively low number of courses compared to the most comparable master's programs elsewhere. Its close integration with industry and its ability to accommodate working professionals through both program delivery (e.g., evening and weekend courses, online and blended modes) and credit for work projects, including the ability to earn course credit through PLAR, should also help to attract students. With most courses taught online, and all courses (online or in-person) taught in evenings and weekends, this program should be attractive to working professionals. Given this, and assuming the tuition is within the range of comparable programs, and the program is appropriately marketed, demand for the program is expected to be good.

# 1. Labour Market Demand

## Operations and Supply Chain Management in Canada

Operations management and supply chain management, including logistics management, is the organizational function responsible for the planning, design, implementation, and management of all activities related to the processes and facilities required to transform resources into goods and services within and between organizations, from the primary sources of inputs to the delivery of the finished good or service to the end user. The quality of supply chains, while largely operating out of public view, has a significant influence on the national economy as well as the quality of life experienced by residents.[1] This became widely evident at the outset of the COVID-19 pandemic, when major supply chain disruptions occurred due to simultaneous increases in demand for specific products alongside decreased capacity to produce and transport these goods.[2] While the Canadian supply chain showed relative resiliency due to structural factors such as "ease of working with customs and other border agencies, infrastructure, logistics services quality, and the ability to track and trace shipments,"[2] disruptions nevertheless impacted consumers; experts in the field note that adaptability and creative problem-solving are crucial skills as the complex, unpredictable recovery process continues.[3] Disruptions and recovery have been evident regionally as well. In the World Bank Group Container Port Performance Index 2021, the Port of Vancouver was ranked 368th of 370 ports covered. The ranking was impacted by ongoing pandemic-related issues, as well as by multiple extreme weather events that year in BC.[4] These circumstances highlighted underlying capacity issues; recently approved expansions, including the Roberts Bank Terminal 2 project in Delta, will aim to alleviate this pressure, creating an estimated 17,300 ongoing jobs.[5]

Pandemic disruptions have highlighted the need for improvements, and correspondingly, practitioners with the skills to enact them. For instance, Supply Chain Canada has recommended that industry and government partners work to fortify systems against cyber attacks, increase digitization, and facilitate the uptake of ecommerce. In addition, they note that investments in

[1] Supply Chain Canada. Amadou Diallo. The Competencies of Canadian Supply Chain Professionals, 2nd edition. 2022. Retrieved from: https://www.supplychaincanada.com/initiatives/competencies-report

[2] Source: The World Bank. 2023. Connecting to Complete: Trade Logistics in the Global Economy.

[3] Deschamps, R. 2022. Will Omicron spoil a retail revival in 2022? Retrieved from: https://reporter.mcgill.ca/will-omicron-spoil-a-retail-revival-in-2022/

[4] Fenton, C. 2022, June 2. Port problems place Vancouver among the worst in the world. CityNews Vancouver. Retrieved from https://vancouver.citynews.ca/2022/06/02/port-problems-vancouver-failing-grade/

[5] Port of Vancouver. 2023. Roberts Bank Terminal 2 receives approval from the Government of Canada. Retrieved from https://www.portvancouver.com/news-and-media/news/roberts-bank-terminal-2-receives-approval-from-the-government-of-canada/

"reskilling" the labour force are crucial to ensure quality management through future crises.[6] Pagano and Liotine (2019) also note the increasing adoption of technological solutions in supply chain management, including technologies that are widespread and common (e.g., data warehousing), those that are growing (e.g., data analytics), and those that are new and emerging (e.g., machine learning).[7]

In addition to the importance of implementing more adept technological solutions, Hibberd (2020) notes that globalization has brought with it a set of sustainability concerns, both environmental and socio-economic in nature. The fashion industry provides a particular case study: the rapid turnaround in production of garments and their subsequent discarding results in increased environmental pollution as goods are continuously shipped. As well, workers in garment factories abroad are often subject to unjust labour practices. Understanding the scope of sustainability and ethical issues present in the supply chain management field are increasingly relevant, as are the skills and knowledge to mitigate such harms.[8]

The increasingly complex and evolving nature of operations, supply chain, and logistics management suggests that the proposed applied master's degree, which is designed to provide a comprehensive and integrative education, would be valuable, particularly for those in more senior positions tasked with decision-making.

The remainder of this section provides an informed view of the labour market trends in BC for occupations related to the proposed Master of OSCM program. Graduates of the proposed program will be employable in both the public and private sector, with potential job titles including, but not limited to:

- Operations Manager
- Corporate Transportation Manager
- Director of Strategic Sourcing
- Logistics Manager
- Pricing Analyst
- Inventory Analyst

# Employment Outlook

Due to a rapidly aging BC labour force, it is projected that a shortage of skilled workers will become a significant challenge for employers. Between 2022 and 2032, an estimated 1,017,000 job openings will be created; of these, 63% will be necessary to replace those who permanently

[6] Supply Chain Canada. 2021. Building Supply Chain Resilience: Assessing the Impact and Resilience of York Region's Manufacturing Supply Chain in Response to Covid-19. Retrieved from https://www.supplychaincanada.com/initiatives/building-supply-chain-resilience-report

[7] Pagano, A.M. & Liotine, M. (2019). Technologies in supply chain management and logistics.

[8] Hibberd, M. (2020). Examining globalisation, climate change and the fashion industry. In Supply Chain Management and Logistics in the Global Fashion Sector (in Nayak, R., ed.). Routledge: London.

leave (e.g., retire) from the workforce, and 37% will be created due to economic growth. Nearly 80% of job openings in this period will require post-secondary education or training, including 37% of which will require a bachelor's, graduate, or first professional degree.[9]

## *Occupational Groups Related to OSCM*

With respect to the proposed Master of OSCM degree, there are several relevant occupational categories. Information about the employment outlook for these categories is summarized below. Although all relevant occupations are addressed, graduates of the proposed master's degree may already be working in the field, and would hence be seeking senior roles where their master's degree and experience would be an asset.

***NOC 1215 – Supervisors, supply chain, tracking and scheduling co-ordination occupations***

> *"Supervisors of supply chain, tracking and scheduling co-ordination occupations supervise and co-ordinate the activities of workers in the following minor group: Supply chain logistics, tracking and scheduling co-ordination occupations. They are employed throughout the public and private sectors."*[10]

Job titles specific to this subgroup include, but are not limited to:

- Head shipper
- Distribution logistics technician
- Transportation logistics co-ordinator
- Warehouse foreperson
- Purchasing and inventory co-ordinator
- Logistics supervisor

The top industries, in terms of 2022 job openings, employing supervisors, supply chain, tracking and scheduling co-ordination occupations are:[11]

- Retail trade (115,500)
- Construction (72,700)
- Transportation and warehousing (53,400)
- Manufacturing (53,400)

The employment outlook for this category follows:

[9] British Columbia Labour Market Outlook 2022-2032 Forecast. Retrieved from: https://www.workbc.ca/research-labour-market/bcs-labour-market-outlook-2022-edition

[10] Source: Employment and Social Development Canada, NOC 2016 Version 1.3 – Supervisors, supply chain, tracking and scheduling co-ordination occupations

[11] Information in this section is drawn from https://www.workbc.ca/career-profiles/supervisors-supply-chain-tracking-and-scheduling-co-ordination-occupations

- Approximately 3,120 job openings are forecast between 2022 and 2032 in BC for occupations that fall in this category. This represents an annual demand growth rate of 1.3%. Of these job openings, 70% will be due to replacement demand resulting from the retirement or death of workers, and 30% will be due to new jobs resulting from economic growth.
- For the Mainland/Southwest region of BC, 2,500 new openings are projected for the period of 2022-2032, representing an annual demand growth rate of 1.3%.

Some BC-based employment characteristics of the occupational category follow:

- Of the individuals employed in this area in 2016, 67% worked full time.
- According to 2021 Job Bank wage data, the provincial annual salary range for full-time jobs within this occupational group was $35,455 to $88,242. The median was $52,140. In terms of hourly rates, the median was $25/hour and the high was $42.31/hour.

***NOC 0113 – Purchasing managers***

> *"Purchasing managers plan, organize, direct, control and evaluate the activities of a purchasing department and develop and implement the purchasing policies of a business or institution. They are employed throughout the public and private sectors."*[12]

Job titles specific to this subgroup include, but are not limited to:

- Contract manager
- Procurement director
- Purchasing director
- Supply chain logistics manager
- Material manager

The top industries, in terms of 2022-2032 job openings, employing purchasing managers are:[13]

- Professional, Scientific and Technical Services (148,000)
- Retail trade (115,500)
- Manufacturing (49,200)
- Public Administration (49,200)

The employment outlook for this category follows:

- Approximately 1,580 job openings are forecast between 2022 and 2032 in BC for occupations that fall in this category. This represents an annual demand growth rate of 1.1%. Of these job openings, 80% will be due to replacement demand resulting from the

[12] Source: Employment and Social Development Canada, NOC 2016 Version 1.3 – Purchasing managers
[13] Information in this section is drawn from https://www.workbc.ca/career-profiles/purchasing-managers

retirement or death of workers, and 20% will be due to new jobs resulting from economic growth.

- For the Mainland/Southwest region of BC, 1,190 new openings are projected for the period of 2022-2032, representing an annual demand growth rate of 1.1%.

Some BC-based employment characteristics of the occupational category follow:

- Of the individuals employed in this area in 2016, 72% worked full time.
- According to 2021 Job Bank wage data, the provincial annual salary range for full-time jobs within this occupational group was $54,226 to $140,382. The median was $93,247. In terms of hourly rate, the median was $44.71/hour and the high was $67.31/hour.

***NOC 0714 – Facility operation and maintenance managers***

> *"Facility operation managers plan, organize, direct, control and evaluate the operations of commercial, transportation and recreational facilities and the included real estate… Maintenance managers plan, organize, direct, control and evaluate the maintenance department within commercial, industrial, institutional, recreational and other facilities… [Both] are employed by a wide range of establishments."*[14]

Job titles specific to this subgroup include, but are not limited to:

- Airport manager
- Facility operations manager
- Harbour master
- Maintenance and service superintendent
- Warehouse manager

The top industries, in terms of 2022-2032 job openings, employing facility operation and maintenance managers are:[15]

- Information, Culture, and Recreation (57,300)
- Transportation and Warehousing (53,400)
- Finance, insurance, and Real Estate (50,900)
- Manufacturing (49,200)

The employment outlook for this category follows:

- Approximately 5,380 job openings are forecast between 2022 and 2032 in BC for occupations that fall in this category. This represents an annual demand growth rate of

[14] Source: Employment and Social Development Canada, NOC 2016 Version 1.3 – Facility operation and maintenance managers

[15] Information in this section is drawn from https://www.workbc.ca/career-profiles/facility-operation-and-maintenance-managers

1.3%. Of these job openings, 75% will be due to replacement demand resulting from the retirement or death of workers, and 25% will be due to new jobs resulting from economic growth.

- For the Mainland/Southwest region of BC, 3,230 new openings are projected for the period of 2022-2032, representing an annual demand growth rate of 1.2%.

Some BC-based employment characteristics of the occupational category follow:

- Of the individuals employed in this area in 2016, 68% worked full time.
- According to 2021 Job Bank wage data, the provincial annual salary range for full-time jobs within this occupational group was $51,347 to $108,618. The median was $68,992. In terms of hourly rates, the median was $33.08/hour and the high was $52.08/hour.

***NOC 0731 – Managers in transportation***

> *"Managers in transportation operations plan, organize, direct, control and evaluate the operations of transportation companies such as railways, airlines, bus lines, municipal transit systems, shipping lines and trucking companies, under the direction of a general manager or another senior manager. Managers in transportation freight traffic plan, organize, direct, control and evaluate companies or departments responsible for the transportation and movement of goods, under the direction of a general manager or another senior manager. They are employed by transportation, freight forwarding and shipping companies and by transportation departments of companies in retail and manufacturing sectors and utilities."*[16]

Job titles specific to this subgroup include, but are not limited to:

- Distribution manager - logistics
- Freight forwarding manager
- Traffic manager - transportation
- Transport department manager

The top industries, in terms of 2022-2032 job openings, employing managers in transportation are:[17]

- Construction (72,700)
- Transportation and Warehousing (53,400)
- Manufacturing (49,200)
- Public Administration (49,200)

The employment outlook for this category follows:

[16] Source: Employment and Social Development Canada, NOC 2016 Version 1.3 – Managers in transportation
[17] Information in this section is drawn from https://www.workbc.ca/career-profiles/managers-transportation

- Approximately 3,040 job openings are forecast between 2022 and 2032 in BC for occupations that fall in this category. This represents an annual demand growth rate of 1.1%. Of these job openings, 75% will be due to replacement demand resulting from the retirement or death of workers, and 25% will be due to new jobs resulting from economic growth.
- For the Mainland/Southwest region of BC, 2,110 new openings are projected for the period of 2022-2032, representing an annual demand growth rate of 1.1%.

Some BC-based employment characteristics of the occupational category follow:

- Of the individuals employed in this area in 2016, 73% worked full time.
- According to 2021 Job Bank wage data, the provincial annual salary range for full-time jobs within this occupational group was $55,143 to $128,348. The median was $85,238. In terms of hourly rate, the median was $40.87/hour and the high was $61.54/hour.

***NOC 1225 – Purchasing agents and officers***

> *"Purchasing agents and officers purchase general and specialized equipment, materials, land or access rights and business services for use or for further processing by their establishment. They are employed throughout the public and private sectors."*[18]

Job titles specific to this subgroup include, but are not limited to:

- Contract management officer
- Material management officer
- Procurement officer
- Purchasing agent

The top industries, in terms of 2022-2032 job openings, employing purchasing agents and officers are:[19]

- Professional, Scientific and Technical Services (148,000)
- Retail Trade (115,500)
- Manufacturing (49,200)
- Public Administration (49,200)

The employment outlook for this category follows:

- Approximately 2,520 job openings are forecast between 2022 and 2032 in BC for occupations that fall in this category. This represents an annual demand growth rate of 1.2%. Of these job openings, 71% will be due to replacement demand resulting from the

[18] Source: Employment and Social Development Canada, NOC 2016 Version 1.3 – Purchasing agents and officers
[19] Information in this section is drawn from https://www.workbc.ca/career-profiles/purchasing-agents-and-officers

retirement or death of workers, and 29% will be due to new jobs resulting from economic growth.
- For the Mainland/Southwest region of BC, 1,670 new openings are projected for the period of 2022-2032, representing an annual demand growth rate of 1.1%.

Some BC-based employment characteristics of the occupational category follow:

- Of the individuals employed in this area in 2016, 68% worked full time.
- According to 2021 Job Bank wage data, the provincial annual salary range for full-time jobs within this occupational group was $48,136 to $94,540. The median was $64,174. In terms of hourly rate, the median was $30.77/hour and the high was $45.33/hour.

***NOC 0911 – Manufacturing managers***

> *"Manufacturing managers plan, organize, direct, control and evaluate the operations of a manufacturing establishment or of a production department within a manufacturing establishment, under the direction of a general manager or other senior manager. They are employed by manufacturing companies."*[20]

Job titles specific to this subgroup include, but are not limited to:

- Factory superintendent
- Manufacturing operations manager
- Manufacturing plant manager
- Production manager - manufacturing

In terms of 2022-2032 job openings, the top industries employing manufacturing managers are:[21]

- Professional, Scientific and Technical Services (148,000)
- Construction (72,700)
- Manufacturing (49,200)
- Wholesale Trade (33,100)

The employment outlook for this category follows:

- Approximately 4,270 job openings are forecast between 2022 and 2032 in BC for occupations that fall in this category. This represents an annual demand growth rate of 0.4%. Of these job openings, 90% will be due to replacement demand resulting from the retirement or death of workers, and 10% will be due to new jobs resulting from economic growth.
- For the Mainland/Southwest region of BC, 2,890 new openings are projected for the period of 2022-2032, representing an annual demand growth rate of 0.3%.

[20] Source: Employment and Social Development Canada, NOC 2016 Version 1.3 – Manufacturing managers
[21] Information in this section is drawn from https://www.workbc.ca/career-profiles/manufacturing-managers

Some BC-based employment characteristics of the occupational category follow:

- Of the individuals employed in this area in 2016, 73% worked full time.

According to 2021 Job Bank wage data, the provincial annual salary range for full-time jobs within this occupational group was $50,138 to $152,082. The median was $83,424. In terms of hourly rate, the median was $40/hour and the high was $72.92/hour.

# Labour Market Demand Assessment

Overall, the labour market demand for graduates of the proposed program is strong in that workers in operations, logistics and supply chain management are needed in a wide range of roles and occupational categories. Most of these categories are growing at a rate in line with or slightly higher than the provincial annual growth rate of 1.1%. Given that the program is targeting those already in the field, this applied master's degree will help train them to deal with the increasing complexity in the operations, supply chain, and logistics management fields.

# 2. Competitive Environment

The purpose of this section is to identify public post-secondary institutions in Canada that offer similar programs to the proposed Master of OSCM degree program and compare them to the proposed program.

## Related Programs at Canadian Post-Secondary Institutions

Exhibit 2.1 provides a list of related master's and post-baccalaureate programs offered at Canadian post-secondary institutions and their associated program lengths.

***Exhibit 2.1: Related OSCM Programs at Canadian Post-Secondary Institutions***

| Program Name | Length of Program | Total Number of Credits |
|---|---|---|
| **KPU** Operations and Supply Chain Management (Post-Baccalaureate Diploma) | <2 years (full-time)<br>2 years (part time) | 33 (11 courses) |
| **Douglas College** International Supply Chain Management (Post-Baccalaureate Diploma) | 2 years (full-time)<br>2+ years (part-time) | 60 (20 courses)<br>69 with co-op |
| **Douglas College** Advanced Supply Chain Management (Post-Degree Diploma) | 2 years (full-time or part-time) | 60 (20 courses)<br>69 with co-op |
| **Douglas College** Supply Chain Management (Post-Degree Diploma) | 1 year (full-time or part-time) | 30 (10 courses) |
| **Langara College** Supply Chain and Logistics Post-Degree Diploma | 2 years (full-time) | Non-credit program (21 courses) |
| **Thompson Rivers University** Post-Baccalaureate Diploma in Supply Chain Management | 2 years, 5-6 terms (full-time) | 60 (20 courses) |
| **University of Manitoba** Master of Supply Chain Management and Logistics | 2 years (full-time)<br>4 years (part-time) | 48 (16 courses) |
| **University of Windsor** Master of Management, specialization in Logistics and Supply Chain Management | 4 terms<br>(full-time) | 39 (13 courses) |
| **York University** Master of Supply Chain Management | 1 year, 3 terms (full-time)<br>2 years, 6 terms (part-time) | 39 (13 courses) |
| **Concordia University** Master of Supply Chain Management | 2 years (full-time) | 45 (8 courses, thesis) |
| **Wilfrid Laurier University** Master of Science in Management | 1 year (full-time) | 3 (6 courses, major research project; regular courses are 0.5 credits each) |

Source: Institutional websites.

An overview of the programs follows:

**KPU's** Operations and Supply Chain Management Post-Baccalaureate Diploma program is designed to be completed within two years. It consists of 11 courses, covering accounting, project management, quantitative methods, business communications, operations, supply chain management, and quality management. Applicants must meet KPU's English proficiency requirements, and have completed either an undergraduate degree or have a combination of

relevant education and experience (completion of a technical or science diploma plus a minimum of five years of relevant work experience). OSCM work experience is not required for entry.

**Douglas College** has three supply chain management post-degree diploma programs, all of which have highly similar admissions requirements: meeting the College's general admission requirements, having an undergraduate degree, and demonstrating English proficiency. They all recommend, but do not require, Math standards: The International Supply Chain Management Post-Baccalaureate Diploma program recommends having a C or higher in Math 11 or equivalent, the Supply Chain Management Post-Degree Diploma recommends Foundations of Math 12 with a minimum grade of C+, and the Advanced Supply Chain Management Post-Degree Diploma recommend having a C+ or higher in Pre-Calculus, or Foundations of Math 12 or equivalent. None of the programs require OSCM-related work experience for entry.

The Supply Chain Management Post-Degree Diploma program consists of 10 courses (30 credits) covering management essentials, operations, statistics, strategy, supply chain management and planning, project management, and accounting. Students may also choose to complete a part-time, 3-credit unpaid internship. Students in the Advanced Supply Chain Management Post-Degree Diploma program take nearly all the same courses as the previous program, plus an additional 10 courses covering business communication, group dynamics, procurement, ethics, and change management. A co-op option is also available. Lastly, the International Supply Chain Management Post-Baccalaureate Diploma program also requires 20 courses, including the same set as the Supply Chain Management Post-Degree Diploma, as well as ones in marketing, business mathematics, global trade and finance, international trade law, and global economics. A 3-credit unpaid internship and co-op option are also available, and students are granted, upon completion of the program, a Diploma in International Trade via a partnership with the non-profit Forum for International Trade Training (FITT).

**Langara College's** Supply Chain and Logistics Post-Degree Diploma program is a two-year, full-time program open to those with a Bachelor's degree. It includes training on supply chain and general business management (e.g., finance, marketing, HR). Mostly delivered in-person, its 21 required courses are non-credit and the credential is offered through Langara's Continuing Studies division. The program also includes an unpaid work placement of approximately 20 hours per week for 8-10 months in a single term. The program aims for students to be prepared to write certifying exams for the Canadian International Freight Forwarders Association Certificate accreditation, and obtain equivalencies for various Supply Chain Management Professional designations. Applicants to the program must have a Bachelor's degree in any subject and demonstrated English proficiency. OSCM work experience is not required.

**Thompson Rivers University** offers a Post-Baccalaureate Diploma in Supply Chain Management program which can be completed in approximately two years. The program consists of 20 courses, including in economics, math, operations, logistics, marketing, and procurement. The program is accredited by Supply Chain Canada, and graduates of the program are granted advanced standing towards the organization's professional designation with a cumulative grade

of 70% or higher. Program admission requirements include a Bachelor's degree, high school mathematics (Foundations of Math 12, Pre-Calculus 12, or equivalent must be completed prior to or during the program), and six credits of university-level English or equivalent English-language test scores. OSCM work experience is not required for entry.

The **University of Manitoba's** Master of Supply Chain Management and Logistics program has 16 required courses, including a 4-month co-op or practicum, and can be completed in two years of full-time study or four years of part-time study. Topics covered include operations and supply chain management, logistics management, supply relationship management, people management, sustainability, executive leadership, and quantitative analysis. Admissions requirements include a bachelor's degree in any discipline, a 3.0 out of 4.5 GPA[22] in their last 60 credit hours of university degree-level study, a Graduate Management Admissions Test (GMAT) score of at least 550, or equivalent score on the Graduate Record Examination (GRE), and demonstration of English proficiency. GMAT and GRE requirements are waived for recent University of Manitoba graduates who meet minimum GPA requirements cumulatively (3.25) and in specific supply chain management courses (3.5). OSCM work experience is not required for entry.

The **University of Windsor's** Master of Management program includes a specialization in Logistics and Supply Chain Management. The program can be completed over four terms (16 consecutive months) and has eight core courses in accounting, communications, global finance, marketing, quantitative methods, strategy, and people management. The relevant stream contains an additional five courses focusing on supply chain management, logistics, and procurement, as well as a capstone course. A Bachelor's degree in a relevant discipline with a 70% (B-) cumulative grade or higher and demonstrated English proficiency are required for admission. OSCM work experience is not required for entry.

**York University's** Master of Supply Chain Management program can be completed in a year of full-time study, or two years of part-time study. The curriculum includes online pre-start modules in accounting, math, finance, and statistics, and 12 core courses in business communications; financial, marketing, and organizational management; supply chain, logistics, and supply relationship management; and advanced topics in supply chains (e.g., international trade, digital supply chain technology). The program also includes a capstone collaborative supply chain consulting project. Prospective students must have an undergraduate degree with a minimum B+ (75-79%) average in the last two years of study and demonstration of English proficiency. Work experience is considered, but not required, for admission. Graduates from a recognized North American Bachelor of Business Administration or Bachelor of Commerce program are

[22] A 3.0 GPA is approximately equivalent to a B- or B letter grade (68-75%) at KPU. A 3.5 GPA is approximately equivalent to a B+ letter grade (76-79%) at KPU. Source: U Manitoba Grade Equivalencies, April 2021.

eligible for advanced standing, shortening the program to two terms (full-time) or four terms (part-time).

**Concordia University's** Master of Supply Chain Management program is an interdisciplinary, research-based program from which graduates can enter industry or PhD programs. The program is 45 credits (two years) in length, and includes eight courses in statistics, research methods, supply chain management and design, and international procurement and logistics. It also contains a thesis component worth 21 credits. Admission requirements include a relevant Bachelor's degree with a cumulative GPA of at least 3.0 on a 4.3 scale (B) and a 3.0 (B) average in the final two years,[23] as well as demonstrated English proficiency. OSCM work experience is not required for entry.

**Wilfrid Laurier University's** Master of Science in Management program offers three areas of specialization, one of which is Supply Chain Management. It is a primarily research-focused degree through which students can enter PhD programs, though students can also tailor their elective courses to better prepare them for a career in the industry. The program can be completed in one year and consists of 10 courses and a major research project. Core courses focus primarily on quantitative analysis, economics, and supply chain management. Applicants to the program require an honours degree in business or a related field (e.g., industrial engineering or computer science), a B+ (77-79%) cumulative GPA, demonstration of English proficiency, and demonstration of quantitative skills through a satisfactory GMAT Focus exam score (595) or equivalent on the GRE. OSCM work experience is not required for entry.

Exhibit 2.2 provides the tuition estimates for the programs described in Exhibit 2.1. The cost of the program for students affects the competitive assessment.

***Exhibit 2.2: Tuition for Related OSCM Programs at Canadian Post-Secondary Institutions***

| Base Tuition (Program Total) | Institution-Levied Fees (Program Total) | Base Tuition and Fees (Program Total) |
|---|---|---|
| **KPU Operations and Supply Chain Management (Post-Baccalaureate Diploma)** | | |
| $13,267 (domestic)<br>$23,972 (international) | $929 (domestic)<br>$1,678 (international) | $14,196 (domestic)<br>$25,650 (international) |
| **Douglas College International Supply Chain Management (Post-Baccalaureate Diploma)** | | |
| $7,690 (domestic)<br>$38,980 (international) | $660 (domestic)<br>$660 (international) | $8,350 (domestic)<br>$39,640 (international) |
| **Douglas College Advanced Supply Chain Management (Post-Degree Diploma)** | | |
| $7,690 (domestic)<br>$38,980 (international) | $660 (domestic)<br>$660 (international) | $8,350 (domestic)<br>$39,640 (international) |
| **Douglas College Supply Chain Management (Post-Degree Diploma)** | | |
| $4,190 (domestic)<br>$19,490 (international) | $330 (domestic)<br>$330 (international) | $4,520 (domestic)<br>$19,820 (international) |

[23] Conversions of percentages to letter grades to GPA are not publicly available for Concordia undergraduate business programs.

| Base Tuition (Program Total) | Institution-Levied Fees (Program Total) | Base Tuition and Fees (Program Total) |
|---|---|---|
| **Langara College Supply Chain and Logistics Post-Degree Diploma** | | |
| $15,750 (domestic)<br>$25,825 (international) | $219 (domestic)<br>$429 (international) | $15,969 (domestic)<br>$26,254 (international) |
| **Thompson Rivers University Post-Baccalaureate Diploma in Supply Chain Management** | | |
| $9,522 (domestic)<br>$44,303 (international) | $1,592 (domestic)<br>International unclear | $11,114 (domestic)<br>≥$44,303 (international) |
| **University of Manitoba Master of Supply Chain Management and Logistics**[24] | | |
| $30,170 (domestic)<br>$44,736 (international) | $3,780 (domestic)<br>$3,780 (international) | $33,950 (domestic)<br>$48,517 (international) |
| **University of Windsor Master of Management, specialization in Logistics and Supply Chain Management** | | |
| $45,200 (domestic)<br>$45,200 (international) | $862 (domestic)<br>$862 (international) | $46,062 (domestic)<br>$46,062 (international) |
| **York University Master of Supply Chain Management** | | |
| $52,555 (domestic)<br>$91,167 (international) | $1,196 (domestic)<br>$1,196 (international) | $53,752 (domestic)<br>$92,364 (international) |
| **Concordia University Master of Supply Chain Management** | | |
| - | - | $7,450 (Quebec resident; French, Francophone Belgian international)<br>$16,900 (other domestic)<br>$43,250 (other international) |
| **Wilfrid Laurier University Master of Science in Management, specialization in Supply Chain Management** | | |
| $7,869 (domestic)<br>$21,807 (international) | $2,220 (domestic)<br>$2,220 (international) | $10,089 (domestic)<br>$24,027 (international) |

Source: Institutional websites, as of August 2024. Figures reflect full-time status. Where blank, breakdowns between tuition and fees were not available.

# Competitive Assessment

While several public post-secondary institutions in BC offer post-degree programs in the same subject area, including four programs offered at two institutions in the Lower Mainland, none are at the master's level. The closest Canadian master's program is in Manitoba, with other similar master's programs in Ontario and Quebec. Compared to local programs, a unique feature of the proposed Master of OSCM program is that it explicitly aims to recruit people already in the field, who may even be mid-career professionals seeking to advance within their field. As well, significant local industry support and planned partnerships also suggests that the proposed program would be desirable. While other similar programs often have standalone internship or co-op options, integrating such partnerships throughout the program, in the form of guest speakers, employer site tours, and applied research opportunities, is a unique feature of the proposed program.

The proposed program does not have a formal congruence with industry accreditation. For example, multiple programs have partnerships that either grant advanced standing towards

[24] This program offers a co-op/applied project term, which costs participating domestic and international students $5,125. This fee is not included in the table figures.

professional designations or are part of completing them (e.g., Douglas College and the Diploma in International Trade from FITT; TRU and the Supply Chain Management Professional designation). Still others are tailored towards having graduates be fully prepared to write certain industry accreditation exams (e.g., Langara College and the Canadian International Freight Forwarders Association Certificate). However, the proposed program is targeting those already working in the field, who may have already completed various professional certifications. The skills gained through the program should also allow graduates to pursue accreditation outside of the program, if they wish.

The proposed program is eligible for Prior Learning Assessment and Recognition (PLAR). At KPU, any course is open for students to pursue PLAR-based credit, and it is expected that students with relevant work experience will be able to create a strong application for PLAR, particularly for courses early on in the sequence of the program. It appears that only two institutions with similar programs offer some form of PLAR or laddering. At Douglas College, there are three PLAR-eligible courses common to the three relevant programs, while York University's Master of Supply Chain Management program offers advanced standing for those with York's Bachelor of Business Administration degree, which allows students to bypass the first term.

Compared to other similar programs in the region, a main strength of the proposed program is the comprehensiveness of its curriculum. For instance, it includes topics such as sustainable operations, machine learning and AI, data science, digital design of supply chains, and tort law, most of which do not feature in similar local programs. The inclusion of these topics alongside the core areas of operations, supply chain, and logistics management adds to the robustness of the program's curriculum. The ability to explore all of these topics within a relatively short program could be appealing; four of six BC-based programs take a full two years to complete while studying full-time, compared to KPU's 16 to 20 months. The curriculum should also appeal to those who are interested in and prepared to study at a more advanced level, befitting the master's-level designation. Introductory material is not the focus of the program, as students will be expected to either have prior training or work experience in the field.

Compared to similar master's programs elsewhere in Canada, the proposed program appears to be shorter than most. Only Concordia and Wilfrid Laurier's programs have fewer courses to complete, but they are also more research-focused, with a major research project requirement and the primary focus being to prepare students for PhD programs. The other three master's programs require three to six more courses.

In terms of admission requirements at the master's level, the proposed program requires a similar GPA compared to Manitoba and Concordia. A slightly lower GPA (70%) is the minimum requirement at Windsor, while York and Wilfrid Laurier both have slightly higher criteria (at least 75% and 77%, respectively). Satisfactory standardized test scores from the GMAT or GRE must be submitted in most cases at Manitoba and Wilfrid Laurier, but are otherwise not required, similar to the proposed program. The proposed program is more flexible than some others regarding prior education. Any undergraduate degree is required at KPU; at Concordia and

Windsor, one must have a bachelor's degree in a relevant field, and at Wilfrid Laurier, one must have an Honours degree in business. Only one similar master's program – York's – considers work experience during admissions. Taken together, the admissions requirements position the proposed program as less difficult or more difficult to gain entrance to, depending on the component of interest. The variation in requirements reflects the slightly different values and focuses of the different programs (e.g., the need for standardized testing, academic research vs. applied programming, work experience considerations). The admissions requirements are competitive with other institutions.

# 3. Student Demand

## Enrolments

The purpose of this section is to explore the extent of student demand for the proposed Master of OSCM program by examining the historical participation rates in related programs in Canada. Exhibit 3.1 shows headcounts in BC-based programs in the past six fiscal years. Enrolments in these programs have been increasing since the 2017/18 fiscal year.

***Exhibit 3.1: Enrolments (Headcounts) in Relevant BC Post-Baccalaureate Diploma Programs***

| Program | FY17/18 | FY18/19 | FY19/20 | FY20/21 | FY21/22 | FY22/23 |
|---|---|---|---|---|---|---|
| **Douglas College** | | | | | | |
| Supply Chain Management (Post-Degree Diploma) | 51 | 86 | 107 | 84 | 87 | 111 |
| International Supply Chain Management (Post-Baccalaureate Diploma) | 91 | 181 | 263 | 257 | 253 | 250 |
| Advanced Supply Chain Management (Post-Degree Diploma) | - | - | - | - | - | 30 |
| **Thompson Rivers University** | | | | | | |
| Post-Baccalaureate Diploma in Supply Chain Management | 128 | 238 | 299 | 314 | 316 | 351 |
| **Kwantlen Polytechnic University** | | | | | | |
| Post-Baccalaureate Diploma in Operations and Supply Chain Management | 31 | 76 | 175 | 246 | 395 | 417 |
| **Langara College** | | | | | | |
| Supply Chain and Logistics Post-Degree Diploma | 124 | 175 | 150 | 137 | 130 | 141 |
| **Grand Total** | **425** | **756** | **994** | **1,038** | **1,181** | **1,300** |

Advanced Supply Chain Management program data unavailable prior to FY22/23; program started in May 2022

Below, Exhibit 3.2 provides enrolment data for relevant Canadian master's programs, which only exist outside of BC. In all cases, enrolments have either remained stable since the start of a program, or have increased.

***Exhibit 3.2: Enrolments (Headcounts) in Relevant Canadian Master's Programs***

| Program | AY18/19 | AY19/20 | AY20/21 | AY21/22 | AY22/23 | AY23/24 |
|---|---|---|---|---|---|---|
| **University of Manitoba**[25] | | | | | | |
| Master of Supply Chain Management and Logistics | - | - | - | 11 | 15 | 25 |
| **University of Windsor** | | | | | | |
| Master of Management, Logistics and Supply Chain Management[26] | 65 | 87 | 95 | 183 | 245 | 172 |

[25] The University of Manitoba's program began in Fall 2021. Only Fall and Winter semesters are included when determining the headcount for each academic year.

[26] Includes the range of full-time students enrolled in each term. AY23/24 is incomplete; it does not include Spring 2024. In the first three years provided, Spring (May-Aug.) had the lowest enrollments and Fall had the highest.

| Program | AY18/19 | AY19/20 | AY20/21 | AY21/22 | AY22/23 | AY23/24 |
|---|---|---|---|---|---|---|
| **York University** | | | | | | |
| Master of Supply Chain Management | - | 54 | 73 | 63 | 77 | 80 |
| **Concordia University** | | | | | | |
| Master of Supply Chain Management | 16 | 20 | 32 | 25 | 30 | 38 |
| **Grand Total** | **81** | **161** | **200** | **282** | **367** | **315** |

Sources: University of Manitoba, University of Windsor, York University, email communication from Concordia's Office of Institutional Planning & Analysis. Data for Wilfrid Laurier is not available.

# Support from Local Industries and Organizations

Compared to local programs, KPU's proposed Master of OSCM program is unique in that it explicitly aims to recruit mid-career professionals who are aiming to advance within their field. Significant local industry support and planned partnerships also suggests that the proposed program would be desirable. While other similar programs often have standalone internship or co-op options, integrating such partnerships and applied research opportunities throughout the program would be a unique feature. Letters of support for the proposed program were received from a wide variety of businesses, professional associations, and professional organizations, and are provided in Appendix A. These groups span the areas of manufacturing, storage, mechanical contracting, telecoms, machinery, facility operations, cabinetry, retail, security, grocery warehousing, immigration services, health care, and intermodal transportation, as well as local boards of trade. Common aspects motivating their support include a skill shortage in the region, the increasing pace of technological change, the need for holistic management and leadership, particularly at the executive level, and a concern regarding the ability for local industries to remain competitive. The delivery mode, with online course work taught in evenings and weekends, is another feature that many valued, as it would allow their employees to continue working while they pursue the program. All of these elements suggest that graduates of the proposed program would be in demand in a variety of areas, which in turn should contribute to student demand.

# Student Demand Assessment

Enrolments in supply chain, operations, and logistics management programs at the post-degree level have been growing, both in BC and other parts of Canada. In addition, we know from the labour market assessment that this is a growing sector. The increasing complexity in the field and the support from local members of industry suggests there is need for a program targeting those already in the field. KPU would be well-positioned since it would be offering the only applied master's program in this area in BC; the credential level reflects a comprehensiveness in curriculum that other programs in this area lack. While there are three to five other master's programs in Canada that offer more direct competition, two of them are primarily focused on preparing students for PhD programs, and they are located in Manitoba, Ontario, and Quebec. Students residing within or closer to the Lower Mainland and seeking master's level study may favour the proposed program due to location. Students may also appreciate its relatively low

number of courses compared to the most comparable master's programs elsewhere. Its close integration with industry and its ability to accommodate working professionals through both program delivery (e.g., evening and weekend courses, online and blended modes) and credit for work projects, including the ability to earn course credit through PLAR, should also help to attract students. With most courses taught online, and all courses (online or in-person) taught in evenings and weekends, this program should be attractive to working professionals. Given this, and assuming the tuition is within the range of comparable programs, and the program is appropriately marketed, demand for the program is expected to be good.

# Appendix A: Letters of Support

This appendix contains 25 letters of support from businesses, business associations, professional bodies, and other organizations.

DOUGLAS COLLEGE

PO Box 2503 New Westminster BC
Canada V3L 5B2
New Westminster and Coquitlam
douglascollege.ca
604 527 5400

April 9, 2024

Stephanie Howes
Kwantlen Polytechnic University
Melville School of Business

Dear Stephanie,

Re: Masters in Operations and Supply Chain Management

Thanks so much for involving the School of Business, Douglas College, in KPU's consultation process for its first Masters program.

Based on our June 2023 discussion with acting Melville School of Business Dean (Heather Harrison) and faculty proponent (Mike Ford), I support the proposal of the new Masters in Operations and Supply Chain Management at KPU.

I also see great value in exploring pathways for Douglas College students in related programs. Thanks so much for the ongoing collaboration with faculty subject matter experts from Douglas College as KPU builds out this new Masters.

Sincerely,

Justin Williams

Dean, Faculty of Commerce and Business Administration

Douglas College

BRITISH COLUMBIA
INSTITUTE OF TECHNOLOGY
3700 Willingdon Avenue
Burnaby, British Columbia
Canada V5G 3H2

bcit.ca

December 6, 2023

Kwantlen Polytechnic University
Melville School of Business
12666 72 Avenue
Surrey, BC V3W 2M8
Attention: Mike Ford

Dear Mike,

Re: Master's in Operations, Supply Chain, and Logistics Management

I fully support your proposal for the development of a Master's in Operations, Supply Chain, and Logistics Management. This program will provide an excellent opportunity for the workforce to enhance their skills at a senior level, in this critically needed area of business.

Best wishes in the development of your program.

Sincerely,

Kenton Low

Dean, School of Business + Media, BCIT

**Southern Railway of British Columbia Limited**
2102 River Drive, New Westminster, BC V3M 6S3 Canada
604.521.1966 | 604.526.0914 fax
www.sryraillink.com

May 18, 2023

Kwantlen Polytechnic University
12666 72 Ave
Surrey, BC V3W 2M8

Attn: Mike Ford, Chair, Department of Business Graduate Programs

Dear Sirs/Mesdames,

Re: Proposed Master's program in Operations, Supply Chain, and Logistics Management

Southern Railway of British Columbia is pleased to provide this letter of support for Kwantlen Polytechnic University's (KPU) proposed development of a Master's program that will focus on operations, supply chain, and logistics management.

Reliable and seamless supply chains are critical to Canada's economic prosperity. While the dynamic interactions among supply chain partners already occur every day in practice, they are not necessarily well understood at a broader systems level. KPU's initiative to establish a program that will blend theoretical and applied understanding of the supply chain and logistics management will contribute to Vancouver's competitive advantage as a trade gateway.

Southern Railway of British Columbia (SRY) is a major transporter of freight by rail in southern British Columbia, providing connections for more than 140 shippers, and rail connections across North America via interchange with four Class 1 railways: CN Railway, CPKC (formerly, Canadian Pacific Railway), BNSF Railway, and Union Pacific Railway. As a short line railway, SRY provides first/last mile service and supports operational synergies among customers and the Class 1 rail network. SRY understands the complexities associated with operations, supply chain, and logistics management. Having locally trained graduates with skills in these areas would benefit SRY both as an employer, and as a stakeholder who relies on counterparts within the supply chain that are knowledgeable and skilled.

Thank you for the opportunity to express our support as KPU continues to work towards establishing the program. We look forward to partnering with KPU on this program in the future.

Yours truly,

Gerald Linden
President
Southern Railway of British Columbia Limited

BC Hydro
Power smart

May 16, 2023

Mike Ford
Chair, Department of Business Graduate Programs
Melville School of Business, KPU
12666 72 Ave, Surrey, BC V3W 2M8

Re: Kwantlen Polytechnic University & BC Hydro - Industry Partnership for Master's in Operations, Supply Chain and Logistics Management Program

Dear Mike,

Thank you for sharing the early details of the design for a KPU's Master's in Operations, Supply Chain and Logistics Management program.

As we have discussed with you, supply chain is growing in importance in many businesses and certainly within BC Hydro. As we recruit and grow our employees, we have been noticing that there are not many post-secondary institutions that have a focus on preparing students for careers in supply chain. We believe this is a gap given the current and growing demand for talent with skills and experience in this area. As a result, programs like the Master's program you are designing will help close the gap overtime.

Thank you for the opportunity to review your preliminary curriculum. We are pleased that there is an emphasis on topics that are important (category management, sourcing, negotiations etc.) to organizations such as BC Hydro; as well as critical underlying skills (critical thinking, project management, process improvement) that are core expectations for doing the types of roles we have. Our supply chain roles are highly integrated with other functions and the need to work collaboratively across the company. It appears that your program -- with a blend of cross-collaboration, and integration of work experiences, will serve students well in helping them grow their ability to apply their knowledge and skills in real life situations and leadership positions.

Thank you for the opportunity to provide feedback. We are willing to providing whatever assistance and input we can as you move forward.

Sincerely,

Bridgette Zacharias
Director, Operations & Enterprise Supply Chain

GCT Canada Limited Partnership
400 - 2925 Virtual Way
Vancouver, BC, Canada V5M 4X5

T +1 604 267 5200
F +1 604 267 5214
globalterminals.com

April 20, 2023

**RE: Kwantlen Polytechnic University Master's in Operations, Supply Chain and Logistics Management (OSCLM)**

GCT Canada knows first hand that a well-functioning transportation system secures supply chains, enables global trade, and is critical to the Canadian economy as a trading nation. We also know people are ultimately responsible for ensuring supply chains function safely, securely and competitively.

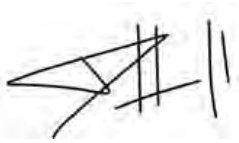
As the country's largest Canadian majority-owned container terminal operator and one of the maritime sector's largest employers, GCT operates two gateway terminals at the Port of Vancouver, GCT Vanterm and GCT Deltaport, Canada's flagship container terminal. These facilities provide global customers and ocean carriers with convenient, dependable access to major Asia-Pacific trade lanes and key markets. Our operations account for over 4.6 million hours of employment – the equivalent of 2,214 well-paying jobs in the Maritime and Logistics Sector.

Attracting and retaining talent is key to the success of our business. At GCT, we continue to invest and innovate at our terminals. We are planning new projects to bring capacity online and investing in modern equipment that creates efficiencies and facilitates growth. We are also committed to building on initiatives that harness data and technology to provide solutions to increase capacity, reduce emissions and provide sustainable and resilient solutions for future growth.

To facilitate this growth as an industry and an organization, we need to hire talented people with business management skills, technical capability and strong analysis supplemented by the ability to make decisions and solve problems. Educational programs, such as the OSCLM, that aim to strengthen these skills for graduates directly related to operations and supply chain will help companies within our Region improve productivity in operations and boost local and global supply chains.

As we plan for the future, we strongly support the ongoing focus on developing the right skills for people to contribute to positive change and development within the sector and organizations, such as GCT, that help contribute to a more successful, resilient and competitive economy.

Sincerely,



Daniel Howell
Vice President, Terminal Operations
GCT Deltaport

Teledyne FLIR
Integrated Imaging Solutions

TELEDYNE FLIR
Integrated Imaging Solutions
12051 Riverside Way
Richmond, British Columbia,
Canada V6W 1K7
P: 604-242-9937 | F: 604-242-9938
www.teledyneflir.com

22 March 2022

KPU-Melville School of Business
Master's program in Operations, Supply Chain, and Logistics Management

To Whom It May Concern,

Please accept this letter of support for the Master program in Operations, Supply Chain, and Logistics Management that the Melville School of Business at KPU plans to introduce in 2023.

Teledyne FLIR Integrated Imaging Solutions, with an office at 12051 Riverside Way, Richmond, BC V6W 1K7 Canada, is one of the world's leading designers and manufacturers of imaging products used in industrial, government and medical systems. Our digital cameras are vital components in the fast growing, transformative industries of robotics, autonomous vehicles, industrial automation, virtual reality, life sciences and retail analytics. Medical customers are using our products to save lives via screening and diagnostics, providing cancer treatment, inspecting vaccine vials, and performing research vital to future outcomes. Recently, we were also privileged to host the Premier and MLAs of British Columbia, following our locally made cameras' successful capture of the NASA Mars Perseverance Rover landing.

The COVID-19 pandemic presented global supply chains with unprecedented challenges. Overwhelming demand exceeded the semiconductor industry capacity, causing severe shortages of chips and electronic components that persist today. Limited domestic manufacturing capabilities quickly exposed the industry's reliance on offshore contracts and partnerships, as well as the limitations in domestic skills and expertise.

The Master program in OSCLM will help employers in B.C. and in Canada to strengthen the management of operations and supply chains of their business by hiring highly educated executive-level managers and professionals, as well as retaining this expertise. The importance of this program cannot be understated, as it can significantly add to the level of skills and knowledge of current and future employees in our industry. The program's development of relevant competencies will also help companies like ours to improve productivity in operations and strengthen supply chains and logistics, making its graduates valuable contributors to the economic success, resilience and competitiveness of our industry.

In closing, I strongly support the addition of the Master's program in Operations, Supply Chain and Logistics Management to the existing Melville School of Business programs at KPU.

Sincerely,

Vera Hummerston
Director of Supply Chain
Direct: +1 604 242 9937 x 262
Email: Vera.Hummerston@Teledyneflir.com

SURREY BOARD OF TRADE

inclusive | innovative | independent

January 11, 2022

**RE: Letter of Support**

The Surrey Board of Trade has over 6,000 business contacts with over 60,000 employees. The purpose of the organization, on behalf of its members, is to advocate at all levels of government, facilitate networking opportunities, and provide cost- saving benefits and marketing opportunities. We are a not-for-profit organization with a common goal of furthering the interests of businesses in our region. We have demonstrated, through our projects and initiatives, a commitment to enhancing the local economy. We provide businesses and organizations with economic opportunity, workplace development and education, international trade, government advocacy and business connections. We believe that transportation and education are the two economic foundations of building our city. We are keenly aware of the dynamics, the needs and the opportunities that our members experience and we understand the competitiveness factors that govern the success of the economic activity in this large city.

We have recently learned that the Melville School of Business (MSB) at KPU is developing a Master's program in Operations, Supply Chain, and Logistics Management (OSCLM). As we became aware that some of the proposed program features are, if not unique, at least very rare among similar programs in B.C., in Canada, in the US, and internationally, we would like to offer our support for this exciting project, for many reasons, including the following:

- The program is designed to be "applied through and through". One of the means to deliver on this is for each course to be assigned a *dedicated guest speaker* – an executive or industry expert who will collaborate with the instructor to create teaching materials, such as cases, workshops, webinars, etc. This would be of great value to our member-organizations, as the participants will be able to benefit from the collaboration by raising the standards of their own OSCLM practices, and by receiving invaluable feed-back at a graduate academic level regarding their own performances. The results of this industry-academia collaboration will probably be disseminated throughout the economic community, thus multiplying the beneficial effects
- The program aims to prepare graduates ready to occupy executive-level positions, provide consulting, work in government and higher education, and become leading-edge entrepreneurs. All these goals would have an exceptionally favourable impact on the general performance of our organizations, irrespective of their particular industry: manufacturing, services, transportation, warehousing, etc. The thousands of members of the SBOT would have the opportunity of working with students and faculty during the program, and will be able to use an outstanding source of highly educated potential executives ready to fulfil their managerial vacancies or, better yet, to become motivated to initiate developments into new areas of innovative products, processes, and management approaches
- The program curriculum deals – in an integrative manner – with all three components of the key function of organizations in any industry (i.e., the production of the goods and services destined for users): operations management, supply chain management, and logistics management. The many programs throughout the world that address only one of these functions (e.g., Master's in Supply Chain Management), do not offer their graduates the holistic understanding of what it

means to produce a good or a service – view that is needed, valid and applicable everywhere: from manufacturing to restaurants, from hospitals to military operations, from any mode of transportation to penitentiaries, and from institutions to humanitarian interventions

- The program is anticipated to be delivered "completely online". Not only is the online education gaining strength year after year and it has been proven a dependable "substitute product" at a time of existential threat in the history of education, but it will allow employees of organizations in Surrey and the Lower Mainland to continue working during their graduate-level education. The benefit to the students and to the organizations that employ them is significant.

Finally, we fully endorse MSB's stated vision of creating a Centre of Excellence in OSCLM right here, at KPU in Surrey, as inspiring and pragmatic at the same time.

In closing, I would like to sincerely express my appreciation for the opportunity of supporting KPU-MSB proposal to develop a Master's program in Operations, Supply Chain and Logistics Management. Please feel free to contact me at 604-634-0342 or at anita@businessinsurrey.com for any additional information you may need.

Sincerely,

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

GREATER LANGLEY
CHAMBER OF COMMERCE

January 18, 2022

TO WHOM IT MAY CONCERN

We, at the Greater Langley Chamber of Commerce are truly pleased to hear about the forward-thinking features of the Master program in Operations, Supply Chain, and Logistics Management that the Melville School of Business at KPU plans to introduce in 2023.

The Greater Langley Chamber of Commerce is a membership-driven organization comprised of businesses, community organizations, and professional individuals. Working in partnership with the local business community, our mission is to be the Voice of Business in Langley by promoting and improving trade and commerce, and the economic, civic and social welfare of the District, Langley City, Langley Township, and the community-at-large. With well over one thousand members, the Greater Langley Chamber of Commerce is one of BC's largest chambers of commerce. The chamber is nationally accredited with distinction and our mission is to "Create the best environment for business".

Among our many endeavors, we are engaged in advocacy in favor of projects that enhance the competitiveness of our members and the progression of the Canadian business environment. It is from this perspective that we are declaring our strong support for the initiative of Melville School of Business at KPU to offer an applied Master's in Operations, Supply Chain, and Logistics Management, completely online.

The curriculum of the proposed program appears to respond perfectly to one of the greatest challenges that our businesses have ever encountered. Practically, after years and decades of many organizations in our region being successful because supply chains used to be stable and provided good combinations of price, quality, and timeliness, they now experience one of the major consequences of the Covid-19 pandemic, namely significant disruptions in supply chains. This is visible virtually everywhere and with detrimental effects on most organizations. This reality has inflicted harm particularly to organizations where the operations management is not strong. The Master's program suggested by the Melville School of Business is designed to develop knowledge, skills and applied research on the improvement of Operations Management as integral part of a synchronized continuum of activities involved in providing goods and services to end users, which include the management of supply chains and logistics. This type of competencies, right here, in the South Fraser region, would be of substantial benefit to our members in all types of industries.



**Mailing Address** *207 – 8047 199 Street Langley BC V2Y 0E2*
**Phone** *604.371-3770*
**Fax** *604.371-3731*
**Web Address** *www.langleychamber.com*
**Email** *info@langleychamber.com*

GREATER LANGLEY
CHAMBER OF COMMERCE

The intended delivery of the program online, with a choice of attendance between full time cohort-based, or spread over several years with part-time study, is another feature that we appreciate in the design of this new credential at KPU because it would be very suitable to the wishes of most students to keep working while they attend educational programs. In addition, by delivering it online, this Master's program will enhance and solidify KPU's international reputation, while our region will benefit from international cooperation, intercultural exchanges, exposure to OSCLM challenges in other parts of the world and the integration of our economy in the global flow of goods, services and ideas.

To sum up, we wholeheartedly recommend the approval of this promising new credential, and we'll look forward to hearing about its first intake as soon as feasible.

We would be pleased to provide additional information, if necessary.

Sincerely,

K. Maier

Kristi Maier, Director of Operations

Bruce Livingstone
Business Retention and Expansion Officer
Economic Development Department
City of Maple Ridge
February 3, 2022

To whom it may concern,

I'm pleased to offer my personal support for the KPU-Melville School of Business' proposed **Master's program in Operations, Supply Chain, and Logistics Management.**

As the Business Retention and Expansion Officer for the City of Maple Ridge, I work with many small-to-medium sized businesses that are dealing with increasingly complex supply chain and logistics challenges that significantly impact their operations management. These challenges can be especially difficult for smaller firms with lean management structures that rely on just-in-time inventory management and efficient logistics to stay competitive.

I believe the proposed curriculum and on-line delivery method for teaching this program are well-suited to helping business meet the strategic and operational challenges in operations, supply chains, and logistics management they face. KPU's proposed Master's program recognizes that operations, supply chain and logistics management are parts of a single, holistic and interdependent process in all organizations regardless of the industry. More than ever before, businesses are competing on a global scale and need to ensure their employees have the knowledge and skills to remain competitive. The online format of this program ensures employees can gain critical skills that they can immediately apply within their organizations.

I'm also impressed with the level and depth of consultation that KPU has undertaken with the business community, both in Maple Ridge and throughout the Lower Mainland, to better understand their needs and the best way to deliver the program. The City of Maple Ridge has recently launched a new economic development strategy that focuses on growing our manufacturing sector. KPU's proposed program will be a key element to help local businesses improve their competitive strengths and position them to grow and thrive on local, national and global scale.

Sincerely,

Bruce Livingstone

February 15, 2022

The Honourable Anne Kang, MLA
Minister of Advanced Education and Skills Training
Room 346 Parliament Buildings
Victoria, BC V8V 1X4
Email: AEST.Minister@gov.bc.ca

**Re: Richmond Chamber of Commerce – Letter of Support for Kwantlen Polytechnic University Masters Credential in Operations, Supply Chain, and Logistics Management**

Dear Minister Kang,

I am writing on behalf of the Richmond Chamber of Commerce to offer our support for the proposed Kwantlen Polytechnic University Masters Credential in Operations, Supply Chain, and Logistics Management (M-OSCLM) for our community here in Richmond and countless others across BC and throughout Canada.

These fields are critical to many of Richmond's employers. The city of Richmond is home to over 14,000 businesses, many of which are directly involved in the movement of people and goods. With YVR Airport and Port of Vancouver facilities located in our backyard, it is no exaggeration to say Richmond embodies the opportunity that is Canada's Gateway to the Pacific and beyond. The Port of Vancouver alone supports more than 6,000 jobs in Richmond. Those jobs generate more than $300 million in annual wages that spurs $950 million in economic activity throughout the region. Moreover, in 2021, nearly 280,000 tonnes of cargo moved through YVR. Over 500 freight, logistics and cargo companies, including UPS, FedEx, Purolator, Canada Post and DHL, provide the capacity to efficiently distribute goods within the region and between Canada's major trading partners.

Behind all this cargo, are people. Two thirds of British Columbian jobs in the Transportation and Warehousing sector are based in the Lower Mainland. Careers in this sector can range broadly, from airport ramp attendants to operations executives. Specialized education can help local students achieve their career goals, while ensuring businesses have access to a skilled workforce.

One of our members, BPWood is a global supplier of lumber, with a focus on sustainable supply chains. Cindy Lee, Export Administration and Logistics at BPWood shared that "transportation and logistics is a crucial part of BPWood's business. We use land and sea transportation modes on a daily basis to and from locations in the lower mainland, Canada and export to countries around the world. The past couple of years has certainly been challenging for BPWood with problems caused by the environment, reduced capacity and now high fuel prices."

Clearly, expert response to global pressures on supply chain and logistics networks is more crucial than ever. Moreover, there is an abundance of local organizations who will benefit from the

applied curriculum feature of this credential. Additionally, the online coursework proposed for this credential by KPU, will allow working adults to upskill, without undue disruption to their work and family commitments.

I hope that we can soon welcome the news that KPU will be delivering this M-OSCLM to the lower mainland workforce. Please do not hesitate to reach out if you have any questions.

Sincerely,

Dan Baxter
President & CEO
Richmond Chamber of Commerce

GREATER VANCOUVER
BOARD OF TRADE

Greater Vancouver Board of Trade
World Trade Centre
400 – 999 Canada Place
Vancouver, B.C. Canada V6C 3E1
T. 604-681-2111 F. 604-681-0437
E. contactus@boardoftrade.com
boardoftrade.com

CEO
Bridgitte Anderson, ICD.D

2021-22
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| 1978 | D. C. Selman |

February 25, 2022

To whom it may concern,

On behalf of The Greater Vancouver Board of Trade (the "GVBOT"), I am pleased to submit this letter in support of Kwantlen Polytechnic University, Melville School of Business.

The proposed Master's credential in Operations, Supply Chain and Logistics Management (M-OSCLM) at KPU Melville School of Business is an important addition to the training and education of qualified personnel in Greater Vancouver in order for the city to hold its place as a vibrant hub for commerce, trade, travel, and free enterprise.

As Western Canada's most active and influential business association, we're aware of the current skills gap between the relevant competencies needed for the future labour market and the broad skills provided in undergraduate education. The M-OSCLM addresses these labour market needs by providing the skills necessary for young graduates to secure positions in the most demanded occupational categories, namely: Sales and Service, Business, Finance, and Operations and Supply Chain Management.

As we look to the future, technological advancements will shape the future demand for new skills and competencies. KPU Melville School of Business' focus on people and management skills combined with digital literacy - embedded in business context- will equip students to deal with pressing global challenges affecting the economy and the environment as well as local and regional communities.

As a supporting sponsor of the Board of Trade's Leaders of Tomorrow Program, the GVBOT and KPU have a history of working together to support the professional and personal growth of emerging young leaders in the areas of Mentorship, Leadership, Networking and Volunteerism. We look forward to engaging with the students in KPU Melville's M-OSCLM program to support their successful career launch.

Sincerely,

Austin Nairn, MBA
Vice President, Greater Vancouver Board of Trade
Executive Director, [illegible] Trade Centre Vancouver

Attn: Mr. Vasile Zamfirescu

Melville School of Business,
Kwantlen Polytechnic University

**18 February, 2022**

## Letter of Endorsement and Support for KPU OSCLM Supply Chain Program

Many thanks Vasile for your presentation on your concept of development of a Master's Program in Operations, Supply Chain and Logistics Management. The subject matter was well received.

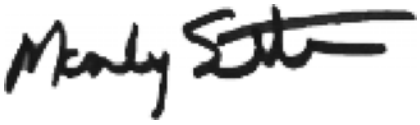
On behalf of **ASCM BC (Association for Supply Chain Management)** we welcome and endorse your initiative to develop the OSCLM program and also agree that a program such as this would be of great benefit to British Columbia, Lower Mainland and students seeking to enhance their skillsets. With the increasing growth and diversification in manufacturing sector in British Columbia and also manufacturing being a major contributor to our overall economy this type of program OSCLM would be timely and appreciated by any organization or person planning to develop their skillset in operations, supply chain, logistics management at this level of education.

As mentioned, we at ASCM BC have found strong demand for online programs and continue to offer our course offerings with increasing frequency as numbers continue to grow. We concur with your plan to offer online courses as it provides students who otherwise would not be able to attend class or simply requiring convenience to attend.

Should you need any input on your program throughout the development process or periodically, please do not hesitate to contact us as we have a number of experienced instructors with industry experience to provide input. We have members who do provide input regularly to other colleges programs on advisory committees.

Looking forward to further news on this initiative.

**Regards,**



Signed: Manly Sitter, CPIM, CSCP for Vice President of Education ASCM BC

APICS Vancouver
200-4170 Still Creek Drive.
Burnaby BC
V5C 6C6
778-927-1852
education@bc.ascm.org

Canada
Vancouver Section
ASQ The Global Voice of Quality™

To: Stephanie Howes
Dean
Melville School of Business, KPU

January 31, 2022

Dear Stephanie,

I am writing this letter on behalf of the ASQ Vancouver Section Leadership Committee to express our support for your master's program in Operations, Supply Chain, and Logistics Management.

We appreciate the opportunity to review your proposed program. We recognize the many benefits of this program, especially its approach in integrating supply chain and logistics with operations and quality management functions, which are all responsible for producing and delivering high-quality goods and services. As a knowledge-based community of quality professionals dedicated to promoting and advancing quality tools, principles, and best practices, we strongly endorse your forward-looking approach as it addresses the importance of total quality management throughout the end-to-end supply chain of goods and services.

For over thirty years, ASQ Vancouver Section 408 has worked to increase individual and organizational performance excellence in British Columbia by providing learning, quality improvement, and knowledge exchange opportunities to its members, mainly representing manufacturing, medical and high-tech industries. In the past three years, we have witnessed an increased interest in topics that address the integration of various organizational functions within businesses, evident in the results of annual customer surveys conducted by our section among its 400+ members. We are certain that the program graduates will strengthen the skills in British Columbia.

If you have any questions related to this letter of support, please do not hesitate to contact me again.

Sincerely,

*Fuat Ramazanov*

Fuat Ramazanov, M.Sc., PMP®, CCLP®, CQIA
Section Chair 2022
778-388-9667 | framazanov@memberleader.asq.org
**www.asq.org | my.asq.org**

Project Management Institute. Canadian West Coast

Date: February 24, 2022

**Reference: KPU Support Letter:**

To: Stephanie Howes, Dean, Melville School of Business, KPU

The Project Management Institute (PMI) is the leading, non-profit international organization dedicated to promoting professionalism in the practice of project management. The PMI Canadian West Coast Chapter (PMI CWCC), established in 1979, has two primary goals: to help our members build their project management careers and to provide a community for the project management industry in BC.

Based on our understanding, your proposed program, an applied Master's in Operations, Supply Chain, and Logistics Management, completely online (OSCLM), is a valuable addition and supports both our organizational goals. We look forward to collaborating with your students and the faculty delivering this program.

As project management professionals, we understand the importance of integrating the teaching of operations management, supply chain management, and logistics management into one graduate program. We understand that the formal approaches, concepts and tools to be studied in your Master's in OSCLM, much like the formal approaches, concepts and tools used by project management professionals, are universally applicable and would benefit organizations of any type and size, regardless of industry, throughout the Lower Mainland.

The PMI CWCC fully supports the inclusion in your program curriculum of a course that is fully dedicated to project management, the continual requirement to manage applied projects in most courses of the program as well as in its capstone project, and a PMI certification as a prerequisite of granting the credential.

We support your initiative for a Master's in OSCLM and look forward to collaborating with you as we both pursue our organizational goals and continue our respective contributions to the reputation of the Lower Mainland as a Centre of Excellence in the teaching and practice of the management of operations, supply chains, logistics and projects.

Sincerely,

Andrzej Nawrocki, PMP

PMI CWCC Board Director

Project Management Institute. Canadian West Coast

**Fibretech Distributors Inc.**

8247 130St. Surrey, BC V3W 7X4
P: 604-507-2199 x138, F: 604-507-2190
www.fibretechbc.ca

Date: January 28, 2022

TO: Stephanie Howes, Dean of the Melville School of Business, KPU

Fibretech (www.fibretechbc.ca) started its successful journey in 1993 as a prominent manufacturer of Canadian made plumbing fixtures. In 2001 Fibretech Distributors Inc. opened its first location in Surrey, BC and shifted its focus to supplying plumbing fixtures & faucets to local residential and commercial developers. With nearly 30 years of experience in the plumbing industry, Fibretech has now become a leading manufacturer and distributor of premier plumbing fixtures in British Columbia, with the vision to expand across Canada and the USA. Today, from its head office located in Surrey, Fibretech has three professional state-of-the-art showrooms located throughout the Lower Mainland with a supply chain spanning across Western Canada.

We understand operations, we understand supply chains, and we understand logistics. These are critical business functions, and we believe that they must work seamlessly together. That's why we are happy to see the Melville School of Business planning to do just that: provide graduate-level education that integrates the knowledge of these three business areas.

For companies like ours it would be of great benefit to know that we may address some of our challenges by working with students in the program or by engaging services of local consultants specializing in the interdependencies of operations management with supply chain and logistics management, and even by hiring graduates of this made-in-BC program. In fact, in the past, we have hired graduates of the OSCM program at KPU and are fully aware of the quality of education provided by the Melville School of Business.

We can also visualize how this Master's in Operations, Supply Chain and Logistics Management would have a trickle-down influence on the BC business in general, through applied projects carried out with real-world organizations and dissemination of knowledge and experiences using industry events, or development of teaching materials with the contribution of organizations such as ours. We would be very happy to collaborate with the program in any of these directions.

In closing, we strongly support the proposal of a Master's in Operations, Supply Chain, and Logistics Management at the Melville School of Business.

Yours truly,

**Parm Aujla**
**(Director)**

12745 116th Ave, Surrey, BC, V3V 7H9
Phone: 604.954.1263 Fax: 250.861.3165
Email: StorageVA@Secure-Rite.com
www.Secure-Rite.com

Vasile Zamfirescu
Faculty, Operations & Technical Management
Melville School of Business
Kwantlen Polytechnic University
12666 72 Ave, Surrey, BC V3W 2M8

Dear Mr. Zamfirescu

**RE: MSB Master's in OSCLM**

Thank you for your email outlining the planned expansion of the Melville School of Business to offer a Master's Degree in Operations, Supply Chain and Logistics.

I do not know of any post-secondary degree offered in this area of study. In my corporate career I have taken a lot of courses in operations and purchasing, but these courses were always taught by a variety of different organizations, and there was no cohesive, consistent approach to the subject matter. This Master's Degree in OSCL clearly fills this gap.

The current business climate needs trained professionals with expertise to navigate these very challenging times in the world of logistics. My present area of work is in Shipping Containers, and the difficulties we face in getting our units from other parts of the world are difficulties faced by any company importing or exporting goods. My BA in Geography and Economics, as well as my BEd in Secondary school level education certainly never covered any of the topics you are proposing to address, though I now wrestle with these challenges every day.

I sincerely hope your plans to expand the Melville School of Business with respect to this Master's program is a success. It is clearly needed.

Best Regards,

Kyle Fairfield

Kyle Fairfield, BA, BEd
Vancouver Branch Manager
604-353-1845
kylef@secure-rite.com

KenDor
TEXTILES LIMITED

February 25, 2022

Melville School of Business
Kwantlen Polytechnic University
Attention: Vasile Zamfirescu

**RE: In Favor of a KPU MSB OSCLM Master's Program**

To Whom It May Concern,

As an importer and wholesaler of textiles, KenDor sources from various international suppliers utilizing multiple resources in the global supply chain. In recent years, more than previous, the nuances and critical importance of strategic planning & effective supply chain management have grown increasingly integral to the effective operation of our business.

We are in strong favor of KPU MSB designing and implementing a comprehensive degree program in OSCLM that will furnish the workforce with a breadth of informed & focused professionals that are equipped to navigate the complex maze of multi-national bureaucracy with a comprehensive toolkit encompassing technical acumen, risk and project management, and a commitment to compliance. These skills and education will provide them with the agility and insights necessary to adapt and respond to the dynamic changes that have become constant factors in today's global business environment.

With Regards,

**Paul King**
President
T: (604) 940 0022 (ext 112)
C: (604) 230 9648
E: paul@kendortextiles.com

**Ayr Barnett**
Consulting Director of Operations
T: (604) 940 0022 (ext 113)
C: (604) 999 7796
E: ayr@kendortextiles.com

Pitt Meadows Plumbing
& Mechanical Systems Ltd.

February 7th, 2022

To: Stephanie Howes, Dean, Melville School of Business
Kwantlen Polytechnic University

Re: New Master's degree program

I have learned that Melville School of Business (MSB) is developing a Master program in Operations, Supply Chain, and Logistics Management (OSCLM) and would like to offer our support for this timely initiative.

Pitt Meadows Plumbing & Mechanical Systems Ltd. was started in 1979 and is a large-scale mechanical contracting firm. Our competitive advantage is derived through the use of pre-fabrication, automated tooling, and Building Information Modelling which allows us to work on projects that are larger and more complex than most mechanical contractors. We currently occupy a 50,000 square foot manufacturing space that produces tens of thousands of assemblies each year for our projects and for 3rd party clients. This facility, along with all our job sites, is supported by our Inventory, Logistics, and Procurement functions, all of which are dependent on operational excellence in supply chain and logistics management.

The general contents of the curriculum proposed match perfectly the strategic and operational challenges of our core business activity. The suggested Master program would clearly add to the resources of competence in the management of operations, supply chains, and logistics across all organizations and industries, in any part of Canada. We all need more, much more, of such competences if we expect our companies, cities, provinces, and our country to maintain competitiveness.

We believe that the graduates of the proposed program will very likely help organizations like ours to adopt the newest technologies and adapt to the latest developments in Operations Management as well as improving the quality of our products and systems. We are committed to continuous improvement and are excited to see a degree program specifically targeting this important area of our business. This program, its students and faculty, will have the opportunity to influence the business community by focusing on innovations in Operations Management which will be a benefit to us.

Furthermore, we would be very happy to collaborate with the KPU Master's program by inviting students and faculty to virtually visit our operations and to meet with us in-person or online to discuss new developments in the OSCLM disciplines, provide original cases of challenges that we face in running our operations and supply chains, or offer our time as guest speakers to the students. We would also consider assisting some of our own employees to enroll in the program, if it is delivered fully online.

20142 113B Ave, Maple Ridge, BC V2X 0A9
Tel: 604 465 8622 www.pittmeadows.net

Pitt Meadows Plumbing
& Mechanical Systems Ltd.

In closing, Pitt Meadows Plumbing & Mechanical Systems Ltd. strongly supports the addition of this rather unique Master's program in Operations, Supply Chain and Logistics Management to the existing MSB programs at KPU.

We would be pleased to provide additional information, if necessary.

Sincerely,

James Zelinski, *BCom, MA, C.Mgr*
Chief Administrative Officer

20142 113B Ave, Maple Ridge, BC V2X 0A9
Tel: 604 465 8622 www.pittmeadows.net

February 24, 2022

Alpha Technologies (an EnerSys Company) has over 4 decades of industry leadership in powering technology, Alpha has established itself as a preeminent total power solutions provider and one stop shop for AC, DC and renewable powering solutions for the Telecom, Cable Broadband, Traffic, Security, Industrial and Alternative Energy industries. Alpha's products are the trusted power behind large switching and data centers, mobile cell sites, broadband networks, traffic and security systems, private/industrial networks, and many more with customer tanging from Bell, Rogers, Telus, AT&T and Crown Castle etc.

As a Plant Manager with significant experience in every area of Operations and Manufacturing management that includes procurement, planning, warehouse, inventory, and logistics management, I am fully aware the basic principles of OM, SCM and Logistics. In my experience I have noticed these I are taught separately by various educational institutions. However, I find OSCLM concepts and tools are interconnected with overall operations function, and it would be great to bring these under one umbrella. I manage these activities on daily basis and I'd like to see candidates to management positions in my organization to possess knowledge in skills of OSCLM as a continuum.

We have hired student from KPU for co-ops in the past and always appreciated what they brought to the organization. I was pleased to hear that KPU, in their proposed Master's in OSCLM program would comprise all three subfunctions of the end-to-end activities that must be managed effectively and in a synchronized manner to produce virtually any good or service. Then, delivering the program based on applied research and teaching courses in collaboration with the industry, would benefit not only the graduates but many local organizations as well. Moreover, offering this program completely online would make this Master's available for people who cannot attend class in person due to a variety of constraints and who are perfectly capable to pursue this type of studies completely remotely.

This specialized graduate program right here in the Lower Mainland would incentivize many people to upgrade their management skills without considering the costs and disruption generated by enrolling to programs in Ontario or outside Canada.

The above are the major reasons for which I fully support the approval of this program

Sandeep Tattla,
Plant Manager
Alpha Technologies (an EnerSys company)

January 18, 2022

**Stephanie Howes**

Dean

Melville School of Business

Kwantlen Polytechnic University

Dear Stephanie Howes:

I was briefed on the proposal developed by the Melville School of Business for an Applied Master's program in Operations, Supply Chain, and Logistics Management (OSCLM). Because of the skills to be acquired from this program and the intended teaching methods, I am convinced this program has great potential to be successful, as there is a lack of such skills in industries across B.C. and Canada.

As every year we came across number of clients from different part of the world, who are interested to pursue their career in Operations, Supply Chain, and Logistics Management. Moreover, recent pandemic situation further highlighted the importance of such program as evident from the approximate number of clients that is 3-5 per month who approach us either to inquire about such program or have already secured a offers for supervisory /managerial jobs here and have a firm intentions to move to B.C and would be interested to enroll in Master's program in OSCLM proposed by KPU - Melville School of Business as we are not aware of any other Master program specialized in OSCLM.

Furthermore, the program is designed to be delivered completely online, which is another great advantage both for employees – who can keep their jobs during their studies and for the employers – who can have their student-employees working and contributing to the organization during their program.

Moreover, to have a source of advanced education in this field right here, in B.C, will be of great benefit to all types of local organizations in manufacturing (be it metal, wood, or machinery), warehousing, transportation, services, health care, etc. as general contents of the curriculum proposed match perfectly the strategic and operational challenges of any organization in any type of activity. The suggested Master program would clearly add to the resources of competence in the management of operations, supply chains, and logistics across all organizations and industries, in any part of Canada. We all need more, much more, of such competences if we expect our companies, cities, provinces, and our country to maintain competitiveness.

In closing, we intend to make our partners and our communities aware of this promising new Master's credential and we enthusiastically recommend its approval so that it can be offered to clients the soonest possible.

We would be pleased to provide additional information, if necessary.

Sincerely,

Satwant Singh, Sri Immigration (Director)

To: Stephanie Howes, Dean
Melville Scholl of Business
KPU

February 10, 2022

Dear Dean Howes,

Before talking about your program proposal, I'd like to make sure everyone understands Cintas. This is what Dun & Bradstreet says about us:

> *Cintas provide their products and services to over one million businesses of all types, from small service and manufacturing companies to major corporations that employ thousands of people. Cintas, which sells, leases, and rents uniforms, operates over 480 facilities in more than 330 cities; it leases over half of them. Besides offering rental and servicing of uniforms and other garments, the company provides flame-resistant clothing, mats, mops and shop towels and other ancillary items. Other products offered by Cintas include uniforms, floor care, restroom supplies, first-aid and safety products, fire extinguishers and testing, and safety and compliance training. Richard T. Farmer founded the company in 1929. Cintas is now run by Scott D. Farmer. (Cintas Corporation Company Profile | Cincinnati, OH | Competitors, Financials & Contacts - Dun & Bradstreet (dnb.com)*

Cintas Corporation helps businesses of all types and sizes get READY™ to open their doors with confidence every day by providing a wide range of products and services that enhance our customers' image and help keep their facilities and employees clean, safe and looking their best and be Ready for the Workday®.

I am a Service Manager at Cintas Surrey. My position entails responsibilities in the areas of general management, operations management, marketing, customer service, supply chain management, and others ((99+) Ahmed Iqbal | LinkedIn).

As I was getting acquainted with the framework of your proposal, I thought of my own managerial duties. As an integral part of the areas that I manage, I can say that I definitely use Operations management concepts and tools, as they help me plan and achieve strategic goals and complete effectively day-to-day activities. However, to do that, I also use knowledge about Supply chain management – from assessing supplier performance to developing the network of dealers and business accounts within the territory.

Educationally and professionally, I am proficient with marketing and strategy, but the reality of my own responsibilities in this position make me understand perfectly that operations, supply chain, and logistics management are intrinsically dependent on one another. Teaching one of these functions independently of the others may have two undesired effects. First, the graduates would be comfortable with a discipline much narrower than what the "real world" requires. Second, to respond to the demands of the marketplace and the needs of employers, these graduates would be forced to

round-up their knowledge and skills at a later time, by taking additional courses offered by various organizations not always at the highest academic standards. That is why I believe that Melville's approach is the perfect response: include in their Master's credential operations management together with supply chain and logistics management.

I fully support the Master's proposal developed by the Melville School of Business.

Ahmed Iqbal,

Service Manager
Cintas Langley

**Date – 01/29/2022**

**To**

**Stephanie Howes, Dean, Melville School of Business**

**Kwantlen Polytechnic University**

I got clarification on the proposal developed by the Melville School of Business for an Applied Master's program in Operations, Supply Chain, and Logistics Management. Because of the skills to be acquired from this program and the intended teaching methods, I am persuaded this program has great potential to be successful, as there is a lack of these skills in industries across B.C. and Canada.

Hawk Technologies, a Hawk Group of Companies division, is privately owned and incorporated in British Columbia, Canada specializes in retail, project management, ecommerce, concierge service etc. The leader in security and its services in the competitive market.

I am the Field Manager in Hawk Technologies, with more than 20 people in Hawk Technologies and we are proud to assist them in training and professional development. We are committed to the EDI principles. Moreover, I completed my studies in Canada and working in Canada from last 20 years with multiple areas of expertise like retail, team management, client interaction, project management, finance etc.

I believe this program will help employers in B.C. and in Canada to reinforce the management of operations and supply chain of their business by hiring highly educated executive-level managers and professionals ready to step in.
Further, this program will contribute to the creation of a centre of expertise in operations, supply chains, and logistics management in the Lower Mainland, which will help the local organizations and will also enhance the prestige of the BC companies and the reputation of the BC economy.

In addition, this program is designed to be delivered completely online, which is another extraordinary advantage both for employees – who can keep their jobs during their studies and for the employers – who can have their student-employees working and contributing to the organization during their program

I strongly support the addition of this rather unique Master's program in Operations, Supply Chain and Logistics Management to the existing MSB programs at KPU.

**Thanks and regard**

**Yours Sincerely**

**Naveen Kumar Saini**

**Field Manager (Hawk Technologies)**

## Vasile Zamfirescu

**From:** Cameron Thistle (Director - Warehousing Services) <cameron_thistle@saveonfoods.com>
**Sent:** Friday, February 25, 2022 11:56 AM
**To:** Vasile Zamfirescu
**Cc:** Heidi Ferriman (Sr VP - People & Corp Affairs); Joe Stelnicki (GM - Supply Chain Logistics)
**Subject:** KPU Survey Letter

**CAUTION External Sender:** Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hi Vasile,

Thank you for including me in the Kwantlen Polytechnic University survey about the Masters in Logistics and Supply Chain.

Through the pandemic and the recent floods in BC, the world understands that supply chain is critical for everyone. In order to develop leaders in this industry, we need a local western-based program to that is accessible and able to develop local talent. A program like this will reinforce the commitment to innovating and reinventing Western Canadian supply chain network.

More than ever, it is critical that logistics and supply chain leaders are able to successfully embrace AI and technological changes in this area so to deliver a more robust and efficient network. I know our Supply Chain/Warehouse Partners will be excited about this program and utilizing graduates and hopefully co-op students in the future. Not only is a program like this past due, but there are significant and rewarding career opportunities within this segment and it's time to showcase the opportunity to move careers along this pathway – which is something we are very much missing in the west.

Cameron

**Cameron Thistle**
Director Warehousing Services

**Save-On-Foods, a division of Save-On-Foods Limited Partnership**
**E.** Cameron_thistle@saveonfoods.com
**M.** 604 308-3270
saveonfoods.com

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Define your dreams and destinations

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7020, 141 STREET
SURREY BC
CANADA - V3W6L4

**Stephanie Howes**
Melville School of Business
Kwantlen Polytechnic University

29 January 2022

Dear Stephanie Howes,

Thank you for providing us an opportunity to participate in the survey and information provided regarding the proposal of MSB for Applied Master's program in Operations, Supply Chain, and Logistics Management (OSCLM). Considering the methods of instructions for this course, we wish this could be a great success for MSB as well as KPU. This program should offer a great deal of opportunities for the aspiring students as well as the companies those who wish to modernize and enhance their productivity skills using qualified students from the program. As we understand in general, there is a lack of professional or quality leadership and managerial efforts in the Operations and Logistics in our part of the world and this kind of courses and on hand trainings using qualitative methods could solve the problem or could address the issues in the industry and can increase the productivity of our area, which could be a boon for the economy and population in the region.

As we are in Immigration business, there are always questions coming from our prospects and clients regarding opportunities in the specific field and possible study or skill advancement options from those who already working or entering to this part of the business. As we do international student placements across Canada in colleges and universities, we suggest the aspiring students about the course in Supply Chain and Logistics management. We do receive interest in master's program in supply chain management from the middle level and entry level graduates who started their career and looking for an advanced opportunity in Canada especially in British Columbia.

Deliverability of this program via online platforms could attract more interest in the subject and will provide an opportunity for the people already working in same kind of jobs and like to advance their position in the career ladder and may like to open their entrepreneurial attempts with more armors in their sleeve.

Further to this, we feel that an advanced education facility and opportunity here in Vancouver region of BC, the local organizations working in various fields related to the specific subjects mentioned or taught in the proposed course will be highly benefitted. As well as many students may get a chance to interact and learn the current process and completing the course with higher on hand working experience.

For service-based industries in the area, the program offering may provide an opportunity to source qualified graduates from the course and use their newly learned skills and techniques to improve the service standards.

On a closing note, we wish to extend our support to MSB and KPU for introducing this program and surely recommend this program for any aspirants who approach us after the launching of the program. We wish to get any further updates on this program, so we could start offering this opportunity to our clients across the globe as well as our local student.

Should you need any further clarifications from us on anything we have mentioned, we would be pleased to interact with your organization and like to have any progressive discussions.

Sincerely,

Anil Menon

Anilkumar Bhaskaran
Director (RCIC – R706690)
Vizazen Immigration Inc.

fraserhealth Better health. Best in health care.

February 24, 2022

Stephanie Howes, Dean
Melville School of Business
Kwantlen Polytechnic University
12666 72 Ave, Surrey, BC V3W 2M8

**Re: Letter of Support**
**New MSB Program: Master's in Operations, Supply Chain, and Logistics Management**

The reason I am writing this letter is to show my support for the proposed MSB program at KPU. Recently, I completed the survey that Vasile Zamfirescu sent out. This survey highlighted that OSCLM concepts and tools are not only necessary in healthcare operations, but also that leadership teams could benefit from onboarding graduates of the program.

The new online, applied Master's in Operations, Supply Chain, and Logistics Management, as I understand, would provide teaching and learning opportunities with the inclusion of guest speakers, case development and webinars. As a PMP myself, I can appreciate the formal delivery of the concepts and the integration of industry professionals into one program and recognise that this can prove beneficial to all industries, even the untapped healthcare industry.

I am an Operations Manager in healthcare, but I am not a Registered Nurse. This has facilitated me viewing operations from a different lens. I bring knowledge and experience from being a PT Instructor in a School of Business and completing my MBA, and this shed light on what operational knowledge was missing. As such, including a course in the proposed program devoted to project management receives my support as well. Healthcare continues to have quality improvement projects and PDCA cycles that warrant knowledge and understanding of operations and project management.

I personally support your initiative for a Master's in OSCLM.

Sincerely,

Tracey Demirbas, B.Ed., PMP
Clinical Operations Manager
New Westminster Community Health Services
Specialized Community Services Programs (SCSP) CMF
#218 – 610 6th Street
New Westminster, BC V3L 3C2

## Appendix 2.2 Letters of Support

DOUGLAS COLLEGE

PO Box 2503 New Westminster BC
Canada V3L 5B2
New Westminster and Coquitlam
douglascollege.ca
604 527 5400

April 9, 2024

Stephanie Howes
Kwantlen Polytechnic University
Melville School of Business

Dear Stephanie,

Re: Masters in Operations and Supply Chain Management

Thanks so much for involving the School of Business, Douglas College, in KPU's consultation process for its first Masters program.

Based on our June 2023 discussion with acting Melville School of Business Dean (Heather Harrison) and faculty proponent (Mike Ford), I support the proposal of the new Masters in Operations and Supply Chain Management at KPU.

I also see great value in exploring pathways for Douglas College students in related programs. Thanks so much for the ongoing collaboration with faculty subject matter experts from Douglas College as KPU builds out this new Masters.

Sincerely,

Justin Williams

Dean, Faculty of Commerce and Business Administration

Douglas College

**Southern Railway of British Columbia Limited**
2102 River Drive, New Westminster, BC V3M 6S3 Canada
604.521.1966 | 604.526.0914 fax
www.sryraillink.com

May 18, 2023

Kwantlen Polytechnic University
12666 72 Ave
Surrey, BC V3W 2M8

Attn: Mike Ford, Chair, Department of Business Graduate Programs

Dear Sirs/Mesdames,

Re: Proposed Master's program in Operations, Supply Chain, and Logistics Management

Southern Railway of British Columbia is pleased to provide this letter of support for Kwantlen Polytechnic University's (KPU) proposed development of a Master's program that will focus on operations, supply chain, and logistics management.

Reliable and seamless supply chains are critical to Canada's economic prosperity. While the dynamic interactions among supply chain partners already occur every day in practice, they are not necessarily well understood at a broader systems level. KPU's initiative to establish a program that will blend theoretical and applied understanding of the supply chain and logistics management will contribute to Vancouver's competitive advantage as a trade gateway.

Southern Railway of British Columbia (SRY) is a major transporter of freight by rail in southern British Columbia, providing connections for more than 140 shippers, and rail connections across North America via interchange with four Class 1 railways: CN Railway, CPKC (formerly, Canadian Pacific Railway), BNSF Railway, and Union Pacific Railway. As a short line railway, SRY provides first/last mile service and supports operational synergies among customers and the Class 1 rail network. SRY understands the complexities associated with operations, supply chain, and logistics management. Having locally trained graduates with skills in these areas would benefit SRY both as an employer, and as a stakeholder who relies on counterparts within the supply chain that are knowledgeable and skilled.

Thank you for the opportunity to express our support as KPU continues to work towards establishing the program. We look forward to partnering with KPU on this program in the future.

Yours truly,

Gerald Linden
President
Southern Railway of British Columbia Limited

BC Hydro
Power smart

May 16, 2023

Mike Ford
Chair, Department of Business Graduate Programs
Melville School of Business, KPU
12666 72 Ave, Surrey, BC V3W 2M8

Re: Kwantlen Polytechnic University & BC Hydro - Industry Partnership for Master's in Operations, Supply Chain and Logistics Management Program

Dear Mike,

Thank you for sharing the early details of the design for a KPU's Master's in Operations, Supply Chain and Logistics Management program.

As we have discussed with you, supply chain is growing in importance in many businesses and certainly within BC Hydro. As we recruit and grow our employees, we have been noticing that there are not many post-secondary institutions that have a focus on preparing students for careers in supply chain. We believe this is a gap given the current and growing demand for talent with skills and experience in this area. As a result, programs like the Master's program you are designing will help close the gap overtime.

Thank you for the opportunity to review your preliminary curriculum. We are pleased that there is an emphasis on topics that are important (category management, sourcing, negotiations etc.) to organizations such as BC Hydro; as well as critical underlying skills (critical thinking, project management, process improvement) that are core expectations for doing the types of roles we have. Our supply chain roles are highly integrated with other functions and the need to work collaboratively across the company. It appears that your program -- with a blend of cross-collaboration, and integration of work experiences, will serve students well in helping them grow their ability to apply their knowledge and skills in real life situations and leadership positions.

Thank you for the opportunity to provide feedback. We are willing to providing whatever assistance and input we can as you move forward.

Sincerely,

Bridgette Zacharias
Director, Operations & Enterprise Supply Chain

**GCT Canada Limited Partnership**
400 - 2925 Virtual Way
Vancouver, BC, Canada V5M 4X5

T +1 604 267 5200
F +1 604 267 5214
globalterminals.com

April 20, 2023

**RE: Kwantlen Polytechnic University Master's in Operations, Supply Chain and Logistics Management (OSCLM)**

GCT Canada knows first hand that a well-functioning transportation system secures supply chains, enables global trade, and is critical to the Canadian economy as a trading nation. We also know people are ultimately responsible for ensuring supply chains function safely, securely and competitively.

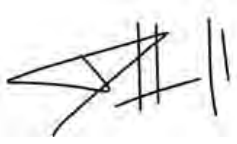
As the country's largest Canadian majority-owned container terminal operator and one of the maritime sector's largest employers, GCT operates two gateway terminals at the Port of Vancouver, GCT Vanterm and GCT Deltaport, Canada's flagship container terminal. These facilities provide global customers and ocean carriers with convenient, dependable access to major Asia-Pacific trade lanes and key markets. Our operations account for over 4.6 million hours of employment – the equivalent of 2,214 well-paying jobs in the Maritime and Logistics Sector.

Attracting and retaining talent is key to the success of our business. At GCT, we continue to invest and innovate at our terminals. We are planning new projects to bring capacity online and investing in modern equipment that creates efficiencies and facilitates growth. We are also committed to building on initiatives that harness data and technology to provide solutions to increase capacity, reduce emissions and provide sustainable and resilient solutions for future growth.

To facilitate this growth as an industry and an organization, we need to hire talented people with business management skills, technical capability and strong analysis supplemented by the ability to make decisions and solve problems. Educational programs, such as the OSCLM, that aim to strengthen these skills for graduates directly related to operations and supply chain will help companies within our Region improve productivity in operations and boost local and global supply chains.

As we plan for the future, we strongly support the ongoing focus on developing the right skills for people to contribute to positive change and development within the sector and organizations, such as GCT, that help contribute to a more successful, resilient and competitive economy.

Sincerely,



Daniel Howell
Vice President, Terminal Operations
GCT Deltaport

Teledyne FLIR
Integrated Imaging Solutions

TELEDYNE FLIR
Everywhereyoulook™

TELEDYNE FLIR
Integrated Imaging Solutions
12051 Riverside Way
Richmond, British Columbia,
Canada V6W 1K7
P: 604-242-9937 | F: 604-242-9938
www.teledyneflir.com

22 March 2022

KPU-Melville School of Business
Master's program in Operations, Supply Chain, and Logistics Management

To Whom It May Concern,

Please accept this letter of support for the Master program in Operations, Supply Chain, and Logistics Management that the Melville School of Business at KPU plans to introduce in 2023.

Teledyne FLIR Integrated Imaging Solutions, with an office at 12051 Riverside Way, Richmond, BC V6W 1K7 Canada, is one of the world's leading designers and manufacturers of imaging products used in industrial, government and medical systems. Our digital cameras are vital components in the fast growing, transformative industries of robotics, autonomous vehicles, industrial automation, virtual reality, life sciences and retail analytics. Medical customers are using our products to save lives via screening and diagnostics, providing cancer treatment, inspecting vaccine vials, and performing research vital to future outcomes. Recently, we were also privileged to host the Premier and MLAs of British Columbia, following our locally made cameras' successful capture of the NASA Mars Perseverance Rover landing.

The COVID-19 pandemic presented global supply chains with unprecedented challenges. Overwhelming demand exceeded the semiconductor industry capacity, causing severe shortages of chips and electronic components that persist today. Limited domestic manufacturing capabilities quickly exposed the industry's reliance on offshore contracts and partnerships, as well as the limitations in domestic skills and expertise.

The Master program in OSCLM will help employers in B.C. and in Canada to strengthen the management of operations and supply chains of their business by hiring highly educated executive-level managers and professionals, as well as retaining this expertise. The importance of this program cannot be understated, as it can significantly add to the level of skills and knowledge of current and future employees in our industry. The program's development of relevant competencies will also help companies like ours to improve productivity in operations and strengthen supply chains and logistics, making its graduates valuable contributors to the economic success, resilience and competitiveness of our industry.

In closing, I strongly support the addition of the Master's program in Operations, Supply Chain and Logistics Management to the existing Melville School of Business programs at KPU.

Sincerely,

Vera Hummerston
Director of Supply Chain
Direct: +1 604 242 9937 x 262
Email: Vera.Hummerston@Teledyneflir.com

BRITISH COLUMBIA
INSTITUTE OF TECHNOLOGY
3700 Willingdon Avenue
Burnaby, British Columbia
Canada V5G 3H2

bcit.ca

December 6, 2023

Kwantlen Polytechnic University
Melville School of Business
12666 72 Avenue
Surrey, BC V3W 2M8
Attention: Mike Ford

Dear Mike,

Re: Master's in Operations, Supply Chain, and Logistics Management

I fully support your proposal for the development of a Master's in Operations, Supply Chain, and Logistics Management. This program will provide an excellent opportunity for the workforce to enhance their skills at a senior level, in this critically needed area of business.

Best wishes in the development of your program.

Sincerely,

Kenton Low

Dean, School of Business + Media, BCIT

SURREY BOARD OF TRADE

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January 11, 2022

**RE: Letter of Support**

The Surrey Board of Trade has over 6,000 business contacts with over 60,000 employees. The purpose of the organization, on behalf of its members, is to advocate at all levels of government, facilitate networking opportunities, and provide cost- saving benefits and marketing opportunities. We are a not-for-profit organization with a common goal of furthering the interests of businesses in our region. We have demonstrated, through our projects and initiatives, a commitment to enhancing the local economy. We provide businesses and organizations with economic opportunity, workplace development and education, international trade, government advocacy and business connections. We believe that transportation and education are the two economic foundations of building our city. We are keenly aware of the dynamics, the needs and the opportunities that our members experience and we understand the competitiveness factors that govern the success of the economic activity in this large city.

We have recently learned that the Melville School of Business (MSB) at KPU is developing a Master's program in Operations, Supply Chain, and Logistics Management (OSCLM). As we became aware that some of the proposed program features are, if not unique, at least very rare among similar programs in B.C., in Canada, in the US, and internationally, we would like to offer our support for this exciting project, for many reasons, including the following:

- The program is designed to be "applied through and through". One of the means to deliver on this is for each course to be assigned a *dedicated guest speaker* – an executive or industry expert who will collaborate with the instructor to create teaching materials, such as cases, workshops, webinars, etc. This would be of great value to our member-organizations, as the participants will be able to benefit from the collaboration by raising the standards of their own OSCLM practices, and by receiving invaluable feed-back at a graduate academic level regarding their own performances. The results of this industry-academia collaboration will probably be disseminated throughout the economic community, thus multiplying the beneficial effects
- The program aims to prepare graduates ready to occupy executive-level positions, provide consulting, work in government and higher education, and become leading-edge entrepreneurs. All these goals would have an exceptionally favourable impact on the general performance of our organizations, irrespective of their particular industry: manufacturing, services, transportation, warehousing, etc. The thousands of members of the SBOT would have the opportunity of working with students and faculty during the program, and will be able to use an outstanding source of highly educated potential executives ready to fulfil their managerial vacancies or, better yet, to become motivated to initiate developments into new areas of innovative products, processes, and management approaches
- The program curriculum deals – in an integrative manner – with all three components of the key function of organizations in any industry (i.e., the production of the goods and services destined for users): operations management, supply chain management, and logistics management. The many programs throughout the world that address only one of these functions (e.g., Master's in Supply Chain Management), do not offer their graduates the holistic understanding of what it

means to produce a good or a service – view that is needed, valid and applicable everywhere: from manufacturing to restaurants, from hospitals to military operations, from any mode of transportation to penitentiaries, and from institutions to humanitarian interventions

- The program is anticipated to be delivered "completely online". Not only is the online education gaining strength year after year and it has been proven a dependable "substitute product" at a time of existential threat in the history of education, but it will allow employees of organizations in Surrey and the Lower Mainland to continue working during their graduate-level education. The benefit to the students and to the organizations that employ them is significant.

Finally, we fully endorse MSB's stated vision of creating a Centre of Excellence in OSCLM right here, at KPU in Surrey, as inspiring and pragmatic at the same time.

In closing, I would like to sincerely express my appreciation for the opportunity of supporting KPU-MSB proposal to develop a Master's program in Operations, Supply Chain and Logistics Management. Please feel free to contact me at 604-634-0342 or at anita@businessinsurrey.com for any additional information you may need.

Sincerely,

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

GREATER LANGLEY
CHAMBER OF COMMERCE

January 18, 2022

TO WHOM IT MAY CONCERN

We, at the Greater Langley Chamber of Commerce are truly pleased to hear about the forward-thinking features of the Master program in Operations, Supply Chain, and Logistics Management that the Melville School of Business at KPU plans to introduce in 2023.

The Greater Langley Chamber of Commerce is a membership-driven organization comprised of businesses, community organizations, and professional individuals. Working in partnership with the local business community, our mission is to be the Voice of Business in Langley by promoting and improving trade and commerce, and the economic, civic and social welfare of the District, Langley City, Langley Township, and the community-at-large. With well over one thousand members, the Greater Langley Chamber of Commerce is one of BC's largest chambers of commerce. The chamber is nationally accredited with distinction and our mission is to "Create the best environment for business".

Among our many endeavors, we are engaged in advocacy in favor of projects that enhance the competitiveness of our members and the progression of the Canadian business environment. It is from this perspective that we are declaring our strong support for the initiative of Melville School of Business at KPU to offer an applied Master's in Operations, Supply Chain, and Logistics Management, completely online.

The curriculum of the proposed program appears to respond perfectly to one of the greatest challenges that our businesses have ever encountered. Practically, after years and decades of many organizations in our region being successful because supply chains used to be stable and provided good combinations of price, quality, and timeliness, they now experience one of the major consequences of the Covid-19 pandemic, namely significant disruptions in supply chains. This is visible virtually everywhere and with detrimental effects on most organizations. This reality has inflicted harm particularly to organizations where the operations management is not strong. The Master's program suggested by the Melville School of Business is designed to develop knowledge, skills and applied research on the improvement of Operations Management as integral part of a synchronized continuum of activities involved in providing goods and services to end users, which include the management of supply chains and logistics. This type of competencies, right here, in the South Fraser region, would be of substantial benefit to our members in all types of industries.



**Mailing Address** *207 – 8047 199 Street Langley BC V2Y 0E2*
**Phone** *604.371-3770*
**Fax** *604.371-3731*
**Web Address** *www.langleychamber.com*
**Email** *info@langleychamber.com*

GREATER LANGLEY
CHAMBER OF COMMERCE

The intended delivery of the program online, with a choice of attendance between full time cohort-based, or spread over several years with part-time study, is another feature that we appreciate in the design of this new credential at KPU because it would be very suitable to the wishes of most students to keep working while they attend educational programs. In addition, by delivering it online, this Master's program will enhance and solidify KPU's international reputation, while our region will benefit from international cooperation, intercultural exchanges, exposure to OSCLM challenges in other parts of the world and the integration of our economy in the global flow of goods, services and ideas.

To sum up, we wholeheartedly recommend the approval of this promising new credential, and we'll look forward to hearing about its first intake as soon as feasible.

We would be pleased to provide additional information, if necessary.

Sincerely,

K. Maier

Kristi Maier, Director of Operations

Bruce Livingstone
Business Retention and Expansion Officer
Economic Development Department
City of Maple Ridge
February 3, 2022

To whom it may concern,

I'm pleased to offer my personal support for the KPU-Melville School of Business' proposed **Master's program in Operations, Supply Chain, and Logistics Management.**

As the Business Retention and Expansion Officer for the City of Maple Ridge, I work with many small-to-medium sized businesses that are dealing with increasingly complex supply chain and logistics challenges that significantly impact their operations management. These challenges can be especially difficult for smaller firms with lean management structures that rely on just-in-time inventory management and efficient logistics to stay competitive.

I believe the proposed curriculum and on-line delivery method for teaching this program are well-suited to helping business meet the strategic and operational challenges in operations, supply chains, and logistics management they face. KPU's proposed Master's program recognizes that operations, supply chain and logistics management are parts of a single, holistic and interdependent process in all organizations regardless of the industry. More than ever before, businesses are competing on a global scale and need to ensure their employees have the knowledge and skills to remain competitive. The online format of this program ensures employees can gain critical skills that they can immediately apply within their organizations.

I'm also impressed with the level and depth of consultation that KPU has undertaken with the business community, both in Maple Ridge and throughout the Lower Mainland, to better understand their needs and the best way to deliver the program. The City of Maple Ridge has recently launched a new economic development strategy that focuses on growing our manufacturing sector. KPU's proposed program will be a key element to help local businesses improve their competitive strengths and position them to grow and thrive on local, national and global scale.

Sincerely,

Bruce Livingstone

February 15, 2022

The Honourable Anne Kang, MLA
Minister of Advanced Education and Skills Training
Room 346 Parliament Buildings
Victoria, BC V8V 1X4
Email: AEST.Minister@gov.bc.ca

**Re: Richmond Chamber of Commerce – Letter of Support for Kwantlen Polytechnic University Masters Credential in Operations, Supply Chain, and Logistics Management**

Dear Minister Kang,

I am writing on behalf of the Richmond Chamber of Commerce to offer our support for the proposed Kwantlen Polytechnic University Masters Credential in Operations, Supply Chain, and Logistics Management (M-OSCLM) for our community here in Richmond and countless others across BC and throughout Canada.

These fields are critical to many of Richmond's employers. The city of Richmond is home to over 14,000 businesses, many of which are directly involved in the movement of people and goods. With YVR Airport and Port of Vancouver facilities located in our backyard, it is no exaggeration to say Richmond embodies the opportunity that is Canada's Gateway to the Pacific and beyond. The Port of Vancouver alone supports more than 6,000 jobs in Richmond. Those jobs generate more than $300 million in annual wages that spurs $950 million in economic activity throughout the region. Moreover, in 2021, nearly 280,000 tonnes of cargo moved through YVR. Over 500 freight, logistics and cargo companies, including UPS, FedEx, Purolator, Canada Post and DHL, provide the capacity to efficiently distribute goods within the region and between Canada's major trading partners.

Behind all this cargo, are people. Two thirds of British Columbian jobs in the Transportation and Warehousing sector are based in the Lower Mainland. Careers in this sector can range broadly, from airport ramp attendants to operations executives. Specialized education can help local students achieve their career goals, while ensuring businesses have access to a skilled workforce.

One of our members, BPWood is a global supplier of lumber, with a focus on sustainable supply chains. Cindy Lee, Export Administration and Logistics at BPWood shared that "transportation and logistics is a crucial part of BPWood's business. We use land and sea transportation modes on a daily basis to and from locations in the lower mainland, Canada and export to countries around the world. The past couple of years has certainly been challenging for BPWood with problems caused by the environment, reduced capacity and now high fuel prices."

Clearly, expert response to global pressures on supply chain and logistics networks is more crucial than ever. Moreover, there is an abundance of local organizations who will benefit from the

applied curriculum feature of this credential. Additionally, the online coursework proposed for this credential by KPU, will allow working adults to upskill, without undue disruption to their work and family commitments.

I hope that we can soon welcome the news that KPU will be delivering this M-OSCLM to the lower mainland workforce. Please do not hesitate to reach out if you have any questions.

Sincerely,

Dan Baxter
President & CEO
Richmond Chamber of Commerce

GREATER VANCOUVER
**BOARD OF TRADE**

**Greater Vancouver Board of Trade**
World Trade Centre
400 – 999 Canada Place
Vancouver, B.C. Canada V6C 3E1
T. 604-681-2111 F. 604-681-0437
E. contactus@boardoftrade.com
**boardoftrade.com**

CEO
**Bridgitte Anderson, ICD.D**

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| 1978 | D. C. Selman |

February 25, 2022

To whom it may concern,

On behalf of The Greater Vancouver Board of Trade (the "GVBOT"), I am pleased to submit this letter in support of Kwantlen Polytechnic University, Melville School of Business.

The proposed Master's credential in Operations, Supply Chain and Logistics Management (M-OSCLM) at KPU Melville School of Business is an important addition to the training and education of qualified personnel in Greater Vancouver in order for the city to hold its place as a vibrant hub for commerce, trade, travel, and free enterprise.

As Western Canada's most active and influential business association, we're aware of the current skills gap between the relevant competencies needed for the future labour market and the broad skills provided in undergraduate education. The M-OSCLM addresses these labour market needs by providing the skills necessary for young graduates to secure positions in the most demanded occupational categories, namely: Sales and Service, Business, Finance, and Operations and Supply Chain Management.

As we look to the future, technological advancements will shape the future demand for new skills and competencies. KPU Melville School of Business' focus on people and management skills combined with digital literacy - embedded in business context- will equip students to deal with pressing global challenges affecting the economy and the environment as well as local and regional communities.

As a supporting sponsor of the Board of Trade's Leaders of Tomorrow Program, the GVBOT and KPU have a history of working together to support the professional and personal growth of emerging young leaders in the areas of Mentorship, Leadership, Networking and Volunteerism. We look forward to engaging with the students in KPU Melville's M-OSCLM program to support their successful career launch.

Sincerely,

Austin Nairn, MBA
Vice President, Greater Vancouver Board of Trade
Executive Director, [illegible] Trade Centre Vancouver

Attn: Mr. Vasile Zamfirescu

Melville School of Business,
Kwantlen Polytechnic University

**18 February, 2022**

## Letter of Endorsement and Support for KPU OSCLM Supply Chain Program

Many thanks Vasile for your presentation on your concept of development of a Master's Program in Operations, Supply Chain and Logistics Management. The subject matter was well received.

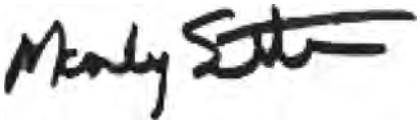
On behalf of **ASCM BC (Association for Supply Chain Management)** we welcome and endorse your initiative to develop the OSCLM program and also agree that a program such as this would be of great benefit to British Columbia, Lower Mainland and students seeking to enhance their skillsets. With the increasing growth and diversification in manufacturing sector in British Columbia and also manufacturing being a major contributor to our overall economy this type of program OSCLM would be timely and appreciated by any organization or person planning to develop their skillset in operations, supply chain, logistics management at this level of education.

As mentioned, we at ASCM BC have found strong demand for online programs and continue to offer our course offerings with increasing frequency as numbers continue to grow. We concur with your plan to offer online courses as it provides students who otherwise would not be able to attend class or simply requiring convenience to attend.

Should you need any input on your program throughout the development process or periodically, please do not hesitate to contact us as we have a number of experienced instructors with industry experience to provide input. We have members who do provide input regularly to other colleges programs on advisory committees.

Looking forward to further news on this initiative.

**Regards,**



Signed: Manly Sitter, CPIM, CSCP for Vice President of Education ASCM BC

APICS Vancouver
200-4170 Still Creek Drive.
Burnaby BC
V5C 6C6
778-927-1852
education@bc.ascm.org

Canada
Vancouver Section
ASQ The Global Voice of Quality

To: Stephanie Howes
Dean
Melville School of Business, KPU

January 31, 2022

Dear Stephanie,

I am writing this letter on behalf of the ASQ Vancouver Section Leadership Committee to express our support for your master's program in Operations, Supply Chain, and Logistics Management.

We appreciate the opportunity to review your proposed program. We recognize the many benefits of this program, especially its approach in integrating supply chain and logistics with operations and quality management functions, which are all responsible for producing and delivering high-quality goods and services. As a knowledge-based community of quality professionals dedicated to promoting and advancing quality tools, principles, and best practices, we strongly endorse your forward-looking approach as it addresses the importance of total quality management throughout the end-to-end supply chain of goods and services.

For over thirty years, ASQ Vancouver Section 408 has worked to increase individual and organizational performance excellence in British Columbia by providing learning, quality improvement, and knowledge exchange opportunities to its members, mainly representing manufacturing, medical and high-tech industries. In the past three years, we have witnessed an increased interest in topics that address the integration of various organizational functions within businesses, evident in the results of annual customer surveys conducted by our section among its 400+ members. We are certain that the program graduates will strengthen the skills in British Columbia.

If you have any questions related to this letter of support, please do not hesitate to contact me again.

Sincerely,

*Fuat Ramazanov*

Fuat Ramazanov, M.Sc., PMP®, CCLP®, CQIA
Section Chair 2022
778-388-9667 | framazanov@memberleader.asq.org
**www.asq.org | my.asq.org**

Project Management Institute. Canadian West Coast

Date: February 24, 2022

**Reference: KPU Support Letter:**

To: Stephanie Howes, Dean, Melville School of Business, KPU

The Project Management Institute (PMI) is the leading, non-profit international organization dedicated to promoting professionalism in the practice of project management. The PMI Canadian West Coast Chapter (PMI CWCC), established in 1979, has two primary goals: to help our members build their project management careers and to provide a community for the project management industry in BC.

Based on our understanding, your proposed program, an applied Master's in Operations, Supply Chain, and Logistics Management, completely online (OSCLM), is a valuable addition and supports both our organizational goals. We look forward to collaborating with your students and the faculty delivering this program.

As project management professionals, we understand the importance of integrating the teaching of operations management, supply chain management, and logistics management into one graduate program. We understand that the formal approaches, concepts and tools to be studied in your Master's in OSCLM, much like the formal approaches, concepts and tools used by project management professionals, are universally applicable and would benefit organizations of any type and size, regardless of industry, throughout the Lower Mainland.

The PMI CWCC fully supports the inclusion in your program curriculum of a course that is fully dedicated to project management, the continual requirement to manage applied projects in most courses of the program as well as in its capstone project, and a PMI certification as a prerequisite of granting the credential.

We support your initiative for a Master's in OSCLM and look forward to collaborating with you as we both pursue our organizational goals and continue our respective contributions to the reputation of the Lower Mainland as a Centre of Excellence in the teaching and practice of the management of operations, supply chains, logistics and projects.

Sincerely,

Andrzej Nawrocki, PMP

PMI CWCC Board Director

Project Management Institute. Canadian West Coast

**Fibretech Distributors Inc.**

8247 130St. Surrey, BC V3W 7X4
P: 604-507-2199 x138, F: 604-507-2190
www.fibretechbc.ca

Date: January 28, 2022

TO: Stephanie Howes, Dean of the Melville School of Business, KPU

Fibretech (www.fibretechbc.ca) started its successful journey in 1993 as a prominent manufacturer of Canadian made plumbing fixtures. In 2001 Fibretech Distributors Inc. opened its first location in Surrey, BC and shifted its focus to supplying plumbing fixtures & faucets to local residential and commercial developers. With nearly 30 years of experience in the plumbing industry, Fibretech has now become a leading manufacturer and distributor of premier plumbing fixtures in British Columbia, with the vision to expand across Canada and the USA. Today, from its head office located in Surrey, Fibretech has three professional state-of-the-art showrooms located throughout the Lower Mainland with a supply chain spanning across Western Canada.

We understand operations, we understand supply chains, and we understand logistics. These are critical business functions, and we believe that they must work seamlessly together. That's why we are happy to see the Melville School of Business planning to do just that: provide graduate-level education that integrates the knowledge of these three business areas.

For companies like ours it would be of great benefit to know that we may address some of our challenges by working with students in the program or by engaging services of local consultants specializing in the interdependencies of operations management with supply chain and logistics management, and even by hiring graduates of this made-in-BC program. In fact, in the past, we have hired graduates of the OSCM program at KPU and are fully aware of the quality of education provided by the Melville School of Business.

We can also visualize how this Master's in Operations, Supply Chain and Logistics Management would have a trickle-down influence on the BC business in general, through applied projects carried out with real-world organizations and dissemination of knowledge and experiences using industry events, or development of teaching materials with the contribution of organizations such as ours. We would be very happy to collaborate with the program in any of these directions.

In closing, we strongly support the proposal of a Master's in Operations, Supply Chain, and Logistics Management at the Melville School of Business.

Yours truly,

**Parm Aujla**
**(Director)**

12745 116th Ave, Surrey, BC, V3V 7H9
Phone: 604.954.1263 Fax: 250.861.3165
Email: StorageVA@Secure-Rite.com
www.Secure-Rite.com

Vasile Zamfirescu
Faculty, Operations & Technical Management
Melville School of Business
Kwantlen Polytechnic University
12666 72 Ave, Surrey, BC V3W 2M8

Dear Mr. Zamfirescu

**RE: MSB Master's in OSCLM**

Thank you for your email outlining the planned expansion of the Melville School of Business to offer a Master's Degree in Operations, Supply Chain and Logistics.

I do not know of any post-secondary degree offered in this area of study. In my corporate career I have taken a lot of courses in operations and purchasing, but these courses were always taught by a variety of different organizations, and there was no cohesive, consistent approach to the subject matter. This Master's Degree in OSCL clearly fills this gap.

The current business climate needs trained professionals with expertise to navigate these very challenging times in the world of logistics. My present area of work is in Shipping Containers, and the difficulties we face in getting our units from other parts of the world are difficulties faced by any company importing or exporting goods. My BA in Geography and Economics, as well as my BEd in Secondary school level education certainly never covered any of the topics you are proposing to address, though I now wrestle with these challenges every day.

I sincerely hope your plans to expand the Melville School of Business with respect to this Master's program is a success. It is clearly needed.

Best Regards,

Kyle Fairfield

Kyle Fairfield, BA, BEd
Vancouver Branch Manager
604-353-1845
kylef@secure-rite.com

KenDor
TEXTILES LIMITED

February 25, 2022

Melville School of Business
Kwantlen Polytechnic University
Attention: Vasile Zamfirescu

**RE: In Favor of a KPU MSB OSCLM Master's Program**

To Whom It May Concern,

As an importer and wholesaler of textiles, KenDor sources from various international suppliers utilizing multiple resources in the global supply chain. In recent years, more than previous, the nuances and critical importance of strategic planning & effective supply chain management have grown increasingly integral to the effective operation of our business.

We are in strong favor of KPU MSB designing and implementing a comprehensive degree program in OSCLM that will furnish the workforce with a breadth of informed & focused professionals that are equipped to navigate the complex maze of multi-national bureaucracy with a comprehensive toolkit encompassing technical acumen, risk and project management, and a commitment to compliance. These skills and education will provide them with the agility and insights necessary to adapt and respond to the dynamic changes that have become constant factors in today's global business environment.

With Regards,

**Paul King**
President
T: (604) 940 0022 (ext 112)
C: (604) 230 9648
E: paul@kendortextiles.com

**Ayr Barnett**
Consulting Director of Operations
T: (604) 940 0022 (ext 113)
C: (604) 999 7796
E: ayr@kendortextiles.com

Pitt Meadows Plumbing
& Mechanical Systems Ltd.

February 7th, 2022

To: Stephanie Howes, Dean, Melville School of Business
Kwantlen Polytechnic University

Re: New Master's degree program

I have learned that Melville School of Business (MSB) is developing a Master program in Operations, Supply Chain, and Logistics Management (OSCLM) and would like to offer our support for this timely initiative.

Pitt Meadows Plumbing & Mechanical Systems Ltd. was started in 1979 and is a large-scale mechanical contracting firm. Our competitive advantage is derived through the use of pre-fabrication, automated tooling, and Building Information Modelling which allows us to work on projects that are larger and more complex than most mechanical contractors. We currently occupy a 50,000 square foot manufacturing space that produces tens of thousands of assemblies each year for our projects and for 3rd party clients. This facility, along with all our job sites, is supported by our Inventory, Logistics, and Procurement functions, all of which are dependent on operational excellence in supply chain and logistics management.

The general contents of the curriculum proposed match perfectly the strategic and operational challenges of our core business activity. The suggested Master program would clearly add to the resources of competence in the management of operations, supply chains, and logistics across all organizations and industries, in any part of Canada. We all need more, much more, of such competences if we expect our companies, cities, provinces, and our country to maintain competitiveness.

We believe that the graduates of the proposed program will very likely help organizations like ours to adopt the newest technologies and adapt to the latest developments in Operations Management as well as improving the quality of our products and systems. We are committed to continuous improvement and are excited to see a degree program specifically targeting this important area of our business. This program, its students and faculty, will have the opportunity to influence the business community by focusing on innovations in Operations Management which will be a benefit to us.

Furthermore, we would be very happy to collaborate with the KPU Master's program by inviting students and faculty to virtually visit our operations and to meet with us in-person or online to discuss new developments in the OSCLM disciplines, provide original cases of challenges that we face in running our operations and supply chains, or offer our time as guest speakers to the students. We would also consider assisting some of our own employees to enroll in the program, if it is delivered fully online.

20142 113B Ave, Maple Ridge, BC V2X 0A9
Tel: 604 465 8622 www.pittmeadows.net

Pitt Meadows Plumbing
& Mechanical Systems Ltd.

In closing, Pitt Meadows Plumbing & Mechanical Systems Ltd. strongly supports the addition of this rather unique Master's program in Operations, Supply Chain and Logistics Management to the existing MSB programs at KPU.

We would be pleased to provide additional information, if necessary.

Sincerely,

James Zelinski, *BCom, MA, C.Mgr*
Chief Administrative Officer

20142 113B Ave, Maple Ridge, BC V2X 0A9
Tel: 604 465 8622 www.pittmeadows.net

February 24, 2022

Alpha Technologies (an EnerSys Company) has over 4 decades of industry leadership in powering technology, Alpha has established itself as a preeminent total power solutions provider and one stop shop for AC, DC and renewable powering solutions for the Telecom, Cable Broadband, Traffic, Security, Industrial and Alternative Energy industries. Alpha's products are the trusted power behind large switching and data centers, mobile cell sites, broadband networks, traffic and security systems, private/industrial networks, and many more with customer tanging from Bell, Rogers, Telus, AT&T and Crown Castle etc.

As a Plant Manager with significant experience in every area of Operations and Manufacturing management that includes procurement, planning, warehouse, inventory, and logistics management, I am fully aware the basic principles of OM, SCM and Logistics. In my experience I have noticed these I are taught separately by various educational institutions. However, I find OSCLM concepts and tools are interconnected with overall operations function, and it would be great to bring these under one umbrella. I manage these activities on daily basis and I'd like to see candidates to management positions in my organization to possess knowledge in skills of OSCLM as a continuum.

We have hired student from KPU for co-ops in the past and always appreciated what they brought to the organization. I was pleased to hear that KPU, in their proposed Master's in OSCLM program would comprise all three subfunctions of the end-to-end activities that must be managed effectively and in a synchronized manner to produce virtually any good or service. Then, delivering the program based on applied research and teaching courses in collaboration with the industry, would benefit not only the graduates but many local organizations as well. Moreover, offering this program completely online would make this Master's available for people who cannot attend class in person due to a variety of constraints and who are perfectly capable to pursue this type of studies completely remotely.

This specialized graduate program right here in the Lower Mainland would incentivize many people to upgrade their management skills without considering the costs and disruption generated by enrolling to programs in Ontario or outside Canada.

The above are the major reasons for which I fully support the approval of this program

Sandeep Tattla,
Plant Manager
Alpha Technologies (an EnerSys company)

January 18, 2022

**Stephanie Howes**

Dean

Melville School of Business

Kwantlen Polytechnic University

Dear Stephanie Howes:

I was briefed on the proposal developed by the Melville School of Business for an Applied Master's program in Operations, Supply Chain, and Logistics Management (OSCLM). Because of the skills to be acquired from this program and the intended teaching methods, I am convinced this program has great potential to be successful, as there is a lack of such skills in industries across B.C. and Canada.

As every year we came across number of clients from different part of the world, who are interested to pursue their career in Operations, Supply Chain, and Logistics Management. Moreover, recent pandemic situation further highlighted the importance of such program as evident from the approximate number of clients that is 3-5 per month who approach us either to inquire about such program or have already secured a offers for supervisory /managerial jobs here and have a firm intentions to move to B.C and would be interested to enroll in Master's program in OSCLM proposed by KPU - Melville School of Business as we are not aware of any other Master program specialized in OSCLM.

Furthermore, the program is designed to be delivered completely online, which is another great advantage both for employees – who can keep their jobs during their studies and for the employers – who can have their student-employees working and contributing to the organization during their program.

Moreover, to have a source of advanced education in this field right here, in B.C, will be of great benefit to all types of local organizations in manufacturing (be it metal, wood, or machinery), warehousing, transportation, services, health care, etc. as general contents of the curriculum proposed match perfectly the strategic and operational challenges of any organization in any type of activity. The suggested Master program would clearly add to the resources of competence in the management of operations, supply chains, and logistics across all organizations and industries, in any part of Canada. We all need more, much more, of such competences if we expect our companies, cities, provinces, and our country to maintain competitiveness.

In closing, we intend to make our partners and our communities aware of this promising new Master's credential and we enthusiastically recommend its approval so that it can be offered to clients the soonest possible.

We would be pleased to provide additional information, if necessary.

Sincerely,

Satwant Singh, Sri Immigration (Director)

To: Stephanie Howes, Dean
Melville Scholl of Business
KPU

February 10, 2022

Dear Dean Howes,

Before talking about your program proposal, I'd like to make sure everyone understands Cintas. This is what Dun & Bradstreet says about us:

> *Cintas provide their products and services to over one million businesses of all types, from small service and manufacturing companies to major corporations that employ thousands of people. Cintas, which sells, leases, and rents uniforms, operates over 480 facilities in more than 330 cities; it leases over half of them. Besides offering rental and servicing of uniforms and other garments, the company provides flame-resistant clothing, mats, mops and shop towels and other ancillary items. Other products offered by Cintas include uniforms, floor care, restroom supplies, first-aid and safety products, fire extinguishers and testing, and safety and compliance training. Richard T. Farmer founded the company in 1929. Cintas is now run by Scott D. Farmer. (Cintas Corporation Company Profile | Cincinnati, OH | Competitors, Financials & Contacts - Dun & Bradstreet (dnb.com)*

Cintas Corporation helps businesses of all types and sizes get READY™ to open their doors with confidence every day by providing a wide range of products and services that enhance our customers' image and help keep their facilities and employees clean, safe and looking their best and be Ready for the Workday®.

I am a Service Manager at Cintas Surrey. My position entails responsibilities in the areas of general management, operations management, marketing, customer service, supply chain management, and others ((99+) Ahmed Iqbal | LinkedIn).

As I was getting acquainted with the framework of your proposal, I thought of my own managerial duties. As an integral part of the areas that I manage, I can say that I definitely use Operations management concepts and tools, as they help me plan and achieve strategic goals and complete effectively day-to-day activities. However, to do that, I also use knowledge about Supply chain management – from assessing supplier performance to developing the network of dealers and business accounts within the territory.

Educationally and professionally, I am proficient with marketing and strategy, but the reality of my own responsibilities in this position make me understand perfectly that operations, supply chain, and logistics management are intrinsically dependent on one another. Teaching one of these functions independently of the others may have two undesired effects. First, the graduates would be comfortable with a discipline much narrower than what the "real world" requires. Second, to respond to the demands of the marketplace and the needs of employers, these graduates would be forced to

round-up their knowledge and skills at a later time, by taking additional courses offered by various organizations not always at the highest academic standards. That is why I believe that Melville's approach is the perfect response: include in their Master's credential operations management together with supply chain and logistics management.

I fully support the Master's proposal developed by the Melville School of Business.

Ahmed Iqbal,

Service Manager
Cintas Langley

**Date – 01/29/2022**

**To**

**Stephanie Howes, Dean, Melville School of Business**

**Kwantlen Polytechnic University**

I got clarification on the proposal developed by the Melville School of Business for an Applied Master's program in Operations, Supply Chain, and Logistics Management. Because of the skills to be acquired from this program and the intended teaching methods, I am persuaded this program has great potential to be successful, as there is a lack of these skills in industries across B.C. and Canada.

Hawk Technologies, a Hawk Group of Companies division, is privately owned and incorporated in British Columbia, Canada specializes in retail, project management, ecommerce, concierge service etc. The leader in security and its services in the competitive market.

I am the Field Manager in Hawk Technologies, with more than 20 people in Hawk Technologies and we are proud to assist them in training and professional development. We are committed to the EDI principles. Moreover, I completed my studies in Canada and working in Canada from last 20 years with multiple areas of expertise like retail, team management, client interaction, project management, finance etc.

I believe this program will help employers in B.C. and in Canada to reinforce the management of operations and supply chain of their business by hiring highly educated executive-level managers and professionals ready to step in.
Further, this program will contribute to the creation of a centre of expertise in operations, supply chains, and logistics management in the Lower Mainland, which will help the local organizations and will also enhance the prestige of the BC companies and the reputation of the BC economy.

In addition, this program is designed to be delivered completely online, which is another extraordinary advantage both for employees – who can keep their jobs during their studies and for the employers – who can have their student-employees working and contributing to the organization during their program

I strongly support the addition of this rather unique Master's program in Operations, Supply Chain and Logistics Management to the existing MSB programs at KPU.

**Thanks and regard**

**Yours Sincerely**

**Naveen Kumar Saini**

**Field Manager (Hawk Technologies)**

## Vasile Zamfirescu

**From:** Cameron Thistle (Director - Warehousing Services) <cameron_thistle@saveonfoods.com>
**Sent:** Friday, February 25, 2022 11:56 AM
**To:** Vasile Zamfirescu
**Cc:** Heidi Ferriman (Sr VP - People & Corp Affairs); Joe Stelnicki (GM - Supply Chain Logistics)
**Subject:** KPU Survey Letter

**CAUTION External Sender:** Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hi Vasile,

Thank you for including me in the Kwantlen Polytechnic University survey about the Masters in Logistics and Supply Chain.

Through the pandemic and the recent floods in BC, the world understands that supply chain is critical for everyone. In order to develop leaders in this industry, we need a local western-based program to that is accessible and able to develop local talent. A program like this will reinforce the commitment to innovating and reinventing Western Canadian supply chain network.

More than ever, it is critical that logistics and supply chain leaders are able to successfully embrace AI and technological changes in this area so to deliver a more robust and efficient network. I know our Supply Chain/Warehouse Partners will be excited about this program and utilizing graduates and hopefully co-op students in the future. Not only is a program like this past due, but there are significant and rewarding career opportunities within this segment and it's time to showcase the opportunity to move careers along this pathway – which is something we are very much missing in the west.

Cameron

**Cameron Thistle**
Director Warehousing Services

**Save-On-Foods, a division of Save-On-Foods Limited Partnership**
**E.** Cameron_thistle@saveonfoods.com
**M.** 604 308-3270
saveonfoods.com

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**Stephanie Howes**
Melville School of Business
Kwantlen Polytechnic University

29 January 2022

Dear Stephanie Howes,

Thank you for providing us an opportunity to participate in the survey and information provided regarding the proposal of MSB for Applied Master's program in Operations, Supply Chain, and Logistics Management (OSCLM). Considering the methods of instructions for this course, we wish this could be a great success for MSB as well as KPU. This program should offer a great deal of opportunities for the aspiring students as well as the companies those who wish to modernize and enhance their productivity skills using qualified students from the program. As we understand in general, there is a lack of professional or quality leadership and managerial efforts in the Operations and Logistics in our part of the world and this kind of courses and on hand trainings using qualitative methods could solve the problem or could address the issues in the industry and can increase the productivity of our area, which could be a boon for the economy and population in the region.

As we are in Immigration business, there are always questions coming from our prospects and clients regarding opportunities in the specific field and possible study or skill advancement options from those who already working or entering to this part of the business. As we do international student placements across Canada in colleges and universities, we suggest the aspiring students about the course in Supply Chain and Logistics management. We do receive interest in master's program in supply chain management from the middle level and entry level graduates who started their career and looking for an advanced opportunity in Canada especially in British Columbia.

Deliverability of this program via online platforms could attract more interest in the subject and will provide an opportunity for the people already working in same kind of jobs and like to advance their position in the career ladder and may like to open their entrepreneurial attempts with more armors in their sleeve.

Further to this, we feel that an advanced education facility and opportunity here in Vancouver region of BC, the local organizations working in various fields related to the specific subjects mentioned or taught in the proposed course will be highly benefitted. As well as many students may get a chance to interact and learn the current process and completing the course with higher on hand working experience.

For service-based industries in the area, the program offering may provide an opportunity to source qualified graduates from the course and use their newly learned skills and techniques to improve the service standards.

On a closing note, we wish to extend our support to MSB and KPU for introducing this program and surely recommend this program for any aspirants who approach us after the launching of the program. We wish to get any further updates on this program, so we could start offering this opportunity to our clients across the globe as well as our local student.

Should you need any further clarifications from us on anything we have mentioned, we would be pleased to interact with your organization and like to have any progressive discussions.

Sincerely,

Anil Menon

Anilkumar Bhaskaran
Director (RCIC – R706690)
Vizazen Immigration Inc.

fraserhealth Better health. Best in health care.

February 24, 2022

Stephanie Howes, Dean
Melville School of Business
Kwantlen Polytechnic University
12666 72 Ave, Surrey, BC V3W 2M8

**Re: Letter of Support**
**New MSB Program: Master's in Operations, Supply Chain, and Logistics Management**

The reason I am writing this letter is to show my support for the proposed MSB program at KPU. Recently, I completed the survey that Vasile Zamfirescu sent out. This survey highlighted that OSCLM concepts and tools are not only necessary in healthcare operations, but also that leadership teams could benefit from onboarding graduates of the program.

The new online, applied Master's in Operations, Supply Chain, and Logistics Management, as I understand, would provide teaching and learning opportunities with the inclusion of guest speakers, case development and webinars. As a PMP myself, I can appreciate the formal delivery of the concepts and the integration of industry professionals into one program and recognise that this can prove beneficial to all industries, even the untapped healthcare industry.

I am an Operations Manager in healthcare, but I am not a Registered Nurse. This has facilitated me viewing operations from a different lens. I bring knowledge and experience from being a PT Instructor in a School of Business and completing my MBA, and this shed light on what operational knowledge was missing. As such, including a course in the proposed program devoted to project management receives my support as well. Healthcare continues to have quality improvement projects and PDCA cycles that warrant knowledge and understanding of operations and project management.

I personally support your initiative for a Master's in OSCLM.

Sincerely,

Tracey Demirbas, B.Ed., PMP
Clinical Operations Manager
New Westminster Community Health Services
Specialized Community Services Programs (SCSP) CMF
#218 – 610 6th Street
New Westminster, BC V3L 3C2

Haskayne
School of Business

September 27, 2024

To Whom It May Concern,

As the current director of the Doctor of Business Administration (DBA) program at the Haskayne School of business, University of Calgary, and also a member of the PhD program advisory committee, I am writing to express our enthusiastic support for the proposed Master in Operations and Supply Chain Management (OSCM) at the Melville School of Business, Kwantlen Polytechnic University (KPU).

After consultations with the program leaders at the Melville School of Business, I see at least three pathways in which graduates from the Master in OSCM program could transition into our graduate programs at Haskayne:

1. For those entrants into the OSCM Masters that already have considerable industry experience and some managerial experience, they may qualify for entrance into the DBA program straight out of the Masters.
2. For those entrants into the OSCM Masters who may be promoted or gain managerial experience after the Masters program, they may qualify for entrance into the DBA program a few years after completing the Masters.
3. For those entrants in the OSCM Masters who may decide to pursue a more academic career afterwards, the OSCM area in our PhD program would be an ideal fit that they would immediately qualify for.

Additionally, I would like to express that to my knowledge we currently have very few opportunities in Canadian higher education for professionals to gain specialized knowledge in Operations and Supply Chain Management at the Masters level.

Therefore, in general I am very supportive of the KPU proposal for a Master in Operations and Supply Chain Management program.

Sincerely,

**Mohammad Keyhani (he/him)**
**Director of DBA Program & Associate Professor of Entrepreneurship & Innovation**
Haskayne School of Business, University of Calgary
2500 University Dr NW, Calgary, AB T2N 1N4, Canada | (Office SH 436)
**W** 1-403-220-3908 - **M** 1-647-829-3820
https://profiles.ucalgary.ca/mohammad-keyhani

Royal Roads
UNIVERSITY

Oct. 15, 2024

Mr. Mike Ford & Mr. Darren Anderson
Kwantlen Polytechnic University
Melville School of Business
12666 72 Avenue
Surrey, BC V3W 2M8

**Subject: Master of Operations and Supply Chain Management, Melville School of Business, KPU**

Dear Mr. Ford and Anderson,

Thank you for consulting with Royal Roads University (RRU) regarding the proposed **Master of Operations and Supply Chain Management (OSCM)** at KPU. I reviewed the proposed program objectives, the high-level structure, and the initial course descriptions.

One of the requirements for standard admission into Royal Roads University's Doctor of Business Administration (DBA) degree program is the successful completion of a relevant master's degree. The proposed OSCM is relevant to RRU's Doctor of Business Administration (DBA) degree program. Should graduates of your program meet our full admission requirements, and should they be competitive applicants, our university would be pleased to accept them into the DBA Program.

I am pleased to support the development of the proposed **Master of Operations and Supply Chain Management (OSCM)** at KPU and wish you success in the launch of this new program.

Yours sincerely,

M. Hassan Wafai

**M. Hassan Wafai, PhD**
Associate Professor & DBA Program Head
Faculty of Management | **Royal Roads University**
**T** 250.391.2600 x4818 | **F** 250.391.2610
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KPU | KWANTLEN POLYTECHNIC UNIVERSITY

Melville School of Business

# Master of Operations and Supply Chain Management (OSCM)

# Stage 2 Appendix 3

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# Appendix 3.1 – KPU's Bicameral Governance Framework, Governance Approvals

**KPU's Bicameral Governance Framework**

As of September 1, 2008, KPU became a Polytechnic University, governed by the University Act ("Act"). This brought bicameral governance to KPU, an important difference from its previous governance structure. Both the Board and the Senate are governing bodies of KPU. Bicameral governance delineates the strategic oversight of the Board from the academic responsibility of the Senate. The Board's role is to be informed about, but not supervise or direct the day-to-day activities, risks and successes of the organization. The Board sets the overall vision and strategic direction, periodically assesses the operational status relative to that direction, and leaves the day-to-day operational issues to KPU's Senior Leadership. The Board is responsible for the business of KPU – its administration, finances, operations, assets, role in the community and the integrity of such. The Senate has a more focused responsibility for the academic integrity of KPU, subject to the Board's involvement where academic matters interface with matters of business and the larger community. Composed primarily of the academic employees of KPU, the Senate is responsible for academic and curriculum-related matters, including setting curriculum content for courses, policies for examinations and evaluation of student performance and qualifications for admission.[1]

[1] University Act, s. 35.2(5).

**Placeholder – Evidence of KPU Senate's recommendation to the Board of Governors (Board) that the Board approves the proposed Master of Operations and Supply Chain Management Stage 1 and Full Program Proposal**.

**Placeholder – Evidence of KPU Board of Governors's approval on the proposed Master of Operations and Supply Chain Management Stage 1 and Full Program Proposal**.

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.** AC10 |
| **Approving Jurisdiction:** Board of Governors, with Senate advice |
| **Administrative Responsibility:** Provost and Vice President Academic |
| **Effective Date:** January 1, 2022 |

# Development and Change of Senate-Approved 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 apply to proposals for new Senate-approved programs (program development) as well as the revision, suspension or discontinuance of all Senate-approved programs (program change). Micro-credentials are outside the scope of this policy and are governed by policy AC 15.

## C. STATEMENT OF POLICY PRINCIPLES

1. The University has strategic and academic plans against which program development and change should be evaluated.

2. Program development and change should be undertaken by the governance system transparently and through meaningfully shared decision-making among stakeholders.

3. The program development and change process is integrated, through the Office of the Provost and Vice President, Academic, with the University's support services (such as Marketing, the Office of the Registrar, etc.) to enable not only timely passage of academic programming but also effective coordination with the service areas needed to make new and changed programs successful.

4. The Office of the Provost and Vice President Academic coordinates and empowers program development and, together with the Proponent, is jointly responsible for new program proposals.

5. Development and change proposals should include consideration of the impact of the given proposal on students and the University community and should provide plans to solve or mitigate negative impacts.

6. Development and change proposals may be brought forward 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.

7. Program development and change will be communicated to all interested stakeholders, including government as appropriate.

8. Students enrolled in a discontinued program will be provided with every opportunity to complete the program per the timelines outlined in Policy AR16 *Requirements for Graduation*.

9. Proposals for program change should be approved by Senate concurrently with all needed changes to the implicated courses.

## D. DEFINITIONS

Refer to Section A of AC10 *Development and Change of Senate-Approved Programs* Procedure for a list of definitions in support of this Policy.

## E. RELATED POLICIES & LEGISLATION

AC3 *Program Review*
AC14 *KPU Credential Framework*
GV9 *Establishment and/or Discontinuance of Faculties and Departments*
University Act [RSBC 1996], Chapter 468, section 35.2 (6) (b), (6) (d)

## F. RELATED PROCEDURES

Refer to the AC10 *Development and Change of Senate-Approved Programs* Procedure

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.** AC10 |
| **Approving Jurisdiction:** Board of Governors, with Senate advice |
| **Administrative Responsibility:** Provost and Vice-President, Academic |
| **Effective Date:** September 1, 2024 |

# Development and Change of Senate-Approved 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. | **Faculty:** | An educational administrative division constituted by the Board of the University. |
| 3. | **Intake Cancellation:** | Closing an intake of admission for a single intake cycle. Intake cancellation is an emergency action subject to regulation in AC10's procedures. |
| 4. | **Program:** | A defined set of courses of instruction that lead to a credential approved by KPU Senate. A program 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. |
| 5. | **Program Discontinuance:** | Permanent closure of a program which includes removal from future University Calendars and cessation of admission or declaration to the designated program. |
| 6. | **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. |
| 7. | **Program Revision:** | Any changes to a program that alter admission, declaration, curricular or credential requirements. |
| 8. | **School:** | An educational administrative division that may be constituted by the Board of the University to function in the full capacity of a Faculty. |
| 9. | **Concept Paper:** | The first of two documents normally written to propose a new Senate approved program. The Concept Paper seeks to address |

such questions as the strategic suitability of a program and potential demand for it.

10. **Full Program Proposal:** The second of two documents normally written to propose a new Senate approved program. The Full Program Proposal contains, among other information, the proposed program's curriculum.

11. **Stage 1 Review:** The review conducted by the Ministry of Advanced Education, Skills and Training at the Concept Paper stage.

# B. PROCEDURES

**1. Proposing New Programs**

a. A Proponent, after consulting with their Department and their Dean, propose development of a new program to the Provost [or designate] with a Concept Paper.

b. The Provost, after consulting with other senior leaders and services areas as the Provost deems necessary, determines whether development of the new program should proceed. If so, the Provost will name a designate to coordinate the program development process and will authorize the Office of Planning and Accountability to produce a Feasibility Report to be included in the Concept Paper.

c. The Provost determines, on receipt of the Feasibility Report, whether the proposal is viable.

   i. For new degrees: if the program is judged to be viable the Proponent and Provost's designate together author, if required by the Ministry, a Stage 1 Review. The Concept Paper and Stage 1 Review may, if authorized by the Provost, proceed concurrently with the Full Program Proposal.

   ii. For new non-degrees: if a program is judged to be viable the process proceeds to step *d*.

   iii. For new minor degrees or honours degrees, in fields of study for which KPU already has a major program: the Provost will, if the program is deemed viable, indicate whether the program should be proposed through a Program Revision or Full Program Proposal (step *f*).

d. The Proponent and Provost's designate seek the approval of the Concept Paper by the relevant Faculty Council and Senate (on the advice of the Senate Standing Committee on Academic Planning and Priorities, Senate Standing Committee on Curriculum and, if the program is at the master's level, the Faculty of Graduate Studies' Graduate Studies Council or its appropriate standing committee, and, if the program includes research components (such as a thesis), the Senate Standing Committee on Research.

e. The Senate forwards endorsed Concept Paper (and, if applicable, Stage 1 Review) to the Board of Governors for approval. Stage 1 Reviews are also submitted to the Ministry for approval to proceed to the Full Program Proposal Stage.

f. The Proponent drafts the Full Program Proposal and requests Curriculum Consultation Forms from other academic areas.

g. The Proponent, supported by the Provost (or designate), consults with relevant service areas and collects impact assessments. The procedure for the collection of service area feedback and support can be determined by the Provost and is outside the scope of Senate policy.

h. The Provost and Proponent jointly seek the approval of the Full Program Proposal from the relevant Faculty Council, which forwards the endorsed proposal to Senate for approval.

i. Senate's standing committees on Curriculum and University Budget review the Full Program Proposal and provide advice to Senate. If the program is at the master's level, the Faculty of Graduate Studies' Graduate Studies Council provides advice. If the program includes research components (such as a thesis), the SSC Research also provides advice.

j. The Senate forwards endorsed program proposals to the Board of Governors for approval, and to the Ministry for ministerial consent. Any budgetary adjustment associated with an approved proposal will be made in the next annual budget development cycle for the university.

k. The Proponent, Dean and Provost (or designate) continue to collaborate in the preparing of the program for implementation.

**2. Revising Programs**

a. Program revisions at KPU begin either 1) as actions arising from an approved Quality Assurance Plan developed through the program review process or 2) in response to specific issue whose solution cannot be delayed until a Program Review.

b. A Proponent acting in response to either (1) or (2) consults with their Dean and the Office of the Provost to determine what documents and processes will be required by the Ministry of Advanced Education, Skills and Training. The timeline for approval may vary based on the approval process requested by the Ministry.

c. In addition to the processes required by the Ministry, the Proponent prepares a Program Change Form.

d. The Proponent seeks approval from their respective Faculty Council, which then forwards the proposal to the Senate Standing Committee on Curriculum. If the program is at the master's level, the Faculty of Graduate Studies' Graduate Studies Council provides advice. If the program includes research components (such as a thesis), the SSC Research also provides advice.

e. The Senate Standing Committee on Curriculum reviews the proposal and forwards to Senate for approval. Any budgetary adjustment associated with an approved proposal will be made in the next annual budget development cycle for the university.

**3. Cancelling Intakes, Suspending Programs, and Discontinuing Programs**

a. Cancelling Intakes

i. A Dean, in consultation with the Provost, may cancel up to three intakes, together representing cancellation of no more than 2 consecutive years of intakes, if:

1) the number of students applying for the intake is too small to meet the program's learning outcomes or to maintain the sustainability of the program, or

2) access to key learning activities or resources has been compromised, or

3) funding on which the program relies has been lost.

ii. Any further cancellation of intakes requires the approval of Senate on the advice of the Senate Standing Committee on Academic Planning and Priorities.

b. Suspending and Discontinuing Programs

i. A Department, Faculty, Dean or Provost may propose that a program be suspended for a defined period of time, or that it be permanently discontinued. Such proposals must include the information included in Appendix A and will be adjudicated through the following approval process:

1) The Proponent sends the proposal to the relevant Faculty Council which, if it endorses the proposal, forwards it to the Senate Standing Committee on Academic Planning and Priorities [SSC APP] and the Senate Standing Committee on the University Budget [SSC UB].

2) The above-named committees (including the Faculty Council) provide their advice to Senate, which considers either approval (for suspensions) or recommendation to the Board of Governors for approval (for discontinuances). Any budgetary adjustment associated with an approved discontinuance proposal will be made in the next annual budget development cycle for the university. In some cases, KPU may also require consultation with, or approval from, external bodies such as accrediting organizations, government. Program Advisory Committees should be consulted when appropriate.

3) A proposal that discontinues the only program in a Department or Faculty may concurrently discontinue the given Department or Faculty if this consequence is explicitly stated in the approved proposal.

## C. RELATED POLICY

AC3 *Program Review*
AC14 *KPU Credential Framework*
AR16 *Requirements for Graduation*
GV9 *Establishment and/or Discontinuance of Faculties and Departments*
University Act [RSBC 1996], Chapter 468, section 35.2 (6) (b), (6) (d)

## Curriculum Consultations

If the Chair and/or Coordinator of the department/program (outside of the proposed Faculty) is consulted, the Dean or Associate Dean of that Faculty must also be consulted and included in the list below.

For consultees, please consider the following questions when providing your feedback to the Proponent:

- Does your department/unit support the proposed curriculum? Provide rationale for support/non-support.
- How does the proposed curriculum impact your department/unit?
- How does the proposed curriculum impact your program?
- Is there potential for curricular overlap with current offerings?

| Name | Department, Program and/or Faculty | Comments | Date Consulted |
|---|---|---|---|
| **Dr. Diane Purvey**, Provost and Vice President Academic | Office of the Provost | The proposal and course outlines are thorough and clear. I particularly appreciate the well thought out and presented PLOs, the solidly applied focus, the flexibility for students (recognizing that they are likely working), and the Indigenous lens. As our first credential at this level the proposal needs to be strong, and it is. I'm very pleased.<br><br>Please ensure consistency in the proposed credential name throughout the document. | April 7, 2024 |
| **Dr. David Burns**, Provost & Vice President Academic | Office of the Provost | Provided suggestions and feedback throughout the proposal documents. | April 9, 2024 |
| **Stephanie Howes**, Dean, Melville School of Business | Melville School of Business | An excellent proposal. Provided general comments and suggestions for considerations throughout the proposal. | April 8, 2024 |
| *Dean/Associate Dean (outside of the Proposed Faculty, if applicable)* | N/A | N/A | |
| *Chair/Coordinator (outside of the Proposed Faculty, if applicable)* | N/A | N/A | |

| Name | Department, Program and/or Faculty | Comments | Date Consulted |
|---|---|---|---|
| **Nadia Henwood,** AVP Enrolment Services and University Registrar<br><br>**ORegCurrConsult@kpu.ca** | Office of the Registrar:<br>• Registration<br>• Records<br>• Scheduling<br>• Course Curriculum<br>• Admissions,<br>• Transfer Credit<br>• Graduation<br>• FSO | Provided written and verbal feedback on the full program proposal. | January 10, 2024<br><br>May 30, 2024 |
| **Lisa Higashi**, Director of Student Success<br><br>**Naomi Stuart**, Manager, SAFA | Student Awards & Financial Assistance | For StudentAid purposes, KPU will need to make a decision on the number of credits that is considered to be full-time status for master's degree programs. (*Response from proponents: We have consulted with the Provost who has determined that a student who is registered in 6 or more credits per term in a master's program is considered a full-time student. This is fairly consistent with some of the other PSIs in BC per our research: SFU (in per unit fee program), UNBC, UFV, TRU.*<br><br>*We also have confirmation from KPU International that for graduates of master's programs, they will be qualified for a 3-year Post-graduation Work Permit (PGWP), even if the master's programs are shorter than 2 years.* | April 25, 2024 |
| **Todd Mundle**, University Librarian<br><br>**Andre Iwanchuk**, Business Librarian | Library | KPU Library is well positioned to support the Master in Operations and Supply Chain Management (OSCM) Program, with a host of library services, resources, and research databases already in place.<br><br>As the program matures, KPU Librarians will need to research and develop new skills and services specifically for graduate students. KPU Library could also explore a dedicated Graduate Services Librarian position, or a Librarian whose liaison areas specifically include Graduate Studies. | May 1, 2024 |

| Name | Department, Program and/or Faculty | Comments | Date Consulted |
|---|---|---|---|
| **Fiona Whittingon-Walsh**, Lead Advisor on Disability, Accessibility and Inclusion | Disability, Accessibility & Inclusion | The Minister's Mandate letter of 2023 clearly states that it is expected that KPU will "adopt the Gender-Based Analysis Plus GBA+ lens to ensure gender equity is reflected in operations and programs" – this is not included in your proposal.<br><br>I do appreciate and recognize the inclusion of accessible design in a few sections:<br><br>5.1, 5.2: "All online courses will leverage technology to meet diverse accessibility needs (e.g., recorded lectures, transcribed lectures, lecture notes/instructions available in a learning management system)."<br><br>Note: you should also state accessibility features such as captioning for lecture and any video etc.<br><br>The Accessible BC Act will be included in future mandate letters and the government will be developing standards for post-secondary institutes. It would be ideal to reflect on the legislation and how the program will respond to any standards which will also affect the Industry.<br><br>Please look over KPU's Accessibility Plan and incorporate how the program will support KPU in meeting some of the recommendations – these recommendations were written in connection to Vision 2026 providing a succinct blueprint. | May 24, 2024 |
| **Dr. Asma Sayed**, Vice President, Equity and Inclusive Communities<br><br>**OEIC@kpu.ca** | Office of Equity and Inclusive Communities | Considering that we have proposed that our graduate studies programs will be rooted in principles of equity, justice, Indigenization, decolonization etc., I think it would strengthen the Masters in OSCM document to reflect those principles in at least two places: learning outcomes and capstone exercise. If the program is being | May 16, 2024 |

| Name | Department, Program and/or Faculty | Comments | Date Consulted |
|---|---|---|---|
| | | mindful of the way in which we teach students about how operations and supply chain management can perpetuate inequities, then it would be beneficial for students to see that as one of the learning outcomes. Also, assuming that during their capstone project work, students will have the option to work with BIPOC-led agencies/firms etc., it would strengthen the proposal to actually mention that in the description. | |
| **Gayle Bedard,** Associate Vice President Indigenous Leadership | | | June 24, 2024 |
| **Carole St. Laurent**, Associate Vice President International | KPU International | We look forward to this Master's program at KPU. | May 15, 2024 |
| **Julia Denker**, Director of Career Development Centre<br><br>**Melissa Krahn**, Manager Co-op Education | Co-operative Education | This is an excellent proposal - what a superb read! We fully support the proposed curriculum, noting there is no Co-op option attached to the program, and thereby no impact on Co-op operations.<br><br>Section 8.1.3 - Note that Career Development Centre services (e.g. career coaching, resume review) are also available to support students in all KPU programs. | April 24, 2024 |
| **Lisa Higashi**, Director of Student Success<br><br>**Theresa Voorsluys**, Manager Academic Advising<br><br>**Aysha Haq**, Interim Manager Academic Advising | Academic Advising | Per Aysha Haq's feedback: this is a great opportunity for our current post-bac students to pursue further education in this field which is very specialized. Our department works with domestic students at the 1st and 2nd year level of their undergraduate program and so we wouldn't see these prospective students. This has no impact on Central Advising. | April 29, 2024 |
| **Reza Khakbaznejad**, Chief Information Officer | Information Technology | I have reviewed the draft proposal, and I can confirm that IT support for this program has been accurately captured. Nothing to add from IT at this point. | April 16, 2024 |

| Name | Department, Program and/or Faculty | Comments | Date Consulted |
|---|---|---|---|
| | | | |
| **Joanne Saunders**, Executive Director, Marketing and Communications<br><br>Marketing@kpu.ca | Marketing | Marketing is in full support of this Master's program.<br>We will be tasked with research to develop appropriate marketing campaigns for this targeted audience.<br>As it is the first Master's program, we will have to dedicate resources to target this new group of prospective students.<br>Working closely with experts like yourselves to ensure my team has all the info to do a great job will be key.<br>Marketing Masters level programs will have a positive effect on the KPU brand, elevating it as a university. | April 16, 2024 |
| **Aaron Thien**, Manager, University Space Administration | University Space Administration | | |
| **Leeann Waddington**, AVP Teaching and Learning<br><br>**Nishan Perera**, Director of Learning Technologies and Educational Development | Teaching & Learning Commons | Teaching and Learning was pleased to partner in the development of this proposal and the curriculum and delivery model components specifically. The inclusion of an Indigenous consultant is an excellent approach we hope others will use in the future. This is extremely well written and thoroughly consulted program development and we look forward to supporting implementation planning.<br>Minor edit feedback provided to Josephine Chan. | April 17, 2024 |
| **Risk@kpu.ca** | Organizational Risk | Organizational Risk supports this new master's program at KPU which can broaden educational opportunities, foster innovation, and contribute to the advancement of knowledge in Operations and Supply Chain Management.<br><br>Upon review of the Program Proposal, no comments from Organizational Risk. | April 16, 2024 |

KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.** RS5 |
| **Approving Jurisdiction:** Board of Governors |
| **Administrative Responsibility:** Provost and Vice President, Academic |
| **Effective Date:** June 27, 2019 |

# Intellectual Property Policy

## A. CONTEXT AND PURPOSE

1. Kwantlen Polytechnic University (the University) is committed to teaching, learning, scholarship, and research. To fulfil its vision, mission, and mandate, the University encourages the creation, distribution, and utilization of the outcomes of intellectual endeavours by University Members. While doing so, it ensures that the interests of the University and its Members are safeguarded.

2. The University's strategic plan notes that innovation, scholarship, and research benefit itself, students, and society. The University's Academic Plan prioritizes student success, teaching excellence, research, internationalization, open education, indigenization, and graduate studies, among other goals.

3. Consistent with its commitment to academic freedom, the University preserves the rights of Creators and owners during the creation, distribution, and utilization of these outcomes, and when collaborating with third parties concerning intellectual property (IP).

## B. SCOPE AND LIMITS

1. This Policy applies to all University Members. It also affects contractors to the University who supply their services under a Contract for Services.

2. This Policy does not apply to IP created by University Members through Independent Effort.

3. This IP Policy and related Procedure shall be interpreted in harmony with up-to-date versions of related legislation, agreements, and policies, as they may be amended time to time.

## C. STATEMENT OF POLICY PRINCIPLES

Through this Policy and related Procedure, the University:

1. Fosters creativity, innovation, and other intellectual endeavours by University Members across the University;

2. Encourages dissemination of knowledge for the benefit of the University Members and for the broader society;

3. Educates and informs University Members in dealing with IP, and identifies resources to guide them regarding their rights and responsibilities;

4. Reaffirms IP rights for University Members, and clarifies guidelines and processes for the ownership, protection, disclosure, utilization, and disposition of IP;

5. Enables collaboration with, and funding from, industry, government, and community partners;

6. Provides for continuity of teaching in the cases of personnel changes, and affirms continued access by University and its Members to use educational materials;

7. Ensures compliance with applicable statutory, regulatory, and common law, and allows for both the University and its Members to meet legal commitments and obligations; and

8. Enables the interests of the University and University Members to contribute to economic prosperity, social inclusion, and environmental sustainability.

## D. DEFINITIONS

Refer to Section A in the related Procedure for definitions which will enhance the reader's interpretation of this Policy.

## E. RELATED LEGISLATION, AGREEMENTS, AND POLICIES

**Related Legislation Include**

(1) University Act
(2) Patent Act
(3) Copyright Act
(4) Trade-Marks Act
(5) Industrial Design Act
(6) Integrated Circuit Topography Act
(7) Plant Breeders' Rights Act

**Related Agreements Include**

(1) Agreement on the Administration of Agency Grants and Awards by Research Institutions
(2) Collective Agreement between Kwantlen Polytechnic University and Kwantlen Faculty Association
(3) Collective Agreement between Kwantlen Polytechnic University and the BC Government and Service Employees Union
(4) Terms and Conditions of Employment for Administrative Employees

Canada has joined several international IP treaties. Please see Canadian Intellectual Property Office page at http://www.ic.gc.ca/eic/site/cipointernet-internetopic.nsf/eng/wr02322.html#iptreaties.

**Related Policies Include**

(1) BP5 Use of University Property / Procedures
(2) AC8 Principles of Academic Freedom and Responsibility
(3) GV6 Use of Institutional Name, Coat of Arms, Crest, Logo, Seal and Other Graphic Images
(4) HR1 Conflict of Interest / Procedures
(5) IM1 Copyright Compliance / Procedures
(6) IM2 Freedom of Information and Protection of Privacy
(7) IM4 Confidentiality / Procedures
(8) ST2 Student Academic Integrity / Procedures
(9) ST7 Student Conduct (Non-Academic) / Procedures
(10) RS2 Integrity in Research and Scholarship / Procedures
(11) Employee Code of Conduct

## F. RELATED PROCEDURE

Refer to RS5 *Intellectual Property Procedure.*

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.** RS5 |
| **Approving Jurisdiction:** Board of Governors |
| **Administrative Responsibility:** Provost and Vice President, Academic |
| **Effective Date:** June 27, 2019 |

# Intellectual Property Procedure

## A. DEFINITIONS

| | | |
|---|---|---|
| 1. | Assignment: | The transfer of all or part of the IP rights from the one party (normally the owner) to another party. |
| 2. | Background IP: | All IP first conceived and reduced (actually or constructively) to practice outside of the scope of a project and know-how, such as IP owned, directly or indirectly, or licensed by a party prior to the commencement of the project. |
| 3. | Commercialization: | Activities undertaken to assign or license IP to external parties for the purpose of wider dissemination, further research and development, and/or commercial deployment leading to reputational benefits and revenue for the University or the University Member (or both). |
| 4. | Confidential Information: | Information that must be safeguarded and protected from unauthorized disclosure by a receiving party. It includes trade secrets, personal information, business information, proprietary information, and health information. |
| 5. | Consideration: | In the context of agreements, means the bargain or exchange between the parties. Examples include money paid in exchange for something, such as permission to use IP in certain ways (as in a Licensing Agreement or when a student receives income under an employment contract with the University), and exchanges of promises, such as the promise of release time from usual duties granted by the institution, given in exchange for the creation of teaching materials. |
| 6. | Creator(s): | Person(s) who create IP and who qualifies as creator(s) pursuant to the relevant law: e.g. an “inventor” under the Patent Act, or an “author” under the Copyright Act. |
| 7. | Course of Employment: | As used in relation to ownership of IP (notably the Copyright Act), refers to whether the work product in question is connected in some manner to the University Member’s general and ancillary duties as an University employee, including whether the work product is a component of the employee’s job description or the production of such work product resulted from the performance of the employee’s duties. The preceding is a description rather than a definition, as the phrase requires a highly fact-dependent and contextual analysis for a given situation. |

| | | |
|---|---|---|
| 8. | Faculty Member: | A member of the Kwantlen Faculty Association. |
| 9. | Foreground IP: | All IP first conceived or first reduced to practice (actually or constructively) under a project agreement. |
| 10. | Independent Effort: | With respect to IP, means that IP was created by a University Member outside of their employment with the University and without using University Resources. |
| 11. | Infringement: | Breach of another person's IP rights. |
| 12. | Intellectual Property (IP): | A collective term for property arising as creations of the human intellect and protected by legal rights in:<br>a. The Patent Act, which concerns useful inventions (meaning any new or useful art, process, machine, manufacture or composition of matter, or any useful improvement thereof).<br>b. The Copyright Act, which concerns a large variety of works, including literary (i.e. written), musical, dramatic, and artistic (paintings, sculptures, etc.) works, and performances, broadcasts, and sound recordings; as well as moral rights.<br>c. The Trade-Mark Act, which concerns distinguishing marks used in connection with specific products and services, so that one may know the source or origin of the product or service.<br>d. Integrated Circuit Topography Act, which concerns the design of interconnections for making integrated circuit topography and the integrated circuit products that incorporate those designs.<br>e. Industrial Design Act, which concerns certain original configurations, shapes, patterns or ornamentation which are applied to a useful article of manufacture and which appeal to the eye.<br>f. Plant Breeders Rights Act, which concerns new crop or plant varieties.<br>For the purposes of this Policy, the term IP will exclude the following rights sometimes included in the term IP: confidential information, personality rights, privacy, and domain names. |
| 13. | License: | The grant of the right to use an IP right, usually granted by the owner (called licensor) to another party (called licensee). A license does not transfer title to IP right, as in the case of an Assignment, but it may limit the remaining rights of the owner to use the IP. Licensing ought to be subject to a variety of terms and conditions specified in the Licensing Agreement. |
| 14. | Licensing Agreement: | An agreement between the licensor (usually the owner of IP) and the licensee that permits the latter to use the IP in certain ways, subject to terms and conditions or benefit from rights. |
| 15. | Material Transfer Agreement: | A contract that governs the transfer of one or more materials from the owner or authorized licensee to another party for research purposes. Materials may include cultures, cell lines, plasmids, nucleotides, proteins, bacteria, transgenic animals, pharmaceuticals and other chemicals. |
| 16. | Public Disclosure: | Any written or oral disclosure of any data or information to any person not under a contractual or fiduciary obligation of confidentiality. |
| 17. | Student: | A person who is registered in credit courses at the University or has commenced studies in non-credit courses at the University and has maintained his/her eligibility to register. |

| | | |
|---|---|---|
| 18. | University Member: | A member of the University community, and includes University employees, students, and post-doctoral fellows. |
| 19. | University Property/Resources: | Has the same meaning as given the term in Procedure HR1. |
| 20. | Usage Rights: | Mean, depending on the context, one of the following:<br>(a) The exclusive rights granted to the creator or owner of IP, by the applicable IP law. For example, a patent gives the patent holder(s) the exclusive right to make, use or sell any product or process that incorporates the patented invention.<br>(b) The statutory rights granted by the applicable IP law to non-owners of IP to use IP without the IP's creator's or owner's prior permission. E.g., fair dealing is a user right granted to non-owners of copyrighted works to use copyrighted works in certain circumstances.<br>(c) The rights granted to a non-owner under an agreement to use IP, such as a Licensing Agreement |

# B. PROCEDURES

**1. Background**

a. British Columbia's *University Act* gives the University the power to require, as a term of employment or assistance, that a person assign to the Board of Governors an interest in specific IP or other proprietary right resulting from an invention made through use of specified University supports or made in the course of or connected to that person's duties or employment.

b. The *Collective Agreement between Kwantlen Polytechnic University and Kwantlen Faculty Association* has provisions for ownership and mutual licensing of specific forms of IP created by Faculty Members during their employment with the University. The *Terms and Conditions of Employment for Administrative Employees* addresses ownership of IP associated with the University created by administrative (including excluded) employees. The *Collective Agreement between the University and the BC Government and Service Employees Union* contains no explicit provisions specific to IP.

*c.* The federal *Agreement on the Administration of Agency Grants and Awards by Research Institutions* requires that the University shall comply with its responsibilities in accordance with all relevant Tri-Agency policies, including policies specific to IP.

d. Specific to copyright, the Canadian *Copyright Act* provides for the ownership of copyright to be vested in the employer when works are created in the course of employment, except where agreement to the contrary exists, such as the *Collective Agreement between Kwantlen Polytechnic University and Kwantlen Faculty Association*. Canada also adheres to two international copyright conventions; the Berne Convention and the Universal Copyright Convention. Under these conventions, persons protected by copyright under the Canadian Copyright Act are entitled to standards of copyright protection in over ninety countries.

## 2. General

a. The University encourages all University Members to clarify, plan, and formalize provisions related to ownership, protection, disclosure, utilization, and disposition of IP at the very outset of any undertaking that may result in IP. Having clarity at the outset will help identify the most effective strategy to achieve desired outcomes for the University, University Members and external collaborators. It will also reduce the potential for conflicts or misunderstandings.

b. The University designates the Office of the Associate Vice President, Research as a resource for University Members on IP related to research and scholarship.

c. The University designates the Office of the Vice Provost, Teaching and Learning as a resource for University Members on IP related to teaching and learning.

d. The Office of the University Librarian (copyright@kpu.ca) serves as a resource on copyright compliance, in accordance with the Copyright Compliance Policy.

e. The University designates the Office of the Associate Vice-Provost, Open Education as a resource for University Members on open educational resources.

f. Students can also find resources on IP matters on the Student Rights and Responsibilities portal (www.kpu.ca/srr).

## 3. Ownership

a. Ownership of IP created by University Members will be determined in accordance with the University Act, the relevant statutory, regulatory, and common law, and the applicable agreements (e.g. collective agreements and employment agreements) with the University.

i. Students

1) Students own the IP that they create (including assignments, projects, papers, theses, dissertations, and examinations submitted to the University for evaluation) during their term at the University for which they have not received any Consideration, such as employment income.

2) Where Students are employed by the University or perform work under an agreement with the University, and the Student creates IP in the course of that employment or engagement, IP ownership will be determined in accordance with the relevant law and the terms of their agreement. See subsections ii. through vii. below.

ii. Faculty Members

1) The ownership of patents and copyright created or developed by Faculty Members shall be resolved in accordance with the Collective Agreement between Kwantlen Polytechnic University and Kwantlen Faculty Association, especially Article 18.02 as of the effective date of this Policy.

2) The ownership and use of trademarks, industrial designs, integrated circuit topographies and plant breeders' rights created or developed by Faculty Members may be resolved in keeping with the principles established in the Collective

Agreement at Article 18.02.

iii. Support Staff

1) As of the effective date of this Policy, the Collective Agreement between the University and the BC Government and Service Employees Union does not have any provisions specific to IP, which by operation of law means that, generally, IP developed by employees in the course of their employment is owned by the University.

iv. Administrative Employees

1) For greater certainty, Administrative Employees includes excluded employees.

2) As of the effective date of this Policy, the *Terms and Conditions of Employment for Administrative Employees* provide (at Article 30, effective November 2018) that the University owns IP created by employees who are not Faculty Members that is designed, written, created, constructed or invented in any of the specified ways unless otherwise agreed in writing by the President of the University.

3) For Administrative Employees covered under the *2010 Policies Concerning Working Conditions, Salaries, Benefits and Retirement Provisions for Administrative Employees* (Administrative Work Conditions), the provisions of Article 19 titled Copyrights under Part II: Working Conditions shall be used to determine ownership of copyrighted materials.

v. Other Employees

1) For all other employees (e.g. employees on casual service contracts and post-doctoral fellows), unless their employment agreements set out terms concerning IP, by operation of law, generally, IP developed by these employees in the course of their employment is owned by the University.

vi. Contractors

1) Any contractor providing goods or services to the University must warrant them to be free of any Infringements of IP.

2) Procurement agreements with contractors must include all necessary Usage Rights to the IP associated with the supplied goods and services.

vii. Visiting Scholars

1) Ownership and Usage Rights to IP developed at the University by visiting scholars such as researchers, educators, or students from other organizations shall be clarified through a written agreement prior to their arrival at the University.

viii. Collaborations

1) Given that IP frequently results from collaborations amongst University Members, or amongst University Members and external persons, the University encourages all

parties to sign a written agreement amongst themselves at the very outset, clarifying respective rights and responsibilities related to both Background IP and Foreground IP in accordance with this IP Policy framework and applicable laws.

2) For greater certainty, the University makes no claim to ownership of Background IP belonging to other individuals or organizations that collaborate with the University.

3) To avoid Infringement, agreements between the University and other parties should grant Usage Rights to Background IP as may be necessary to facilitate collaboration.

4) Confidential Information belonging to the University and/or other parties may be protected through Non-Disclosure Agreements in a form approved by the Office of General Counsel.

5) Research materials belonging to the University and/or other parties may be protected through Material Transfer Agreements in a form approved by the Office of General Counsel.

6) Funding organizations may require specific IP provisions as a condition of providing funding. University Members who choose to pursue such funding must ensure that any written agreement complies with this IP Policy framework in addition to requirements identified by those funding organizations.

b. For greater certainty, the University makes no claim to IP owned by University Members prior to their studies or employment with the University, or created through Independent Effort.

**4. Recognitions**

a. All Creators should receive appropriate recognition for their contributions. The recognition will be consistent with the norms appropriate to their discipline and/or sector.

b. Specifically, the Integrity in Research and Scholarship Policy and Procedure addresses recognitions in the context of research and scholarly activities.

c. University Members who create IP have the right to summarize their non-confidential work on their resumes, portfolios, or curriculum vitae.

d. University Members who invent are required to be recognized as Inventors on any application filed to patent their invention.

**5. Protection and Disclosure**

a. University Members are encouraged to secure protection of IP they create prior to making any Public Disclosure. This applies whether the IP is owned by the University or by the University Members.

b. The University will be responsible for the protection and enforcement of any IP that it owns, including all costs of registration, maintenance, and bringing infringement actions.

c. University Members are responsible for the protection and enforcement of any IP that they own, including all costs of registration, maintenance, and bringing infringement actions.

d. Copyright

i. Pursuant to the terms of the Copyright Act, copyright protection is automatic for eligible works in Canada. Eligible works includes computer software and compilations, including databases.

ii. While a notice is not required to enforce copyright in Canada, the University encourages University Members to follow the notice provisions set out in Universal Copyright Conventions by marking their copyrighted works with the international copyright symbol ©, the date of first publication (or date of creation for an unpublished work) and the name of the copyright owner(s), e.g.: "© 2019, Kwantlen Polytechnic University".

iii. University Members are encouraged to submit a copy of their copyrighted work in an appropriate repository operated or endorsed by the University, such as Kwantlen Open Resource Access (KORA) or Kaltura. University Members may note that submitting to an open repository may limit the author's ability to publish the same work in another medium. University Members are encouraged to consult with the Office of the University Librarian to determine and label with appropriate open licenses (e.g. Creative Commons) to enable wider reuse of their work while imposing certain conditions on its reuse.

iv. University Members are encouraged to consult with the Office of the University Librarian to determine and label works which contain or are derived from Traditional Knowledge of Indigenous Peoples, as set out in Articles 11 and 31 of the United Nations Declaration on the Rights of Indigenous Peoples, as such works may likewise be subject to restrictions on reuse.

e. Patents

i. Unlike copyrights where protection is automatic, patent protection for inventions in Canada and many other jurisdictions is possible only through successful registration with the appropriate agency.

ii. Inventors should be aware that Public Disclosure, such as publication (including posting to a publicly available website) or presentation of an invention triggers deadlines for registration.

iii. University Members who invent are encouraged to file an Invention Disclosure Form with the University to be considered for patent protection.

**6. Utilization and Disposition**

a. University Members must ensure that appropriate Usage Rights have been secured for any IP they use for University purposes (e.g. teaching materials, software licenses etc.).

b. The University may license or assign IP it owns to other organizations through a written agreement while preserving rights of University Members associated with that IP, and fulfilling all related legal commitments and obligations.

c. Regardless of ownership, in accordance with University's Collective Agreement with the Kwantlen Faculty Association, both the University and the Faculty Members who create

copyrighted materials enjoy certain perpetual rights to use these materials, as well as amend and update them, as currently provided for in Articles 18.02(b)-(c).

d. University Members are free to license or assign any IP they own while preserving the rights of the University associated with that IP, and fulfilling all related legal obligations and commitments.

e. Specific to trademarks, the usage of University-owned trademarks is governed by the Use of Institutional Name, Coat of Arms, Crest, Logo, Seal and Other Graphic Images Policy (GV6).

**7. Publication and Dissemination**

a. The University is committed to the open exchange of ideas and to the right of University Members to publish, communicate, and disseminate their research and scholarship.

b. University Members are encouraged to publish (with appropriate delay to allow for IP protection where needed) while ensuring compliance with all applicable University policies, commitments, and obligations.

c. University Members are encouraged to create and adapt open education resources, publish in open access outlets (including by submitting pre-prints to KORA or another open repository, as permitted by scholarly journals or as required by funders) and adopt open science practices (e.g. pre-registering hypotheses and data analysis plans or sharing research data or materials in an open repository) to maximize access and impact.

**8. Commercialization**

a. University Members are free to commercialize IP they own in accordance with the following:

i. All University Members must comply with the University's Conflict of Interest Policy framework. They must minimize any potential for real or perceived conflict of interest, including by separating their private interests from University work. Any real or perceived conflict of interest must be promptly disclosed to the University.

ii. The University may require suitable measures to mitigate such conflicts in accordance with the Conflict of Interest Policy framework.

iii. Should the University Member desire to collaborate with the University for Commercialization, including seeking continued access to University Resources, the University Member may be considered on the same basis as any other industry or community partner.

iv. The University designates the Office of Associate Vice President, Research as a resource for IP matters in industry and community partnerships.

**9. Exceptions**

a. Any exceptions to this Procedure must be approved by the Provost in writing.

## C. RELATED POLICY

RS5 *Intellectual Property Policy*

## D. RELATED FORMS AND TEMPLATES

Non-Disclosure Agreements
Invention Disclosure Form
Model Permission Letter
Term Sheet template
Licensing Agreement
Assignment Agreement
General Services Agreements

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.** AC4 |
| **Approving Jurisdiction:** Senate |
| **Administrative Responsibility:** Provost and Vice President Academic |
| **Effective Date:** September 1, 2022 |

# Student Evaluation and Grading Policy

## A. CONTEXT AND PURPOSE

Kwantlen Polytechnic University (KPU) is a special purpose, teaching university under the University Act. The University Act states that the senate of a special purpose, teaching university has the power and duty to "set policies concerning examinations and evaluation of student performance" (35.2 (5) (e)), and "set criteria for academic standing, academic standards and the grading system" (35.2 (5) (h)).

The purpose of this policy is to uphold principles that support student learning by ensuring appropriate evaluation of student course standing and establishing meaningful grading categories and systems for recording and reporting student grades.

## B. SCOPE AND LIMITS

This policy applies to KPU's Senate-approved curriculum at all academic levels. This policy does not apply to instructional activities outside the authority of Senate (for example, Continuing and Professional Studies).

## C. STATEMENT OF POLICY PRINCIPLES

1. The University process of formal evaluation will provide students timely assessment feedback, enabling them to determine their current achievement status in each course and program. It will also enable the University to make consistent decisions regarding students' progress in relation to established program standards. The translation of evaluation measures into University-defined grades formalizes the students' status in both course and program.
2. KPU recognizes the importance of evaluation practices producing grades and transcripts that are (a) valid (b) reliable and (c) verifiable representations of each student's capabilities in relation to clearly articulated learning objectives.
3. KPU is committed to ensuring evaluation practices that are (d) fair, and that can (e) determine current course status.

4. The intent of principles [a] through [e] is to support student learning. These principles should be upheld across different programs and across different grading scales.
5. University instructional activities offered under the authority of the University Senate will adhere to KPU's established grading systems to ensure the academic integrity of student records, the academic transcript, and to maximize opportunities for student mobility and formal recognition of KPU credit.

## D. DEFINITIONS

Refer to Section A of AC4 *Student Evaluation and Grading* Procedure for a list of definitions in support of this Policy.

## E. RELATED POLICIES & LEGISLATION

*University Act* Sections 35.2(5)(e) and 35.2(5)(h)
ST3 *Grade Appeals*
ST6 *Minimum Academic Standards for Programs in Which Letter Grades Are Assigned*

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.** AC4 |
| **Approving Jurisdiction:** Senate |
| **Administrative Responsibility:** Provost and Vice President Academic |
| **Effective Date:** September 1, 2022 |

# Student Evaluation and Grading Procedure

## A. DEFINITIONS

1. **Academic Level:** KPU has four academic levels:

    a. *Graduate*: post-secondary education beyond the baccalaureate or post-baccalaureate level. Graduate studies require more specialized knowledge and intellectual autonomy than undergraduate studies.

    b. *Undergraduate*: post-secondary education at the university or college level that includes either baccalaureate or post-baccalaureate course work.

    c. *Vocational*: applied education, usually in a program of study of less than two years, that leads to a credential specific to a trade or profession.

    d. *Preparatory*: pre-undergraduate education designed to upgrade or enhance academic skills in preparation for undergraduate studies.

2. **Course Outline:** The official description of a course taught at KPU. Each active course must have an up-to-date, Senate-approved course outline. Course outlines serve four purposes:

    a. They contain the learning outcomes, content, learning activities, assessment methods, and other curricular information that ensures consistency among instructors.

    b. They are used for establishing transfer credit articulation agreements with other institutions.

    c. They represent an agreement that the instructor, as a representative of the University, will provide students with a particular learning experience.

    d. They outline the conditions for enrolment and academic credit.

3. **Course Syllabus:** A document provided to each student by the instructor specifying elements of the course such as, but not limited to: course requirements, dates, assignments, assessment methods, deadlines, textbook(s), grading policy, office hours and contact information.

4. **Current Status Evaluation:** Evaluation provided in a timely manner, enabling periodic in-term determination of current course standing and the potential for improvement in student learning outcome attainment.

5. **Evaluation:** The determination of student learning outcome achievement based on the sum of all assessment activity.

6. **Fair Evaluation:** Evaluation derived from assessment activity supported by pre-activity communication of assessment expectations and post-activity provision of assessment feedback.

7. **Grading:** The translation of evaluation into a concise signal of achievement [a grade] using a specified grading scale or system.

8. **Instructional Terms:** The periods during which instructional activities occur. There are two types of instructional terms at KPU:

    a. *Standard Term*: Standard terms are defined at KPU as Fall (September-December), Spring (January-April) and Summer (May- August). Standard terms also include intersessions. Each intersession is half the length of the full standard term.

    b. *Fixed Term*: Fixed term instructional activities have a fixed start date and end date that are typically different from standard term-based dates.

9. **Prerequisite Grade:** A prerequisite course must be completed with a minimum grade of C unless otherwise stated. Pre-requisite requirements can be found in the Course Description within the University Calendar.

10. **Reliable Evaluation:** Evaluation that accurately reflects student performance.

11. **Valid Evaluation:** Evaluation that reflects the curriculum and learning experiences presented to students during the course of instruction.

12. **Verifiable Evaluation:** Evaluation based on assessment evidence that can be confirmed.

# B. PROCEDURES

## 1. ASSESSMENT AND EVALUATION

a. Normally a final grade in any given course is based on continuous evaluation of the achievement of course objectives and learning outcomes.

b. The way achievement is to be evaluated will be stated in the course syllabus provided to all students registered in the course.

c. The following evaluation information must be provided to students within the course syllabus:

    i. the grading system used to provide the course evaluation.

ii. the elements that contribute to the grade and the proportion each represents (e.g. tests, assignments, lab/studio work, performance, attendance, etc.)

iii. an appropriate schedule of assessments and/or due dates.

d. Students' final grades should normally be based on at least four separate evaluations.

e. The number of evaluations required will be pro-rated for courses less than a standard term in length.

f. Normally no single evaluation shall be worth more than 30% of the final grade, but an evaluation or final exam may be worth up to 50% if it is appropriate to the course objectives.

g. Final examinations shall normally be conducted during the formal final exam period of the instructional term.

h. In-term student assessment feedback must be provided in a timely manner so as to support student achievement of learning outcomes.

i. All student assessments and assessment feedback must normally be available for student review by the final grade submission deadline.

j. Student assessments associated with group work should determine achievement of outcomes based on individual and group contributions.

k. Not all of the above necessarily apply to students in courses using a competency grading system.

## 2. GRADING SYSTEMS

KPU has a *standard grading system* and a two *competency-based grading systems*.

### a. Standard Grading System

The following standard grading system is used to describe the achievement level attained within a particular course.

| Grade | Grade Points | Definition | Percent Equivalent |
|---|---|---|---|
| A+ | 4.33 | Exceptional Achievement | 90 - 100 |
| A | 4.00 | Outstanding Achievement | 85 - 89 |
| A- | 3.67 | Excellent Achievement | 80 - 84 |
| B+ | 3.33 | Very Good Achievement | 76 - 79 |
| B | 3.00 | Good Achievement | 72 - 75 |
| B- | 2.67 | Good Achievement | 68 - 71 |
| C+ | 2.33 | Satisfactory Achievement | 64 - 67 |
| C | 2.00 | Satisfactory Achievement | 60 - 63 |
| C- | 1.67 | Marginal Achievement | 56 - 59 |
| D | 1.00 | Minimal Achievement | 50-55 |

| | | | |
|---|---|---|---|
| F | 0.00 | Unsatisfactory Achievement - Student did not meet minimum course requirements. | <50 |
| W | GPA Neutral | Voluntary course withdrawal. | |
| WE | GPA Neutral | Course withdrawal based on extenuating circumstances. | |
| AEG | GPA Neutral | Aegrotat - A pass standing based on satisfactory demonstration of course learning outcomes, assigned where disabling illness or other extenuating circumstances prevented completion of all course assessments. | |
| AUD | GPA Neutral | Audit - Student attended class but was not evaluated. | |
| TRF | GPA Neutral | Transfer credit - Student granted transfer credit based on successful completion of equivalent course at another institution. | |
| PLA | GPA Neutral | Credit - Student granted credit based on successful Prior Learning Assessment and Recognition (PLAR) assessment. | |
| NA | GPA Neutral | Student registered but did not attend and did not officially withdraw. | |

**b. Competency Based Grading Systems**

The following grading systems are used to describe whether a standard level of proficiency has been reached for a particular course.

**i.** Mastery

A competency-based grading system given to courses that demand a clearly defined high standard of performance, in which the student must demonstrate mastery of all knowledge and/or performance requirements.

| | | | |
|---|---|---|---|
| MAS | GPA Neutral | Mastery – Student has met and mastered a clearly defined body of skills and performances to required standard. | |
| NCG | GPA Neutral | No credit granted. Student has not met the required standard for the course and/or has not participated to the required level in course activities. | <50 |
| W | GPA Neutral | Voluntary course withdrawal. | |
| WE | GPA Neutral | Course withdrawal based on extenuating circumstances. | |

| | | | |
|---|---|---|---|
| AEG | GPA Neutral | Aegrotat - A pass standing based on satisfactory demonstration of course learning outcomes, assigned where disabling illness or other extenuating circumstances prevented completion of all course assessments. | |
| AUD | GPA Neutral | Audit - Student attended class but was not evaluated. | |
| TRF | GPA Neutral | Transfer credit - Student granted transfer credit based on successful completion of equivalent course at another institution. | |
| PLA | GPA Neutral | Credit - Student granted credit based on successful Prior Learning Assessment and Recognition (PLAR) assessment. | |
| NA | GPA Neutral | Student registered but did not attend and did not officially withdraw. | |

**ii.** Experience

A competency-based grading system given to courses in which an appropriate learning environment has been provided, but only the students can assess and decide the particular value(s) the course has yielded. Such courses demand student participation and, provided students participate, credit will be granted.

| | | | |
|---|---|---|---|
| EXP | GPA Neutral | Experience - Student has participated at the required level in course activities. | |
| NCG | GPA Neutral | No credit granted. Student has not met the required standard for the course and/or has not participated to the required level in course activities. | <50 |
| W | GPA Neutral | Voluntary course withdrawal. | |
| WE | GPA Neutral | Course withdrawal based on extenuating circumstances. | |
| AEG | GPA Neutral | Aegrotat - A pass standing based on satisfactory demonstration of course learning outcomes, assigned where disabling illness or other extenuating circumstances prevented completion of all course assessments. | |
| AUD | GPA Neutral | Audit - Student attended class but was not evaluated. | |
| TRF | GPA Neutral | Transfer credit - Student granted transfer credit based on successful completion of equivalent course at another institution. | |

| | | | |
|---|---|---|---|
| PLA | GPA Neutral | Credit - Student granted credit based on successful Prior Learning Assessment and Recognition (PLAR) assessment. | |
| NA | GPA Neutral | Student registered but did not attend and did not officially withdraw. | |

## 3. GRADES

### a. Passing Grade in a Course

i. The minimum passing grade in a course using KPU's standard grading system is a D grade.

ii. The minimum passing grades in a course using KPU's competency-based grading systems are MAS or EXP.

iii. Courses in which a passing grade has been achieved may be used to satisfy program requirements for graduation, unless otherwise specified by the program requirements in the University Calendar.

### b. Temporary Grades

The following are used as temporary grades applicable to all grading systems at KPU:

| | | |
|---|---|---|
| I | N/A | Incomplete – Course requirements incomplete at the grade submission deadline and to be completed and a grade submitted before a specific deadline date. |
| CIP | N/A | Course In Progress |
| DEF | N/A | Deferred – the course duration does not correspond to the usual term duration. A final grade will be assigned within a year. |

### c. Incomplete Grade (I Grade) Contracts

The temporary I Grade is intended to assist a student in completing course requirements when circumstances prevent them from doing so during and by the end of the term. Temporary I Grade assignment is normally initiated by the instructor after consultation with a student. Students assigned a temporary I Grade must enter into an I Grade Contract, normally after consultation with the instructor. Once an I Grade Contract has been entered into a student will not normally be permitted to request a withdrawal under extenuating circumstances (WE). The following criteria are to be used by instructors in deciding whether to agree to an I Grade Contract:

i. Previous work in the course should have been at a satisfactory or passing level.

ii. The student must have been prevented from completing requirements by some abnormal circumstance or juxtaposition of other responsibilities, such as

1) embarking on a project whose completion, as later affirmed by the instructor, turns out to be more time-consuming than contemplated.

2) an emergency situation such as illness or accident has prevented the student from completing one or more of the course requirements.

iii. Satisfying the conditions of an I Grade Contract should be achievable within a maximum of eight weeks after the grade submission deadline Therefore, I Grade Contract deadlines should typically not be more than eight weeks in length and should never extend beyond the subsequent term for which they are applicable.

iv. An I Grade and accompanying I Grade Contract may also be issued when an active academic integrity investigation has not concluded before the grade submission deadline for the term.

v. There is no limit to the number of I Grade Contracts that a student may carry or enter into.

vi. The final grade for a student who has been assigned an I Grade must be submitted on a Grade Reporting Form.

**d. Aegrotat**

An Aegrotat grade (AEG) may be awarded by the Registrar in extenuating circumstances for an incomplete course, acting on the recommendation of the instructor and supported by the Dean or designate. AEG grades are awarded as a pass standing based on satisfactory demonstration of course learning outcomes. AEG grades will be substantiated by written evidence submitted to the Registrar by the grade submission deadline for the term. Courses for which an AEG grade is awarded serve as a pass for prerequisite and graduation purposes and are not included in the GPA calculation.

**e. Minimum Prerequisite Grade(s) required**

To register in a course for which there is a prerequisite course (or courses), a student must have achieved a minimum grade of C (or AEG, TRF or PLA) in the prerequisite course(s).

**f. Grades for Repeated Courses**

All grades are recorded on the student's transcript. If a course is repeated to replace a failed or lower grade, the higher grade will be used to compute grade point averages and to determine academic standing. Normally, a course may not be repeated more than once.

**g. Grade changes**

A non-temporary grade change must be approved by the course instructor and the appropriate Dean or designate. The grade change must be submitted to the Office of the Registrar no later than four weeks after the end of the term.

**h. Grade Appeals**

Students wishing to file a grade appeal should refer to KPU's Grade Appeals Policy (ST 3) and follow the associated grade appeal procedures.

## 4. GRADE REPORTING

a. Final grades for each section must be submitted by the final grade submission deadline for the instructional term.

b. Grades are submitted through Faculty Online Self-Service. Instructors are expected to verify the student's final grades in all sections by logging into Faculty Online Self-Service the day following the original entry.

c. If the instructor has made an error in entering final grades or needs to change a final grade subsequent to the original online submission, Faculty Online Self-Service will allow a grade change on the same day, otherwise a Grade Reporting form must be submitted to the Office of the Registrar.

d. Final grades should not normally be entered before the voluntary withdrawal deadline.

e. For confidentiality reasons instructors are not to post final grade lists.

### 5. GRADE POINT AVERAGES

The grade point average (GPA) is a method of expressing the academic performance of a student in a set of courses as a numerical weighted average.

a. GPA is calculated by multiplying the grade points for a course by the number of semester credit hours assigned to that course, adding those values for a set of courses, and dividing the result by the total number of semester credit hours for those courses.

b. Grades designated as GPA-neutral are not included in GPA calculations.

c. For repeated courses, only the higher grade achieved is used in the GPA calculations.

d. KPU recognizes the following GPAs:

   i. *Institutional Cumulative Grade Point Average (Institutional CGPA):* the GPA calculated for all courses taken at KPU.

   ii. *Program Grade Point Average (Program GPA)*: the GPA calculated for all courses applicable towards graduation with a specific credential.

   iii. *Term Grade Point Average (Term GPA)*: the GPA calculated for all courses taken at KPU in a specific term.

   iv. *Transfer Grade Point Average (Transfer GPA)*: the GPA calculated for all transfer and PLAR courses.

   v. *Overall Grade Point Average (Overall GPA)*: the GPA calculated for all courses.

e. A GPA is calculated for each academic level that includes only courses designated at that academic level. The transcript will reflect each level separately if appropriate.

## C. RELATED POLICY

Policy AC4 *Student Evaluation and Grading*
Policy ST3 *Grade Appeals*

## Appendix 3.6 Curriculum Structure and Calendar Descriptions

**Curriculum Structure**

| | Course Number | Number of Credits |
|---|---|---|
| **Core Courses (7100 level):** | BUSM 7100: Advanced Logistics Management | 3 |
| | BUSM 7110: Supply Management | 3 |
| | BUSM 7120: Advanced Operations Management | 3 |
| | BUSM 7130: Finance and Strategic Planning | 3 |
| **Advanced Courses (7200 Level):** | BUSM 7200: Project Management | 3 |
| | BUSM 7210: Technology and Data Analytics | 3 |
| | BUSM 7220: Quality Management and Lean Systems | 3 |
| | BUSM 7230: Sustainable Operations | 3 |
| | BUSM 7240: Global Supply Chain Management | 3 |
| | BUSM 7250: Innovation and Leadership | 3 |
| **Final Program Course** | BUSM 7300: Capstone | 6 |
| | Total Number of Credits | 36 |

**Calendar Course Descriptions**

BUSM 7100: Advanced Logistics Management

The Advanced Logistics Management course is a high-level logistics course that will build on a student's logistics knowledge and experience. This course is a deep dive into real-world logistics processes, practices and technologies. Students will learn diverse logistics best practices and emergent issues to evaluate and design better logistics processes and performance.

Students will examine the key topic areas of transportation, warehousing and material management with a focus on strategic planning and making senior business decisions. This course will include many other topic areas like global logistics, sustainability, government regulations and safety. Students will apply their knowledge and skills to solve complex logistics issues and make advanced level recommendations in a logistics plan.

BUSM 7110: Supply Management

The Supply Management course is an advanced course that will build on the students' knowledge and experience in sourcing, procurement and contract management. Students will learn about supply management best practices in diverse real-world industries like multi-national companies, non-profits and governments. Students will learn how to assess and improve supply management processes, practices and technology.

This Supply Management course will focus on senior level business decision making related to strategic sourcing, procurement, supplier relationship management, Indigenous procurement policy, contract management and category management. This course will also include deep discussions on leading edge supply management systems, emergent issues, globalization, ethics and government regulations. Students will apply their knowledge and skills to design and present effective and efficient supply management practices at an executive level.

BUSM 7120: Advanced Operations Management

This is an advanced Operations Management course focused on planning and strategic operations management business decisions. Students will learn about operations management best practices in diverse industries, and they will have the opportunity to focus some of their assignments on a specific industry. Students will learn how to evaluate and design better operations management processes to improve performance.

Students will examine in depth concepts of product/process design, service industry theory, planning and scheduling, demand forecasting, layout/work design, assembly line balancing, reliability & maintenance and other topic areas. Students will learn to collaborate with Indigenous contractors/employees to understand cultural aspects and make appropriate policies and procedures.

BUSM 7130: Finance and Strategic Planning

The Finance and Strategic Planning course is an advanced strategy course where students will learn how to work effectively with senior executives to make high level business decisions. Students will focus on the conceptual and practical aspects of strategic decision making and corporate/community planning. The students will use frameworks and tools to assess an organization's financial and strategic performance and competitiveness.

This course will allow the students to formulate strategies and evaluate strategic alternatives using financial and non-financial criteria. Students will manage strategic change in organizations through a series of organization analyses, business exercises and current industry situations. Students will also learn how to integrate capacity funding when collaborating with Indigenous communities into core operational budget.

BUSM 7200: Project Management

This is an advanced Project Management course where students will learn the latest project management techniques and apply them to real industry operations and supply chain management projects. Students will learn how to make holistic integrated business decisions that impact all aspects of an organization. Students will learn the latest project management concepts, tools and techniques to scope, plan, execute, monitor and control projects. They will explore and practice competencies in project scoping, time management, resource allocations, people management and leadership, cost estimation, risk management and effective communication skills.

Students will be mentored to use the skills and knowledge gained from previous courses in this program. Students will learn how to Integrate Indigenous inclusion into a project and business and consider community impact. This course is key to applying project management techniques in other courses in this program, like the capstone project course, as well as real industry projects.

BUSM 7210: Technology and Data Analytics

The Technology and Data Analytics course is an advanced technology and data analytics course where students will examine emerging technologies and the latest data analytics tools. The focus in this course will be data analytics including data science, Artificial Intelligence (AI), data visualization, big data transformation, and supply chain analytics. Students will do hands-on real industry data analytics work to identify ways to improve business operations and supply chain performance. Students will use the latest data analytics techniques and tools to transform quantitative and qualitative data into information that can be used to make business decisions. Students will perform a complete data analysis project to produce a comprehensive business report and executive presentation for an organization or community.

BUSM 7220: Quality Management and Lean Systems

The Quality Management and Lean Systems course builds on the student's knowledge and experience with lean practices. Students will learn about best practice quality and lean operations management techniques that can be applied directly into their organizations. Students will learn how to evaluate and design better lean processes and practices to improve business performance and make an organization more sustainable and competitive.

Students will examine in depth concepts and tools of Total Quality Management (TQM), House of quality, Statistical Process Control (SPC), 8 wastes, Lean Six Sigma, just-in-time (JIT), Kaizen, quality failures, and value stream mapping. Students will apply the DMAIC process to identify problems and resolve them in a simulated and real-world organization. Students will learn how to integrate additional time into projects when collaborating with Indigenous communities. Students will work on a lean process improvement project to deliver a comprehensive consulting report and presentation.

BUSM 7230: Sustainable Operations

The Sustainable Operations course is an advanced course that will go deep into methods for making businesses and communities more environmentally sustainable. Students will learn about leading edge sustainability methods and concepts including the Indigenous sustainability model and the circular economy. Students will learn about best practices in sustainable operations including energy efficiency, corporate social responsibility, nested ecosystems, circular supply chain, operations and supply chain emissions and community impact. Students will learn how to evaluate and improve an organization's ethics and sustainability to design a more sustainable business or community.

This course will cover topics in climate science, First Peoples Principles of Learning, Indigenous sustainability model, product/process design for sustainability, renewable energy, electric fleets, UN Sustainable Development Goals and regenerative agriculture. Students will deliver an executive level, sustainable operation plan for an organization or industry.

BUSM 7240: Global Supply Chain Management

The Global Supply Chain Management course is designed to develop applied global operations and supply chain understanding. The course provides students with a comprehensive perspective on the value generated in global supply chains while considering interdependencies and complexities of global supply chain challenges. The course will examine how global supply chain management and the flow of goods and services across borders can be impacted by international trade agreements, laws and regulations.

This advanced course will explore emergent global supply chain issues and construct various strategies such as, but not limited to, sourcing, international operations, supply chain visibility, and supply chain resilience from a global perspective. Students will also learn about Indigenous culture and making space for Indigenous business in the global supply chain.

BUSM 7250: Innovation and Leadership

The Innovation and Leadership course is an advanced project course where students will design new and improved businesses, products and services for industry. Students will learn about new business start-ups and diverse interesting new business processes, products, services and technologies. Students will further their project and people management skills to lead complex projects that solve real-world problems.

This Innovation course covers topics such as design of goods & services, managing process and technology innovation, business reengineering, project management, community impact and people leadership. Students will learn the importance of Indigenous inclusion in core business practices, and how to apply a decolonization lens when leading Indigenous peoples and when engaging with Indigenous communities. Students will design, develop and pitch a new business release with a complete finance, technology, business process and people leadership plan.

BUSM 7300: Master’s Capstone Project

The Master's Capstone Project course is the final milestone in the Master of Operations and Supply Chain Management (M OSCM) program. This course is an applied master's-level project course that requires the student to work on large complex operations and supply chain project with an industry partner. This course will allow students to apply their industry experience, and skills/knowledge gained throughout this program, to a real-world challenging problem.

Students and guides (including faculty, peers, industry and community) will engage in regular conversations in supportive, nurturing, and non-confrontational exchanges for the purpose of understanding and reciprocity. The Dialogue aims to enable learners to truly learn from their mistakes. Students will demonstrate how to apply the Indigenous content they learned throughout the program into their project.

Ideally, the students will research and implement a project within their existing organization. Students will also have the option to research other organizations to identify a good industry partner to work with on their capstone course project. Students will demonstrate their ability to assess, design and develop practical solutions to improve an organization's operations and supply chain strategy and practices to meet corporate objectives. Students will draw on their project management and leadership experience to communicate and collaborate effectively with stakeholders including the client. The final capstone project report will be submitted and presented internally to the class to allow time to make improvements before presenting the final executive level project to their client.

## Appendix 3.7 - Course Outlines

# BUSM 7100: ADVANCED LOGISTICS MANAGEMENT

**New Course Proposal**
**Changes saved but not submitted**
**Viewing: BUSM 7100 : Advanced Logistics Management**
**Last edit: Thu, 14 Nov 2024 23:45:38 GMT**

**Academic Level**
Graduate (GR)

**Faculty**
Business

**Department**
Business Graduate Programs

**Implementation Date**
Fall 2026

**Subject Code**
BUSM - Business Management

**Course Number**
7100

**Descriptive Title**
Advanced Logistics Management

**Short Title**
Advanced Logistics Management

**Fee Category 2.a.1?**
No

**Calendar Description**
The Advanced Logistics Management course is a high level logistics course that will build on a student's logistics knowledge and experience. This course is a deep dive into real-world logistics processes, practices and technologies. Students will learn diverse logistics best practices and emergent issues to evaluate and design better logistics processes and performance.

Students will examine the key topic areas of transportation, warehousing and material management with a focus on strategic planning and making senior business decisions. This course will include many other topic areas like global logistics, sustainability, government regulations and safety. Students will apply their knowledge and skills to solve complex logistics issues and make advanced level recommendations in a logistics plan.

**Suggested Credit Hours**
3

**Credits**
3

**Suggested Classroom Hours**
3

**Suggested Other Hours (Clinical, Practicum, etc)**
3

**Suggested Contact Hours**
3

**Is this course repeatable for additional credit?**

No

**Schedule Types**

| Schedule Type |
|---|
| Class |

**Course Learning Outcomes**

| | A student who successfully completes the course will have reliably demonstrated the ability to: |
|---|---|
| 1 | Articulate diverse and complex logistics systems, practices and technology |
| 2 | Apply tools and techniques to assess an organization's logistics processes and solve emergent issues |
| 3 | Analyze logistics data and information to assess and improve an organization's logistics performance and strategic vision |
| 4 | Evaluate and select logistics service providers including the integration of Indigenous specific service providers |
| 5 | Present an efficient and effective logistics plan for an advanced organization or industry |

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

Logistics strategies, processes, and practices
Transportation and warehouse facilities, equipment and technology
Global logistics including overseas shipping, freight forwarding and 3PLs
International trade operations elements including import/export documentations and terms i.e., IncoDocs, IncoTerms
Logistics tools and techniques
Logistics industry analysis and performance measures
Indigenous specific service providers
Logistics laws, regulations and ethics
Logistics technology like warehouse robots and transportation/warehouse management systems
Reverse logistics
Humanitarian logistics
Sustainability in logistics
Logistics safety

**Course Learning Activities**

| Learning activities should be appropriately related to learning outcomes. Activities may include, but are not restricted to, the following: |
|---|
| Attending lectures and participating in class discussions and tours |
| Performing industry research and analysis |
| Completing assignments in a professional manner |
| Completing the project case report and delivering the presentation in a professional manner |
| Studying and completing tests and examinations |

## Assessment

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

Add the details about 1 assessment prior to W date, note that an assessment can evaluate multiple LO, ensure that each LO has been evaluated, should have multi modes of assessment (not all exam based for example)

**Assessment Type 1**

Assignments (no assignment to exceed 15%)

**Type 1 Value**

30

**Assessment Type 2**

Midterm Assessment(s)

**Type 2 Value**
20

**Assessment Type 3**
Term Project Report and Presentation
**Type 3 Value**
20

**Assessment Type 4**
Reflection and Dialogue
**Type 4 Value**
5

**Assessment Type 5**
Final Assessment(s)
**Type 5 Value**
25

**TOTAL**
100

**Grading System - default**
Letter Grades (N)

**Methods for Prior Learning Assessment**
Challenge Exam, demonstration, external evaluation, interview, product/ portfolio, self-assessment, standardized test, worksite assessment.

**Recommended Learning Resources**
OSCM software (if applicable) and instructor recommended materials.

**Does this course require the use of animals?**
No

**Do library resources in this area need more development?**
No
**If yes, then list details**

**Is this course externally accredited?**
No

**Course Developer(s)**
Darren Anderson

**Course Reviser(s)**
Darren Anderson, Mike Ford

**Date for Next Review**
2029-09-01

Key: 7032

# BUSM 7110: SUPPLY MANAGEMENT

**New Course Proposal**
**Changes saved but not submitted**
**Viewing: BUSM 7110 : Supply Management**
**Last edit: Thu, 14 Nov 2024 23:45:59 GMT**

**Academic Level**
Graduate (GR)

**Faculty**
Business

**Implementation Date**
Fall 2026

**Subject Code**
BUSM - Business Management

**Course Number**
7110

**Descriptive Title**
Supply Management

**Short Title**
Supply Management

**Fee Category 2.a.1?**
No

**Calendar Description**
The Supply Management course is an advanced course that will build from the students' knowledge and experience in sourcing, procurement and contract management. Students will learn about supply management best practices in diverse real-world industries like multi-national companies, non-profits and governments. Students will learn how to assess and improve supply management processes, practices and technology.

This Supply Management course will focus on senior level business decision making related to strategic sourcing, procurement, supplier relationship management, Indigenous procurement policy, contract management and category management. This course will also include deep discussions on leading edge supply management systems, emergent issues, globalization, ethics and government regulations. Students will apply their knowledge and skills to design and present effective and efficient supply management practices at an executive level.

**Suggested Credit Hours**
3

**Credits**
3

**Suggested Classroom Hours**
3

**Suggested Other Hours (Clinical, Practicum, etc)**
3

**Suggested Contact Hours**
3

**Is this course repeatable for additional credit?**

No

**Schedule Types**

| Schedule Type |
|---|
| Class |

**Course Learning Outcomes**

| | A student who successfully completes the course will have reliably demonstrated the ability to: |
|---|---|
| 1 | Articulate supply management best practices including sourcing, procurement and contract management |
| 2 | Apply supply management tools and frameworks to design an effective supplier relationship management strategy |
| 3 | Critically analyze quantitative and qualitative supply data to make improved business decisions |
| 4 | Evaluate and design improved supply management policies, processes and practices |
| 5 | Present an executive level supply management plan for an organization or industry |
| 6 | Understand how to create an Indigenous procurement policy in collaboration with Indigenous people |

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

Strategic sourcing
Procurement (purchasing)
Supplier Relationship Management (SRM)
Contract management
Category Management
Global sourcing
Emergent supply issues
Supply Management systems
Portfolio and spend analysis
Contract law
Negotiation strategies
Ethics and Sustainability
Indigenous procurement policy

**Course Learning Activities**

| Learning activities should be appropriately related to learning outcomes. Activities may include, but are not restricted to, the following: |
|---|
| Attending lectures and participating in class discussions |
| Performing industry research and analysis |
| Completing assignments in a professional manner |
| Completing the project case report and delivering the presentation in a professional manner |
| Studying and completing tests and examinations |

## Assessment

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

Add the details about 1 assessment prior to W date, note that an assessment can evaluate multiple LO, ensure that each LO has been evaluated, should have multi modes of assessment (not all exam based for example)

**Assessment Type 1**

Assignments (no assignment to exceed 15%)

**Type 1 Value**

30

**Assessment Type 2**

Midterm Assessment(s)

**Type 2 Value**
20

**Assessment Type 3**
Term Project Report and Presentation
**Type 3 Value**
20

**Assessment Type 4**
Reflection and Dialogue
**Type 4 Value**
5

**Assessment Type 5**
Final Assessment(s)
**Type 5 Value**
25

**TOTAL**
100

**Grading System - default**
Letter Grades (N)

**Methods for Prior Learning Assessment**
Challenge Exam, demonstration, external evaluation, interview, product/ portfolio, self-assessment, standardized test, worksite assessment.

**Recommended Learning Resources**
OSCM software (if applicable) and instructor recommended materials

**Does this course require the use of animals?**
No

**Do library resources in this area need more development?**
No
**If yes, then list details**

**Is this course externally accredited?**
No

**Course Developer(s)**
Darren Anderson

**Course Reviser(s)**
Darren Anderson, Mike Ford

**Date for Next Review**
2029-09-01

Key: 7033

# BUSM 7120: ADVANCED OPERATIONS MANAGEMENT

**New Course Proposal**
**Changes saved but not submitted**
**Viewing: BUSM 7120 : Advanced Operations Management**
**Last edit: Thu, 14 Nov 2024 23:46:17 GMT**

**Academic Level**
Graduate (GR)

**Faculty**
Business

**Department**
Business

**Implementation Date**
Fall 2026

**Subject Code**
BUSM - Business Management

**Course Number**
7120

**Descriptive Title**
Advanced Operations Management

**Short Title**
Advanced Operations Management

**Fee Category 2.a.1?**
No

**Calendar Description**
This is an advanced Operations Management course focused on planning and strategic operations management business decisions. Students will learn about operations management best practices in diverse industries and they will have the opportunity to focus some of their assignments on a specific industry. Students will learn how to evaluate and design better operations management processes to improve performance.

Students will examine in depth concepts of product/process design, service industry theory, planning and scheduling, demand forecasting, layout/work design, assembly line balancing, reliability & maintenance and other topic areas. Students will learn to work with Indigenous contractors/employees to understand cultural aspects and make appropriate policies and procedures.

**Suggested Credit Hours**
3

**Credits**
3

**Suggested Classroom Hours**
3

**Suggested Other Hours (Clinical, Practicum, etc)**
3

**Suggested Contact Hours**
3

**Is this course repeatable for additional credit?**

No

**Schedule Types**

| Schedule Type |
|---|
| Class |

**Course Learning Outcomes**

| | A student who successfully completes the course will have reliably demonstrated the ability to: |
|---|---|
| 1 | Articulate operations management processes and best practices for diverse industries |
| 2 | Apply operations management frameworks and tools to solve industry problems |
| 3 | Analyze quantitative and qualitative operations data and information to assess and optimize organization performance |
| 4 | Evaluate organizations' operations management planning tactics and strategies, and recommend improvements |
| 5 | Present an executive level operations management project report with recommendations |

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

Strategic Operations Management business decisions
Product/process design
Service industry theory
Tactical planning and scheduling
Layout/work design
Assembly line balancing
Short-term scheduling
Waiting lines
Reliability & maintenance
Working with Indigenous contractors/employees
Demand Management and Forecasting

**Course Learning Activities**

| Learning activities should be appropriately related to learning outcomes. Activities may include, but are not restricted to, the following: |
|---|
| Attending lectures and participating in class discussions and tours |
| Performing industry research and analysis |
| Completing assignments in a professional manner |
| Completing the project case report and delivering the presentation in a professional manner |
| Studying for and completing tests and examinations |

## Assessment

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

Add the details about 1 assessment prior to W date, note that an assessment can evaluate multiple LO, ensure that each LO has been evaluated, should have multi modes of assessment (not all exam based for example)

**Assessment Type 1**

Assignments (no assignment to exceed 15%)

**Type 1 Value**

30

**Assessment Type 2**

Midterm Assessment(s)

**Type 2 Value**

20

**Assessment Type 3**
Term Project Report and Presentation
**Type 3 Value**
20

**Assessment Type 4**
Reflection and Dialogue
**Type 4 Value**
5

**Assessment Type 5**
Final Assessment(s)
**Type 5 Value**
25

**TOTAL**
100

**Grading System - default**
Letter Grades (N)

**Methods for Prior Learning Assessment**
Challenge Exam, demonstration, external evaluation, interview, product/ portfolio, self-assessment, standardized test, worksite assessment.

**Required Learning Resources**
OSCM software (if applicable) and instructor recommended materials.

**Does this course require the use of animals?**
No

**Do library resources in this area need more development?**
No
**If yes, then list details**

**Is this course externally accredited?**
No

**Course Developer(s)**
Darren Anderson

**Course Reviser(s)**
Darren Anderson, Mike Ford

**Date for Next Review**
2029-09-01

Key: 7034

# BUSM 7130: FINANCE AND STRATEGIC PLANNING

**New Course Proposal**
**Changes saved but not submitted**
**Viewing: BUSM 7130 : Finance and Strategic Planning**
**Last edit: Thu, 14 Nov 2024 23:46:35 GMT**

**Academic Level**
Graduate (GR)

**Faculty**
Business

**Department**
Business Graduate Programs

**Implementation Date**
Fall 2026

**Subject Code**
BUSM - Business Management

**Course Number**
7130

**Descriptive Title**
Finance and Strategic Planning

**Short Title**
Finance and Strategic Planning

**Fee Category 2.a.1?**
No

**Calendar Description**
The Finance and Strategic Planning course is an advanced strategy course where students will learn how to work effectively with senior executives to make high level business decisions. Students will focus on the conceptual and practical aspects of strategic decision making and corporate/community planning. The students will use frameworks and tools to assess an organization's financial and strategic performance and competitiveness.

This course will allow the students to formulate strategies and evaluate strategic alternatives using financial and non-financial criteria. Students will manage strategic change in organizations through a series of organization analyses, business exercises and current industry situations. Students will also learn how to integrate capacity funding when working with Indigenous communities into core operational budget.

**Suggested Credit Hours**
3

**Credits**
3

**Suggested Classroom Hours**
3

**Suggested Other Hours (Clinical, Practicum, etc)**
3

**Suggested Contact Hours**
3

**Is this course repeatable for additional credit?**
No

**Schedule Types**

| Schedule Type |
|---|
| Class |

**Course Learning Outcomes**

| | A student who successfully completes the course will have reliably demonstrated the ability to: |
|---|---|
| 1 | Articulate diverse industry financial statements and strategies |
| 2 | Apply finance and strategy frameworks and tools to assess organizations' business practices |
| 3 | Critically analyze quantitative and qualitative data and information to assess organization performance and strategies |
| 4 | Evaluate senior strategic alternatives using financial and non-financial criteria |
| 5 | Deliver an executive level strategic plan and presentation to improve an organization's strategic competitiveness |

**Content will include, but is not restricted to, the following:**
Analyzing financial statements and business performance
Assessment of business strategies, objectives and organizational goals
Organization vision, mission, values and culture
Industry analysis including external environmental factors
Strategic competitive analysis - concepts, frameworks, and tools
Ethical standards, environmental, social, and governance (ESG) concepts, practices and risks
Decision making in resource allocations
Integrate capacity funding when working with Indigenous communities

**Course Learning Activities**

| Learning activities should be appropriately related to learning outcomes. Activities may include, but are not restricted to, the following: |
|---|
| Attending lectures and participating in class discussions |
| Performing industry research and analysis |
| Completing assignments in a professional manner |
| Completing the major project/case/simulation report and delivering the presentation in a professional manner |
| Studying for and completing tests and examinations |

## Assessment

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

Add the details about 1 assessment prior to W date, note that an assessment can evaluate multiple LO, ensure that each LO has been evaluated, should have multi modes of assessment (not all exam based for example)

**Assessment Type 1**
Assignments (no assignment to exceed 15%)
**Type 1 Value**
30

**Assessment Type 2**
Midterm Assessment(s)
**Type 2 Value**
20

**Assessment Type 3**
Term Project Report and Presentation

**Type 3 Value**
20

**Assessment Type 4**
Reflection and Dialogue
**Type 4 Value**
5

**Assessment Type 5**
Final Assessment(s)
**Type 5 Value**
25

**TOTAL**
100

**Grading System - default**
Letter Grades (N)

**Methods for Prior Learning Assessment**
Challenge Exam, demonstration, external evaluation, interview, product/ portfolio, self-assessment, standardized test, worksite assessment.

**Required Learning Resources**
Strategy software (if applicable) and instructor recommended materials.

**Does this course require the use of animals?**
No

**Do library resources in this area need more development?**
No
**If yes, then list details**

**Is this course externally accredited?**
No

**Course Developer(s)**
Darren Anderson

**Course Reviser(s)**
Darren Anderson, Mike Ford

**Date for Next Review**
2029-09-01

Key: 7035

# BUSM 7200: PROJECT MANAGEMENT

**New Course Proposal**
**Changes saved but not submitted**
**Viewing: BUSM 7200 : Project Management**
**Last edit: Thu, 14 Nov 2024 23:46:48 GMT**

**Academic Level**
Graduate (GR)

**Faculty**
Business

**Department**
Business Graduate Programs

**Implementation Date**
Fall 2026

**Subject Code**
BUSM - Business Management

**Course Number**
7200

**Descriptive Title**
Project Management

**Short Title**
Project Management

**Fee Category 2.a.1?**
No

**Calendar Description**
This is an advanced Project Management course where students will learn the latest project management techniques and apply them to real industry operations and supply chain management projects. Students will learn how to make holistic integrated business decisions that impact all aspects of an organization. Students will learn the latest project management concepts, tools and techniques to scope, plan, execute, monitor and control projects. They will explore and practice competencies in project scoping, time management, resource allocations, people management and leadership, cost estimation, risk management and effective communication skills.

Students will be mentored to use the skills and knowledge gained from previous courses in this program. Students will learn how to Integrate Indigenous inclusion into a project and business and consider community impact. This course is key to applying project management techniques in other courses in this program, like the capstone project course, as well as real industry projects.

**Suggested Credit Hours**
3

**Credits**
3

**Suggested Classroom Hours**
3

**Suggested Lab Hours**
3

**Suggested Other Hours (Clinical, Practicum, etc)**
0

**Suggested Contact Hours**
3

**Is this course repeatable for additional credit?**
No

**Prerequisites**
BUSM 7100, 7110, 7120 and 7130

**Schedule Types**

| Schedule Type |
|---|
| Class |

**Course Learning Outcomes**

| | A student who successfully completes the course will have reliably demonstrated the ability to: |
|---|---|
| 1 | Articulate effective Project Management practices |
| 2 | Apply project management tools and techniques to scope, plan, execute, monitor and control projects |
| 3 | Critically analyze quantitative and qualitative data and information to assess an organization's performance |
| 4 | Evaluate alternative opportunities for organizations to improve performance and strategic competitiveness |
| 5 | Deliver an executive level report and presentation for a real organization |
| 6 | Integrate best practices for Indigenous inclusion into the projects and businesses |

**Content will include, but is not restricted to, the following:**
Project Management concepts, tools, techniques and documentation
Inter-relationships of business decisions on operations and supply chain management practices
Organization and industry analysis focused on operations and supply chain management
Time and Resource management
People and stakeholder management and leadership
Integrating Indigenous inclusion into a project and business

**Course Learning Activities**

| Learning activities should be appropriately related to learning outcomes. Activities may include, but are not restricted to, the following: |
|---|
| Attending lectures and participating in class discussions |
| Performing industry research and analysis |
| Completing assignments in a professional manner |
| Completing the project case report and delivering the presentation in a professional manner |
| Studying for and completing tests and examinations |

## Assessment

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

Add the details about 1 assessment prior to W date, note that an assessment can evaluate multiple LO, ensure that each LO has been evaluated, should have multi modes of assessment (not all exam based for example)

**Assessment Type 1**
Assignments (no assignment to exceed 15%)
**Type 1 Value**
30

**Assessment Type 2**
Midterm Assessment(s)
**Type 2 Value**
20

**Assessment Type 3**
Term Project Report and Presentation
**Type 3 Value**
20

**Assessment Type 4**
Reflection and Dialogue
**Type 4 Value**
5

**Assessment Type 5**
Final Assessment(s)
**Type 5 Value**
25

**TOTAL**
100

**Grading System - default**
Letter Grades (N)

**Methods for Prior Learning Assessment**
Challenge Exam, demonstration, external evaluation, interview, product/portfolio, self-assessment, standardized test, worksite assessment.

**Does this course require the use of animals?**
No

**Do library resources in this area need more development?**
No
**If yes, then list details**

**Course Developer(s)**
Darren Anderson, Mike Ford

**Date for Next Review**
2029-09-01

Key: 7024

# BUSM 7210: TECHNOLOGY AND DATA ANALYTICS

**New Course Proposal**
**Changes saved but not submitted**
**Viewing: BUSM 7210 : Technology and Data Analytics**
**Last edit: Thu, 14 Nov 2024 23:47:01 GMT**

**Academic Level**
Graduate (GR)

**Faculty**
Business

**Department**
Business Graduate Programs

**Implementation Date**
Fall 2026

**Subject Code**
BUSM - Business Management

**Course Number**
7210

**Descriptive Title**
Technology and Data Analytics

**Short Title**
Technology and Data Analytics

**Fee Category 2.a.1?**
No

**Calendar Description**
The Technology and Data Analytics course is an advanced technology and data analytics course where students will examine emerging technologies and the latest data analytics tools. The focus in this course will be data analytics including data science, Artificial Intelligence (AI), data visualization, big data transformation, and supply chain analytics. Students will do hands-on real industry data analytics work to identify ways to improve business operations and supply chain performance. Students will use the latest data analytics techniques and tools to transform quantitative and qualitative data into information that can be used to make business decisions. Students will perform a complete data analysis project to produce a comprehensive business report and executive presentation for an organization or community.

**Suggested Credit Hours**
3

**Credits**
3

**Suggested Classroom Hours**
3

**Suggested Other Hours (Clinical, Practicum, etc)**
3

**Suggested Contact Hours**
3

**Is this course repeatable for additional credit?**
No

**Prerequisites**
BUSM 7100, 7110, 7120 and 7130

**Schedule Types**

| Schedule Type |
|---|
| Class |

**Course Learning Outcomes**

| | A student who successfully completes the course will have reliably demonstrated the ability to: |
|---|---|
| 1 | Articulate leading edge technologies and data analytics processes |
| 2 | Apply data analytics techniques and tools to transform data into information and better business decisions |
| 3 | Analyze quantitative and qualitative data and information to assess and improve business performance |
| 4 | Evaluate diverse alternative technologies and their impact on real industry operations and supply chain business practices |
| 5 | Perform a complete data analysis project to produce a comprehensive business report and executive presentation for an organization |

**Content will include, but is not restricted to, the following:**
Data Analytics - Data science, Artificial intelligence (AI), big data mining, conversion and transformation
Emergent technologies such as Industry 4.0
Indigenous Data Sovereignty (OCAP)
Data visualization - Excel, Power Query, Power BI, Tableau, AI
Supply Chain Analytics

**Course Learning Activities**

| Learning activities should be appropriately related to learning outcomes. Activities may include, but are not restricted to, the following: |
|---|
| Attending lectures and participating in class discussions |
| Performing industry research and analysis |
| Completing assignments in a professional manner |
| Completing the project case report and delivering the presentation in a professional manner |
| Studying for and completing tests and examinations |

## Assessment

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

Add the details about 1 assessment prior to W date, note that an assessment can evaluate multiple LO, ensure that each LO has been evaluated, should have multi modes of assessment (not all exam based for example)

**Assessment Type 1**
Assignments (no assignment to exceed 15%)
**Type 1 Value**
30

**Assessment Type 2**
Midterm Assessment(s)
**Type 2 Value**
20

**Assessment Type 3**
Term Project Report and Presentation

**Type 3 Value**
20

**Assessment Type 4**
Reflection and Dialogue
**Type 4 Value**
5

**Assessment Type 5**
Final Assessment(s)
**Type 5 Value**
25

**TOTAL**
100

**Grading System - default**
Letter Grades (N)

**Methods for Prior Learning Assessment**
Challenge Exam, demonstration, external evaluation, interview, product/ portfolio, self-assessment, standardized test, worksite assessment.

**Required Learning Resources**
Technology (if applicable) and instructor recommended materials.

**Does this course require the use of animals?**
No

**Do library resources in this area need more development?**
No
**If yes, then list details**

**Is this course externally accredited?**
No

**Course Developer(s)**
Darren Anderson

**Course Reviser(s)**
Darren Anderson, Mike Ford

**Date for Next Review**
2029-09-01

Key: 7037

# BUSM 7220: QUALITY MANAGEMENT AND LEAN SYSTEMS

**New Course Proposal**
**Changes saved but not submitted**
**Viewing: BUSM 7220 : Quality Management and Lean Systems**
**Last edit: Thu, 14 Nov 2024 23:47:14 GMT**

**Academic Level**
Graduate (GR)

**Faculty**
Business

**Department**
Business Graduate Programs

**Implementation Date**
Fall 2026

**Subject Code**
BUSM - Business Management

**Course Number**
7220

**Descriptive Title**
Quality Management and Lean Systems

**Short Title**
Quality and Lean Systems

**Fee Category 2.a.1?**
No

**Calendar Description**
The Quality Management and Lean Systems course builds on the student's knowledge and experience with lean practices. Students will learn about best practice quality and lean operations management techniques that can be applied directly into their organizations. Students will learn how to evaluate and design better lean processes and practices to improve business performance and make an organization more sustainable and competitive.

Students will examine in depth concepts and tools of Total Quality Management (TQM), House of quality, Statistical Process Control (SPC), 8 wastes, Lean Six Sigma, just-in-time (JIT), Kaizen, quality failures, and value stream mapping. Students will apply the DMAIC process to identify problems and resolve them in a simulated and real-world organization. Students will learn how to integrate additional time into projects when working with Indigenous communities. Students will work on a lean process improvement project to deliver a comprehensive consulting report and presentation.

**Suggested Credit Hours**
3

**Credits**
3

**Suggested Classroom Hours**
3

**Suggested Other Hours (Clinical, Practicum, etc)**
3

**Suggested Contact Hours**

3

**Is this course repeatable for additional credit?**

No

**Prerequisites**

BUSM 7100, 7110, 7120 and 7130

**Schedule Types**

| Schedule Type |
|---|
| Class |

**Course Learning Outcomes**

| | A student who successfully completes the course will have reliably demonstrated the ability to: |
|---|---|
| 1 | Articulate best practice Quality and Lean management processes and practices |
| 2 | Apply quality and lean tools and frameworks to assess a diverse organizations' practices and performance issues |
| 3 | Perform data and value added analysis to reduce waste and streamline organizations |
| 4 | Critically evaluate an organization's processes and practices and recommend quality and lean improvements |
| 5 | Deliver a senior level process improvement project report and presentation with effective and implementable solutions |

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

Total quality management (TQM)
House of quality
Statistical process control (SPC)
Value stream mapping and the 8 wastes (muda)
Lean six sigma
Just-in-time (JIT) philosophy
Kaizen continuous improvement projects
Integrating additional time when working with Indigenous communities: human capacity, time for decision making, understanding Indigenous governance processes
DMAIC process (define, measure, analyze, improve and control)
Exploration of quality failure [including impact, root causes, remedies, costs & liabilities]

**Course Learning Activities**

| Learning activities should be appropriately related to learning outcomes. Activities may include, but are not restricted to, the following: |
|---|
| Attending lectures and participating in class discussions and tours |
| Performing industry research and analysis |
| Completing assignments in a professional manner |
| Completing the project case report and delivering the presentation in a professional manner |
| Studying for and completing tests and examinations |

## Assessment

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

Add the details about 1 assessment prior to W date, note that an assessment can evaluate multiple LO, ensure that each LO has been evaluated, should have multi modes of assessment (not all exam based for example)

**Assessment Type 1**

Assignments (no assignment to exceed 15%)

**Type 1 Value**

30

**Assessment Type 2**
Midterm Assessment(s)
**Type 2 Value**
20

**Assessment Type 3**
Term Project Report and Presentation
**Type 3 Value**
20

**Assessment Type 4**
Reflection and Dialogue
**Type 4 Value**
5

**Assessment Type 5**
Final Assessment(s)
**Type 5 Value**
25

**TOTAL**
100

**Grading System - default**
Letter Grades (N)

**Methods for Prior Learning Assessment**
Challenge Exam, demonstration, external evaluation, interview, product/ portfolio, self-assessment, standardized test, worksite assessment.

**Required Learning Resources**
OSCM software (if applicable) and instructor recommended materials.

**Does this course require the use of animals?**
No

**Do library resources in this area need more development?**
No
**If yes, then list details**

**Is this course externally accredited?**
No

**Course Developer(s)**
Darren Anderson

**Course Reviser(s)**
Darren Anderson, Mike Ford

**Date for Next Review**
2029-09-01

Key: 7038

# BUSM 7230: SUSTAINABLE OPERATIONS

**New Course Proposal**
**Changes saved but not submitted**
**Viewing: BUSM 7230 : Sustainable Operations**
**Last edit: Thu, 14 Nov 2024 23:47:24 GMT**

**Academic Level**
Graduate (GR)

**Faculty**
Business

**Department**
Business Graduate Programs

**Implementation Date**
Fall 2026

**Subject Code**
BUSM - Business Management

**Course Number**
7230

**Descriptive Title**
Sustainable Operations

**Short Title**
Sustainable Operations

**Fee Category 2.a.1?**
No

**Calendar Description**
The Sustainable Operations course is an advanced course that will go deep into methods for making businesses and communities more environmentally sustainable. Students will learn about leading edge sustainability methods and concepts including the Indigenous sustainability model and the circular economy. Students will learn about best practices in sustainable operations including energy efficiency, corporate social responsibility, nested ecosystems, circular supply chain, operations and supply chain emissions and community impact. Students will learn how to evaluate and improve an organization's ethics and sustainability to design a more sustainable business or community.

This course will cover topics in climate science, First Peoples Principles of Learning, Indigenous sustainability model, product/process design for sustainability, renewable energy, electric fleets, UN Sustainable Development Goals and regenerative agriculture. Students will deliver an executive level sustainable operations plan for an organization or industry.

**Suggested Credit Hours**
3

**Credits**
3

**Suggested Classroom Hours**
3

**Suggested Other Hours (Clinical, Practicum, etc)**
3

**Suggested Contact Hours**
3

**Is this course repeatable for additional credit?**
No

**Prerequisites**
BUSM 7100, 7110, 7120 and 7130

**Schedule Types**

| Schedule Type |
|---|
| Class |

**Course Learning Outcomes**

| | A student who successfully completes the course will have reliably demonstrated the ability to: |
|---|---|
| 1 | Articulate best practices in sustainable operations and the indigenous sustainability model |
| 2 | Apply frameworks and tools to assess the sustainability of organizations in diverse industries |
| 3 | Critically analyze data and information to recommend performance measures that will enhance an organization's sustainability |
| 4 | Evaluate an organization's ethics and sustainability report and practices to identify improved strategies for sustainability |
| 5 | Deliver an executive level sustainable operations plan that is effective and implementable |

**Content will include, but is not restricted to, the following:**
Climate science
First Peoples Principles of Learning
Indigenous sustainability model (Elder lecturer/speaker)
Product and process design for sustainability
Corporate social responsibility (CSR) and corporate sustainability
Nested ecosystem an the triple bottom line (people, planet, profit)
Ethics and sustainability
Embodied, operations and supply chain emissions and impacts
Electric fleets
United Nations Sustainable Development Goals
Environmental solutions like Project Drawdown and renewable energy (appropriate technology)
Sustainable packaging
Reduce, reuse, recycle
Life-cycle assessments (LCA)
Circular economy and supply chain
Regenerative agriculture
Land Use Plans and waste management integration with First Nations sustainability priorities

**Course Learning Activities**

| Learning activities should be appropriately related to learning outcomes. Activities may include, but are not restricted to, the following: |
|---|
| Attending lectures and participating in class discussions and tours |
| Performing industry research and analysis |
| Completing assignments in a professional manner |
| Completing the project case report and delivering the presentation in a professional manner |
| Studying for and completing tests and examinations |

## Assessment

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

Add the details about 1 assessment prior to W date, note that an assessment can evaluate multiple LO, ensure that each LO has been evaluated, should have multi modes of assessment (not all exam based for example)

**Assessment Type 1**
Assignments (no assignment to exceed 15%)
**Type 1 Value**
30

**Assessment Type 2**
Midterm Assessment(s)
**Type 2 Value**
20

**Assessment Type 3**
Term Project Report and Presentation
**Type 3 Value**
20

**Assessment Type 4**
Reflection and Dialogue
**Type 4 Value**
5

**Assessment Type 5**
Final Assessment(s)
**Type 5 Value**
25

**TOTAL**
100

**Grading System - default**
Letter Grades (N)

**Methods for Prior Learning Assessment**
Challenge Exam, demonstration, external evaluation, interview, product/portfolio, self-assessment, standardized test, worksite assessment.

**Required Learning Resources**
Software and simulations as needed

**Do library resources in this area need more development?**
No
**If yes, then list details**

**Course Developer(s)**
Darren Anderson

**Course Reviser(s)**
Darren Anderson, Mike Ford

**Date for Next Review**
2029-09-01

Key: 7041

# BUSM 7240: GLOBAL SUPPLY CHAIN MANAGEMENT

**New Course Proposal**
**Changes saved but not submitted**
**Viewing: BUSM 7240 : Global Supply Chain Management**
**Last edit: Thu, 14 Nov 2024 23:47:41 GMT**

**Academic Level**
Graduate (GR)

**Faculty**
Business

**Department**
Business Graduate Programs

**Implementation Date**
Fall 2026

**Subject Code**
BUSM - Business Management

**Course Number**
7240

**Descriptive Title**
Global Supply Chain Management

**Short Title**
Global SCM

**Fee Category 2.a.1?**
No

**Calendar Description**
The Global Supply Chain Management course is designed to develop an applied global operations and supply chain understanding. The course provides students with a comprehensive perspective on the value generated in global supply chains while considering interdependencies and complexities of global supply chain challenges. The course will examine how global supply chain management and the flow of goods and services across borders can be impacted by international trade agreements, laws and regulations.

This advanced course will explore emergent global supply chain issues and construct various strategies such as, but not limited to, sourcing, international operations, supply chain visibility, and supply chain resilience from a global perspective. Students will also learn about Indigenous culture and making space for Indigenous business in the global supply chain.

**Suggested Credit Hours**
3

**Credits**
3

**Suggested Classroom Hours**
3

**Suggested Other Hours (Clinical, Practicum, etc)**
3

**Suggested Contact Hours**
3

**Is this course repeatable for additional credit?**
No

**Prerequisites**
BUSM 7100, 7110, 7120 and 7130

**Schedule Types**

| Schedule Type |
|---|
| Class |

**Course Learning Outcomes**

| | A student who successfully completes the course will have reliably demonstrated the ability to: |
|---|---|
| 1 | Articulate global supply chain best practices and strategies to maintain global competitiveness |
| 2 | Apply tools and methodologies to prepare a strategic report to manage international business and supply chain resilience |
| 3 | Analyze financial and supply chain data and information to improve an organization's global supply chain |
| 4 | Evaluate global sourcing strategies and the mechanisms of achieving low cost associated with foreign markets |
| 5 | Develop and present an executive global supply chain report for an organization or industry |

**Content will include, but is not restricted to, the following:**
Global supply chain management strategy
Global environment analysis
Global sourcing strategy and supply chain stability
Strategic and financial performance implications of global sourcing strategy
Inter-cultural influences on the global supply chain
Supply chain resilience and global supply chain risk management
Ethical considerations in international buyer-supplier relationships
Barriers to international purchasing and distribution
The role of global procurement in the value chain
Global impact of international trade, policies, cultures, laws and regulations
Indigenous Culture in Canada and the commitments to UNDRIP
Indigenous Reconciliation policy

**Course Learning Activities**

| Learning activities should be appropriately related to learning outcomes. Activities may include, but are not restricted to, the following: |
|---|
| Attending lectures and participating in class discussions |
| Performing industry research and analysis |
| Completing assignments in a professional manner |
| Completing the project case report and delivering the presentation in a professional manner |
| Studying for and completing tests and examinations |

## Assessment

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

Add the details about 1 assessment prior to W date, note that an assessment can evaluate multiple LO, ensure that each LO has been evaluated, should have multi modes of assessment (not all exam based for example)

**Assessment Type 1**
Assignments (no assignment to exceed 15%)
**Type 1 Value**
30

**Assessment Type 2**
Midterm Assessment(s)

**Type 2 Value**
20

**Assessment Type 3**
Term Project Report and Presentation
**Type 3 Value**
20

**Assessment Type 4**
Reflection and Dialogue
**Type 4 Value**
5

**Assessment Type 5**
Final Assessment(s)
**Type 5 Value**
25

**TOTAL**
100

**Grading System - default**
Letter Grades (N)

**Methods for Prior Learning Assessment**
Challenge Exam, demonstration, external evaluation, interview, product/ portfolio, self-assessment, standardized test, worksite assessment.

**Required Learning Resources**
OSCM software (if applicable) and instructor recommended materials.

**Does this course require the use of animals?**
No

**Do library resources in this area need more development?**
No
**If yes, then list details**

**Is this course externally accredited?**
No

**Course Developer(s)**
Darren Anderson

**Course Reviser(s)**
Darren Anderson, Mike Ford, Bess Wong

**Date for Next Review**
2029-09-01

Key: 7040

# BUSM 7250: INNOVATION AND LEADERSHIP

**New Course Proposal**
**Changes saved but not submitted**
**Viewing: BUSM 7250 : Innovation and Leadership**
**Last edit: Thu, 14 Nov 2024 23:47:51 GMT**

**Academic Level**
Graduate (GR)

**Faculty**
Business

**Department**
Business Graduate Programs

**Implementation Date**
Fall 2026

**Subject Code**
BUSM - Business Management

**Course Number**
7250

**Descriptive Title**
Innovation and Leadership

**Short Title**
Innovation and Leadership

**Fee Category 2.a.1?**
No

**Calendar Description**
The Innovation and Leadership course is an advanced project course where students will design new and improved businesses, products and services for industry. Students will learn about new business start-ups and diverse interesting new business processes, products, services and technologies. Students will further their project and people management skills to lead complex projects that solve real-world problems.

This Innovation course covers topics such as design of goods & services, managing process and technology innovation, business reengineering, project management, community impact and people leadership. Students will learn the importance of Indigenous inclusion in core business practices, and how to apply a decolonization lens when leading Indigenous peoples and when engaging with Indigenous communities. Students will design, develop and pitch a new business release with a complete finance, technology, business process and people leadership plan.

**Suggested Credit Hours**
3

**Credits**
3

**Suggested Classroom Hours**
3

**Suggested Other Hours (Clinical, Practicum, etc)**
3

**Suggested Contact Hours**

3

**Is this course repeatable for additional credit?**

No

**Prerequisites**

BUSM 7100, 7110, 7120 and 7130

**Schedule Types**

| Schedule Type |
|---|
| Class |

**Course Learning Outcomes**

| | A student who successfully completes the course will have reliably demonstrated the ability to: |
|---|---|
| 1 | Articulate innovative and intrapreneurial best practices including people management |
| 2 | Apply business innovation tools and frameworks to design a new and improved business process, product and service for an organization |
| 3 | Analyze quantitative and qualitative data to assess new products, services and business performance |
| 4 | Evaluate innovative products, services, technologies and start-up businesses to make strategic business improvement recommendations |
| 5 | Pitch an innovation project including a complete finance, technology, business process and people leadership plan |

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

Design of goods & services
New product, service and start-up business launches
Business process improvement frameworks and tools
Managing process and technology innovation
Business reengineering
Intrapreneurship
Project management and leadership
People leadership including indigenous people
Decolonization lens with proper community engagement
Community impact assessments

**Course Learning Activities**

| Learning activities should be appropriately related to learning outcomes. Activities may include, but are not restricted to, the following: |
|---|
| Attending lectures and participating in class discussions |
| Performing industry research and analysis |
| Completing assignments in a professional manner |
| Completing the project case report and delivering the presentation in a professional manner |
| Studying for and completing tests and examinations |

## Assessment

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

Add the details about 1 assessment prior to W date, note that an assessment can evaluate multiple LO, ensure that each LO has been evaluated, should have multi modes of assessment (not all exam based for example)

**Assessment Type 1**

Assignments (no assignment to exceed 15%)

**Type 1 Value**

30

**Assessment Type 2**
Midterm Assessment(s)
**Type 2 Value**
20

**Assessment Type 3**
Term Project Report and Presentation
**Type 3 Value**
20

**Assessment Type 4**
Final Assessment(s)
**Type 4 Value**
25

**Assessment Type 5**
Reflection and Dialogue
**Type 5 Value**
5

**TOTAL**
100

**Grading System - default**
Letter Grades (N)

**Methods for Prior Learning Assessment**
Challenge Exam, demonstration, external evaluation, interview, product/portfolio, self-assessment, standardized test, worksite assessment.

**Required Learning Resources**
Software (if applicable) and instructor recommended materials.

**Does this course require the use of animals?**
No

**Do library resources in this area need more development?**
No
**If yes, then list details**

**Is this course externally accredited?**
No

**Course Developer(s)**
Darren Anderson

**Course Reviser(s)**
Darren Anderson, Mike Ford

**Date for Next Review**
2029-09-01

Key: 7039

# BUSM 7300: MASTER'S CAPSTONE PROJECT

**New Course Proposal**
**Changes saved but not submitted**
**Viewing: BUSM 7300 : Master's Capstone Project**
**Last edit: Thu, 14 Nov 2024 23:48:02 GMT**

**Academic Level**
Graduate (GR)

**Faculty**
Business

**Department**
Business Graduate Programs

**Implementation Date**
Fall 2026

**Subject Code**
BUSM - Business Management

**Course Number**
7300

**Descriptive Title**
Master's Capstone Project

**Short Title**
Capstone

**Fee Category 2.a.1?**
No

**Calendar Description**
The Master's Capstone Project course is the final milestone in the Master's in Operations and Supply Chain Management (M OSCM) program. This course is an applied Master's level project course that requires the student to work on a large complex operations and supply chain project with an industry partner. This course will allow students to apply their industry experience, and skills/knowledge gained throughout this program, to a real-world challenging problem.

Students and guides (including professors, peers, industry and community) will engage in regular conversations in supportive, nurturing, and non-confrontational exchanges for the purpose of understanding and reciprocity. The Dialogue aims to enable learners to truly learn from their mistakes. Students will demonstrate how to apply the Indigenous content they learned throughout the program into their project.

Ideally, the students will research and implement a project within their existing organization. Students will also have the option to research other organizations to identify a good industry partner to work with on their capstone course project. Students will demonstrate their ability to assess, design and develop practical solutions to improve an organization's operations and supply chain strategy and practices to meet corporate objectives. Students will draw on their project management and leadership experience to communicate and work effectively with stakeholders including the client. The final capstone project report will be submitted and presented internally to the class to allow time to make improvements before presenting the final executive level project to their client.

**Suggested Credit Hours**
6

**Credits**
6

**Suggested Classroom Hours**
3

**Suggested Lab Hours**
0

**Suggested Other Hours (Clinical, Practicum, etc)**
3

**Suggested Contact Hours**
6

**Is this course repeatable for additional credit?**
No

**Prerequisites**
BUSM 7200, 7210, 7220, 7230, 7240, 7250

**Schedule Types**

| Schedule Type |
|---|
| Class |

**Course Learning Outcomes**

| | A student who successfully completes the course will have reliably demonstrated the ability to: |
|---|---|
| 1 | Develop an effective professional client/customer relationship |
| 2 | Apply tools, frameworks and methodologies, learned in this program, to asses an organization and prepare proposals and interim reports |
| 3 | Critically analyze and interpret quantitative and qualitative data and information to solve business problems |
| 4 | Evaluate strategy and practices of an organization to recommend real industry improvements |
| 5 | Deliver a comprehensive project that meets the requirements of a client organization |

**Content will include, but is not restricted to, the following:**
Tools and frameworks to analyze organizations' data, challenges, strategy and business environment
Client relations, communication and presentation techniques
Critical thinking and problem solving techniques
Process improvement design
Leadership and effective teams
Project management and change management processes and documentation
Culture of Canada and Indigenous peoples, DRIPA, and CANDRIP

**Course Learning Activities**

| Learning activities should be appropriately related to learning outcomes. Activities may include, but are not restricted to, the following: |
|---|
| Some of the Learning Activities will vary based on the nature of each individual project. |
| Researching, collecting (both primary and secondary), and interpreting data and information related to the project |
| Critically analyzing both quantitative and qualitative variables to arrive at conclusions and recommendations based upon sound analysis |
| Working professionally as part of a team with a client to plan work processes and manage time constraints for a major project |
| Written and oral presentation of a proposal, interim reports and final project to internal and external stakeholders |

## Assessment

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

Add the details about 1 assessment prior to W date, note that an assessment can evaluate multiple LO, ensure that each LO has been evaluated, should have multi modes of assessment (not all exam based for example)

**Assessment Type 1**
Assignments (no assignment to exceed 5%)
**Type 1 Value**
15

**Assessment Type 2**
Project Interim deliverables (no assignment to exceed 15%)
**Type 2 Value**
30

**Assessment Type 3**
Project management assessment
**Type 3 Value**
15

**Assessment Type 4**
Internal Final Report and Presentation
**Type 4 Value**
15

**Assessment Type 5**
Client Report and Presentation
**Type 5 Value**
15

**Assessment Type 6**
Reflection and Dialogue
**Type 6 Value**
10

**TOTAL**
100

**Grading System - default**
Letter Grades (N)

**Methods for Prior Learning Assessment**
None

**Does this course require the use of animals?**
No

**Do library resources in this area need more development?**
No
**If yes, then list details**

**Is this course externally accredited?**
No

**Course Developer(s)**
Darren Anderson

**Course Reviser(s)**
Darren Anderson; Mike Ford, Bess Wong

**Date for Next Review**
2029-09-01

Key: 7003

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

Melville School of Business

# Master of Operations and Supply Chain Management (OSCM)

# Stage 2 Appendix 4

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KPU | KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.** IM3 |
| **Approving Jurisdiction:** President |
| **Administrative Responsibility:** Vice President Administration |
| **Effective Date:** July 13, 2022 |

# Information Technology Usage Policy

## A. CONTEXT AND PURPOSE

1. The University provides Information Technology (IT) resources to Kwantlen Polytechnic University (KPU) users to support the teaching, learning, research and administrative goals and functions of the University.

2. The University technology resources are valuable community assets which are expected to be used and managed responsibly to ensure integrity, security, privacy and availability for the academic and administrative activities of the University.

3. This policy establishes acceptable and unacceptable uses of technology resources, thereby ensuring a stable, effective and efficient operation while minimizing potential disruption and risk. All users of KPU's technology resources must review, acknowledge and adhere to the contents of this policy.

## B. SCOPE AND LIMITS

1. This policy and its related procedure apply to all authorized users as defined below:

   - All University employees.
   - All University Students.
   - All contractors and third-party agents paid directly by KPU or another party to work on behalf of KPU.
   - Alumni and individuals associated with the University and/or working on behalf of the University who have access to university information.
   - Any other party that accesses and uses University technology resources.

2. This Policy defines the "acceptable use" of KPU's Information Technology (IT) resources.

3. This policy applies to any and all use of KPU Technology Resources. KPU Technology Resources include but are not limited to:

a. Computer networks, systems, servers, software, databases, data and information, shared and collaboration digital platforms, University social media platforms, equipment and devices, email, wireless, cloud services and the University internet connections.
b. Desktops, laptops, phones, cell/smart phones, tablets, cameras, Audio / Video equipment, other technology systems and any future technology resources or services as they are added to KPU's technology environment.
c. The use of personal or unauthorized equipment connected to the University's network and/or technology resources.

## C. STATEMENT OF POLICY PRINCIPLES

1. This policy is based on the principle that KPU technology environment is provided to support KPU's business.

2. KPU Technology Resources shall only be used for the purposes, and in a manner, which is consistent with the requirements of the University's teaching, learning, administrative functions, research and scholarship. Such use shall be in accordance with the University's respective policies.

3. To ensure that KPU's Technology Resources are available, secure, and safe, authorized users are prohibited from engaging in any activity with technology resources that may jeopardize the integrity of the University's technology resources or reputation.

4. While members of the University community are granted access to KPU Technology Resources, the University reserves the right to limit, restrict, withdraw or extend privileges and access.

5. The University owns KPU Technology Resources and is responsible for their use. The University reserves the right to ensure that KPU Technology Resources is used lawfully and appropriately.

6. Use of the University's Technology Resources for any business or commercial use that is outside the scope of the University's function or unrelated to one's employment or studies at the University is prohibited unless such use is sponsored and approved by the University.

## D. DEFINITIONS

Refer to Section A of IM3 *Information Technology* Usage Procedure for a list of definitions in support of this Policy.

## E. RELATED POLICIES & LEGISLATION

AD2 *Student Complaints about Instruction, Services and Employees*
AR3 *Confidentiality of Students Records/Files*
IM1 *Copyright Compliance*
IM2 *Freedom of Information and Protection of Privacy*
IM4 *Confidentiality Policy / Procedures*
IM9 *Information Security*
ST2 *Student Academic Integrity*
ST7 *Student Conduct (Non-Academic)*

Criminal Code of Canada
Copyright and Trademarks Act
B.C. Human Rights Code
B.C. Freedom of Information and Protection of Privacy Act
B.C. Civil Rights Protection Act

## F. RELATED PROCEDURES

IM3 *Information Technology Usage*

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.** IM3 |
| **Approving Jurisdiction:** President |
| **Administrative Responsibility:** Vice President Administration |
| **Effective Date:** July 13, 2022 |

# Information Technology Usage Procedure

## A. DEFINITIONS

1. **Data Encryption:** Data encryption is a security method where information is encoded and can only be accessed or decrypted by a user with the correct encryption key. Encrypted data, also known as ciphertext, appears scrambled or unreadable to a person or entity accessing without permission.

2. **Incidental Personal Use:** Incidental Personal Use refers to use that is of a personal nature that is unrelated to the University or to one's professional development, studies or employment at the University but that is brief and occasional; Incidental Personal Use by students and staff is acceptable to the University as long as it does not interfere with the use of University resources for their intended purposes, is consistent with the University's policies and, in the case of employees, as long as it does not interfere with their job performance.

3. **KPU Technology Resources:** KPU technology resources include but are not limited to computer networks, systems, servers, software, (including subscriptions, licenses), databases, shared and collaboration digital platforms, University social media platforms, digital storage, equipment and devices, email, wireless cloud services and the University internet connections.

## B. PROCEDURES

1. AUDITS
    a. KPU performs periodic reviews to ensure policy compliance.

2. ENFORCEMENT

   a. This Policy will be enforced by KPU's Chief Information Officer. Breaches of this Policy and its related Procedure may be subject to the full range of disciplinary actions available to the University and may result in the denial of access to KPU Technology Resources.

3. ACCEPTABLE USE

   a. Authorized users are permitted to use KPU's Technology Resources and services for the purpose of:

      i. Administrative functions
      ii. Teaching and Learning
      iii. Research
      iv. Limited Incidental Personal Use

4. PASSWORDS

   a. Passwords must comply with the Information Security Standard Passphrase and Password Protection to ensure that only authorized individuals are permitted access to KPU's computer systems and data.

      i. Passphrase/Passwords secure computers against potential assaults from the cybercriminals who break into systems and steal identities to commit crimes.

      ii. Passwords must conform to the following:

         1) Be kept confidential.
         2) Never be shared with anyone, or used in plain sight of others.
         3) Be committed to memory and never written down
         4) Be changed annually or as directed by password policy guidelines.
         5) Passwords used for personal or non-KPU accounts (i.e. Social Media, Banking, etc.) must not be used for KPU systems).

5. PRIVACY AND ACCESS TO INFORMATION

The University is subject to the Freedom of Information and Protection of Privacy Act of BC ("FIPPA" or "the Act") which sets out the University's privacy obligations and access to information requirements. Users of the University's Technology Resources must be aware that:

   a. Personal information stored in University Technology Resources for KPU business purposes will be protected under the Act;
   b. Incidental personal use of KPU Technology Resources is permitted in accordance with section 6 Personal Usage, however KPU is not responsible for privacy protection of personal information not required for KPU business purposes;
   c. All records in the custody or control of the University are subject to access to information requests and any record created or held by a KPU Employee may be required to fulfill the University's requirements under the Act;
   d. Users are encouraged to limit the personal information they include in their personal use of KPU Technology Resources.

6. PERSONAL USAGE

   a. Incidental Personal Use of KPU's Technology Resources is permitted but must not have a negative impact on KPU Technology Resources, the University community, or on any user's job performance. KPU reserves the right to audit and monitor the usage of KPU's Technology Resources and its content at any time without prior notice.

   b. KPU is not responsible for managing, backing up, recovering lost or supporting any personal information such as, but not limited to personal files, emails, data, applications, photos, videos, or music stored on KPU's Technology Resources. KPU reserves the right to remove or delete any information stored on KPU Technology Resources without prior notice.

7. PERSONAL RESPONSIBILITY

   a. KPU requires users to use Technology Resources responsibly and in accordance with KPU's policies. Inappropriate use of KPU Technology Resources may result in loss or damage to the university or others. If KPU suffers loss or damage related to inappropriate use of KPU's Technology Resources, KPU may seek to hold the individual user liable and recover repair or replacement costs. KPU will also seek to recover any or all usage cost associated to personal use of KPU's Technology Resources (i.e. personal data or voice charges on a KPU issued smartphone devices).

      i. In using KPU's Technology Resources for anything but KPU's business in accordance with KPU policies, users are accepting the risk of such liability. Employees and must return all KPU Technology Assets assigned to them upon termination of employment. Student loaned devices must be returned as agreed to with the university.

      ii. The University expects that employees and students will take reasonable measures to ensure the physical security of KPU Technology Assets. Employees and students could be held liable for inappropriate use or mishandling of KPU's Technology Assets resulting in loss, theft, or damage. KPU may seek compensation equal to repair or replacement cost in such cases.

8. UNACCEPTABLE USE EXAMPLES

   a. The following actions constitute unacceptable use of KPU's Technology Resources. This list is not exhaustive but is included to provide a frame of reference for types of activities deemed unacceptable. The authorized user must not use any of KPU's Technology Resources to or for:

      i. Unauthorized access to KPU Technology Resources including systems and data.

      ii. Use of software, cloud services and digital subscriptions on KPU Technology Resources without IT, Teaching and Learning Commons and/or Office of Research Services approval. For a list of authorized software, cloud services and digital subscriptions contact the IT Service Desk.

      iii. Use of personal or unauthorized computing devices to access KPU Technology Resources beyond KPU guest wireless access.

      iv. Reveal system or network credentials (IDs or passwords) to others

      v. Engage in copyright infringement, install or distribute unlicensed or "pirated" software.

vi. Engage in any activity that negatively impacts the performance of KPU Technology Resources.

vii. Engage in activity that impedes the operations or delivery of University services.

viii. Perform any of the following: port scanning, security scanning, network sniffing, keystroke logging, introduction of viruses/malware or other IT information gathering techniques when not part of the user's job function.

ix. Engage in phishing or spamming activities.

x. Engage in activities that cause disruption to the workplace environment or create a hostile workplace.

xi. Disseminating defamatory, discriminatory, or harassing content (unless an exception is approved in writing by the President or Provost for academic or research purposes).

xii. Engage in any activities that may cause embarrassment, loss of reputation, or other harm to the university and its community.

xiii. Engage in activity that gives rise to a criminal offense or otherwise violates federal or provincial statutes.

xiv. Engage in activity that may reasonably result in civil law suits.

xv. Engage in activities that are non-compliant with applicable privacy laws.

xvi. Engage in activities that are of a personal business or for-profit nature.

xvii. Disseminate solicitation communications that make fraudulent offers for products and services.

## C. RELATED POLICY

AD2 *Student Complaints about Instruction, Services and Employees*
AR3 *Confidentiality of Students Records/Files*
IM1 *Copyright Compliance*
IM3 *Information Technology Policy*
IM2 *Freedom of Information and Protection of Privacy*
IM4 *Confidentiality Policy / Procedures*
IM9 *Information Security*
ST2 *Student Academic Integrity*
ST7 *Student Conduct (Non-Academic)*

KPU KWANTLEN POLYTECHNIC UNIVERSITY

Where thought meets action

**SENATE**
**Agenda Item:** *5.2*
**Meeting Date:** *May 30, 2022*
**Presenter:** *Amy Jeon*

| **Agenda Item** | **Course Delivery Models** |
|---|---|

| **Action Requested** | **Motion** |
|---|---|

| **Recommended Resolution** | **That Senate approve the proposed definitions of course delivery models and principles for course planning and scheduling.** |
|---|---|

**Senate Standing Committee Report**

On May 5, 2022 the Senate Standing Committee on Teaching and Learning recommended that Senate approve the proposed definitions of course delivery models and principles for course planning and scheduling.

On May 11, 2022 the Senate Standing Committee on Curriculum recommended that Senate approve the proposed definitions of course delivery models and principles for course planning and scheduling.

**Context & Background**

The COVID-19 pandemic has resulted in an increased embrace and appreciation of more flexible course delivery modes at KPU, as evidenced by surveys of both student and faculty perceptions and preferences. In order to better serve our multi-modal university, there is a need to provide clear and consistent guidance around the different available course delivery models, including definitions, categories, and associated principles to support course planning and scheduling.

It is important that this guidance be comprehensible to students, helpful to Chairs and faculty, harmonized with relevant university policy, consistent with the student information system's *Instructional Methods* field, mindful of scheduling and rooming needs, and informed by scholarship and good practice in digital and online learning.

The attached definitions, categories, and related guidance for course scheduling and planning have been drafted collaboratively by the Teaching & Learning Commons, Deans, and Registrar. It is based on good pedagogical practice, draws on language from DQAB's draft guidelines for online delivery, and incorporates feedback from members of the Senate Standing

| | |
|---|---|
| | Committees on Curriculum and Teaching & Learning, faculty across the university, and several student groups, including student senators, members of the Future Students Office's student ambassador team, as well as international peer mentors. |
| **Key Messages** | 1. There is a need to clarify definitions and categories for course delivery models and to provide guidance to support course planning and scheduling.<br>2. SSCC's approval is sought on the proposed definitions of course delivery models and principles for course planning and scheduling. |
| **Attachment** | 1. Course Delivery Models (April 25, 2022) |
| **Submitted by** | *Ruby Gupta,* |
| **Date submitted** | *May 12, 2022* |

# Course Delivery Models

**Definitions**

- **In person**
  - A learning experience delivered in-person, with 25% or less of instructional weeks spent online (3 weeks or less in a 13-week semester).
- **Blended**
  - A learning experience that combines in-person and online delivery to best suit the course learning outcomes, with between 25% and 75% of instructional weeks (4-10 weeks in a 13-week semester) spent online.
- **In person exams only**
  - A learning experience delivered online, with in-person exams.
- **Online**
  - A learning experience delivered fully online.
- **Synchronous**
  - Synchronous learning occurs at a designated day and time as per the published course timetable and involves real-time interaction between instructors and students. This may include live-streamed lectures, discussions, or question and answer periods. If a course has synchronous components students and instructors will need to be online during the scheduled days and times.
- **Asynchronous**
  - Asynchronous learning occurs within broadly defined timelines and does not require real-time interaction between instructors and students. If a course has asynchronous elements, students will be able to access the relevant course materials at any time, but will still need to follow schedules of work and meet deadlines for activities and assignments. Asynchronous activities require students to be more self-directed in reading, watching videos, and completing activities online in order to achieve the course outcomes, which may feel unfamiliar for students accustomed to classroom-based learning.

KPU's Learning Centres have resources and learning strategies to help our students succeed in each course delivery model. See kpu.ca/tlc

**Principles for course planning and scheduling**

In light of the above, and **subject to Ministry and institutional directives regarding the desired delivery mix**, the following is for the purpose of providing guidance to Chairs in the planning and scheduling of courses. This guidance is intended to complement KPU's Academic Schedule and Course Timetables Policy and its corresponding Procedure.

Note: Course Planning decisions typically occur at the program level, with the approval of the Dean. Course Scheduling decisions are ultimately subject to the approval of the Dean's Office.

*Course Planning*

**A. Student need, student demand, and pedagogical principles, and available resources are paramount**. Therefore, programs may find it useful to identify courses in which the learning outcomes are best-suited to specific delivery models, and plan accordingly (see Appendix I for some relevant pedagogical considerations when considering delivery model).

*Course Scheduling*

**B. Keeping student need, student demand, and pedagogical principles in mind:**

1. It is recommended to run a selection of required courses in across different delivery models (where these delivery models are pedagogically warranted; see Appendix I). Indeed, it may be desirable to do this for all multi-section courses, if feasible.
2. It is desirable to have a plurality of instructors teaching in any given delivery model.

**C. Where institutional directives and the above criteria are met, faculty wishes are also important**. Should, after the above conditions are satisfied, and faculty who have a formal workplace accommodation to teach online (approved through Health & Benefits) have had their requirements met, there remains a surplus of faculty requesting online or blended sections:

3. Seek an equitable distribution of online/blended sections between faculty who wish to teach online, whether
   - (i) within a given semester, or
   - (ii) within an academic year, or
   - (iii) where (i) and (ii) are not possible, across academic years.

Note: Faculty who wish to teach online courses from their remote work location (i.e. home) must have read and acknowledged the Remote Work Framework.

## APPENDIX I – CONSIDERATIONS FOR DELIVERY MODELS

| Delivery Model | Definition | Recommended for | Considerations |
|---|---|---|---|
| **In Person** | A learning experience delivered in-person, with 25% or less of instructional weeks spent online (3 weeks or less in a 13-week semester). | • Cohort-based programs.<br>• Applied learning with campus-based equipment.<br>• Labs and studios.<br>• First-year courses. | • Problematic with travel restrictions/visa delays for international students.<br>• Requires more redesign effort to pivot back to remote delivery if needed. |
| **Blended** | A learning experience that combines in-person and online delivery to best suit the course learning outcomes, with between 25% and 75% of instructional weeks (4-10 weeks in a 13-week semester) spent online.<br><br>*(See below for some examples of possible operationalizations of blended course delivery)* | • Courses that lend themselves to a mixture of knowledge dissemination (e.g., lectures) and applied or collaborative learning.<br>• Courses in which alternating two or more smaller subgroups of students is beneficial. | • Less redesign required if courses are currently offered online, allowing the most effective use of online and campus-based activities to benefit learning.<br>• Easier to pivot back online if needed.<br>• Problematic with travel restrictions/visa delays for international students.<br>• Flexibility in instructional design provides a range of options for how this model of delivery is operationalized.<br>• Given the limitations of our classroom technology, we do not currently have the institution-wide ability to support the full, simultaneous, synchronous participation of both campus-based and online students, or what is known as HyFlex delivery. |
| **Online** | A learning experience delivered fully online. | • Courses with a high proportion of students who cannot travel to campus.<br>• Upper-level courses where students have acquired foundational knowledge and expert learner skills to support the needed autonomy. | • More asynchronous delivery requires greater student comfort with independent learning.<br>• Consider a mix of synchronous and asynchronous to optimize learning and student engagement. |

**Some examples of Blended Delivery**

- Dividing the delivery model based on instructional time (e.g., 50% of campus-based instructional time each week, with the other 50% delivered online)
- Alternating delivery models (e.g., every second week delivered fully online)
- Campus-based delivery for special/experiential activities only (e.g., labs, studios, equipment use, practical components, etc.)

**Additional recommendations**

- All students enrolled in the same course section should receive an equivalent and high-quality learning experience. Consequently, blended approaches that involve an asynchronous dissemination of lecture captures for passive uptake are not recommended.

## APPENDIX II - GUIDELINES FOR SCHEDULING

| Instructional Method (30-characters max) | What it means for students | What it means for faculty |
|---|---|---|
| **In-person** | In person, on- or off-campus (e.g. practicums, work terms, clinical placements) | A learning experience delivered in-person, with 25% or less of instructional weeks spent online (3 weeks or less in a 13-week semester). |
| **Blended Asynchronous** | In-person and online where the online portion is asynchronous | A learning experience that combines in-person and online delivery to best suit the course learning outcomes, with between 25% and 75% of instructional weeks (4-10 weeks in a 13-week semester) spent online. The online portion is asynchronous. |
| **Blended Synchronous** | In-person and online where the online portion is synchronous | A learning experience that combines in-person and online delivery to best suit the course learning outcomes, with between 25% and 75% of instructional weeks (4-10 weeks in a 13-week semester) spent online. The online portion is synchronous. |
| **Online Async (Sync exams)** | Asynchronous online classes with synchronous (scheduled) exams | A learning experience delivered fully online. Classes are delivered asynchronously. Exam(s) are delivered in a synchronous (scheduled) format. Scheduled exams should not be cancelled once registration for the term has begun. |
| **Online Async (in-person exams)** | Asynchronous online classes where the exams are in-person | A learning experience delivered online, with in-person exams. There should be no less than one in-person exam, and in-person exams should not be cancelled once registration for the term has begun. |
| **Online Sync (in-person exams)** | Synchronous online classes with in-person exams | A learning experience delivered online, with in-person exams. There should be no less than one in-person exam, and in-person exams should not be cancelled once registration for the term has begun. |
| **Online Asynchronous** | No scheduled meeting times | A learning experience delivered fully online, asynchronously. |
| **Online Synchronous** | Scheduled meeting times | A learning experience delivered fully online, synchronously. |

**APPENDIX III – SCHEDULING AND ROOMING REQUIREMENTS ACROSS COURSE DELIVERY MODELS AND INSTRUCTIONAL METHODS**

| | **Scheduling & Rooming Requirements** | |
|---|---|---|
| **Delivery model** | *Synchronous* | *Asynchronous* |
| *In person*<br>A learning experience delivered in-person, with 25% or less of instructional weeks spent online (3 weeks or less in a 13-week semester). | S&R | |
| *Blended*<br>A learning experience that combines in-person and online delivery to best suit the course learning outcomes, with between 25% and 75% of instructional weeks (4-10 weeks in a 13-week semester) spent online. | In person portion: S&R<br>Online portion: S | In person portion: S&R<br>Online portion: - |
| *In person exams only*<br>A learning experience delivered online, with in-person exams. | In person exams: S&R<br>Online portion: S | In person exams: S&R<br>Online portion: - |
| *Online*<br>A learning experience delivered fully online. | S | - |

S = Requires scheduling meeting times
R = Requires rooming

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

Melville School of Business

# Master of Operations and Supply Chain Management (OSCM)

# Stage 2 Appendix 5

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## Appendix 5.1 Policy and Procedure AR2 Admission

KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.** AR2 |
| **Approving Jurisdiction:** Senate |
| **Administrative Responsibility:** Vice President Students |
| **Effective Date:** March 20, 2023 |

# Admission Policy

## A. CONTEXT AND PURPOSE

KPU is a special purpose, teaching university under the University Act. The University Act states that the senate of a special purpose, teaching university has the power and duty to "set qualifications for admission" (35.2 (5) (d)).

The purpose of this policy is to define the general criteria for admission to Kwantlen Polytechnic University and to outline the basis upon which applicants are selected for admission.

## B. SCOPE AND LIMITS

This policy applies to KPU applicants of Senate-approved curriculum. This policy does not apply to students wishing to enroll in courses or programs outside the jurisdiction of Senate, including Continuing / Professional Studies or Apprenticeship programs.

## C. STATEMENT OF POLICY PRINCIPLES

1. KPU seeks applications from a diverse range of learners who would benefit from the educational offerings of a polytechnic university.
2. English is the primary language of study at KPU; applicants must therefore be able to demonstrate the appropriate level of English language proficiency.
3. The University has the right to require that applicants provide evidence to substantiate an application for admission.
4. The University will consider each applicant in an equitable and consistent manner.
5. Applicants will have the right to know the admission criteria under which applications will be evaluated prior to application. Consequently, changes to admission requirements will not normally be made after an application cycle has begun.
6. Published criteria will be used to assess applicants.
7. Admission requirements should be reliable predictors of success.
8. Admission will be to a Faculty.

## D. DEFINITIONS

Refer to Section F of the *Procedures in Support of the Admission Policy* for a list of definitions in support of the *Admission Policy and the Procedures in Support of the Admission Policy*.

## E. RELATED PROCEDURES

Refer to AR2 *Procedures in Support of the Admission Policy*.

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.** AR2 |
| **Approving Jurisdiction:** Senate |
| **Administrative Responsibility:** Vice President Students |
| **Effective Date:** March 20, 2023 |

# Admission Procedure

Refer to Section G of this document for a list of definitions in support of the Admission Policy and the Procedures in Support of the Admission Policy.

## A. ASSESSING ADMISSION

1. Guiding principles
    a. All applicants to KPU will be assessed for English language proficiency. The level of English proficiency required will differ depending on whether an applicant applies to the graduate, undergraduate, vocational or preparatory level of studies. KPU's English proficiency equivalencies will be endorsed by the appropriate Senate committee.

    b. The mechanisms used and criteria established for determining admission equivalencies, admission GPAs and associated grading conversion methodologies will be under the authority of the Office of the Registrar.

    c. Faculties will establish transparent criteria for assessment of interviews, auditions and portfolio reviews. To ensure quality assurance, a record of established criteria will be approved by the appropriate Faculty Council, maintained in the Office of the Registrar and published online.

    d. Offers of admission may be rescinded if any aspect of the application or submitted documentation is deemed to have been falsified.

    e. The University reserves the right to limit the intake size as necessary.

2. Admission categories
    a. Graduate Admission
        i. The admission type used to identify post-secondary studies at the graduate level. At KPU such credit is awarded on the graduate-level of the academic transcript. Admission criteria for graduate admission is determined by the Faculty, and approved by Senate.

    b. Undergraduate Admission
        i. The admission type used to identify the post-secondary undergraduate-level of studies up to a master's degree. At KPU such credit is awarded on the undergraduate-level of the academic transcript. Admission criteria for undergraduate admission is determined by the Faculty, and approved by Senate.

    c. Vocational Admission
        i. The admission type used to identify post-secondary educational training that provides practical experience, skills and knowledge for a particular occupational field, at the vocational level. At KPU such credit is awarded on the vocational-level of the academic transcript. Admission criteria for vocational admission are determined by the Faculty, and approved by Senate.

    d. Preparatory Admission
        i. The admission type used to identify post-secondary studies at the preparatory level. There are two types of preparatory learning at KPU:
            1. Upgrading: post-secondary learning that prepares students for vocational or undergraduate studies (e.g. Academic and Career Preparation)
            2. Access Programs resulting in a preparatory credential (e.g. Citation in Employment and Community Studies)
        ii. At KPU such credit is awarded on the preparatory-level of the academic transcript. Admission criteria for preparatory admission is determined by the Faculty, and approved by Senate.

3. Required documents
    a. Official Transcripts and Credentials
        i. As part of the admission process at KPU, applicants are required to arrange for official transcripts and/or grade information from all previously attended secondary and post-secondary institutions to be sent directly to the Office of the Registrar or designate at KPU.
        ii. A transcript is considered to be official only when it is sent directly to KPU from the originating institution or issuing body. Hard copy transcripts and credentials

must be received in the original sealed envelope signed by the institution or bearing an official stamp or seal or they will be deemed unofficial. Exceptions may be made when it is not possible for a transcript to be sent directly to KPU, provided the Office of the Registrar can reasonably determine the document's authenticity.

iii. In reviewing secondary transcripts for English 12 and all other provincially examinable courses, KPU will accept the blended grade (classroom grade + provincial examination grade) OR the classroom grade — whichever is higher — for the purposes of admission.

b. Other documents
   i. As part of the admissions process at KPU, some programs may also require additional documentation to be submitted to KPU. These documents will be published within the admission requirements in the University Calendar. Applicants will be asked to provide these requirements as applicable once they have applied.

   ii. All documents submitted to KPU become the property of Kwantlen Polytechnic University. Neither the original document nor copies will be released to the applicant or anyone outside of the institution. Applicants who do not attend and wish to re-apply later may be required to submit a new set of documents.

## B. CONFIRMING ACCEPTANCE OF ADMISSION

1. Qualified applicants who receive an offer of admission will confirm acceptance of the offer through payment of a confirmation deposit.
2. Admission to standard term studies is valid only for the intake indicated in the admission offer letter.
3. Applicants who accept an offer of admission and do not register on or before the specified deadline without notifying Admissions prior to the deadline will have their admission offer rescinded and will forfeit the confirmation deposit.

## C. APPLICATION TIMELINES

1. Standard term
   a. Applications may be accepted as early as 11 months prior to the start of a program.
   b. Application deadlines are posted in the online admissions guide.

2. Fixed-term
   a. Applications may be accepted as early as 24 months prior to the start of the program.
   b. Application deadlines are posted in the online admissions guide.

## D. APPLICANT SELECTION

1. Qualified candidates are selected for admission on a first-qualified, first-admitted basis, except where established admission requirements require a competitive assessment of applicants within the pool of qualified candidates. Applicant selection for programs with competitive admission is based on rank order. Programs will establish transparent criteria for ranking candidates and a selection-ranking rubric to support selection decisions.

## E. ADMISSION WAITLISTING

1. Standard Term intakes
    a. When there are more qualified applicants than the intake size, qualified applicants may be waitlisted and offered admission to the Faculty or their second choice program.
    b. Applicants on the admission waitlist who are offered admission must respond to an admission offer within the time specified by Admissions by way of payment of the confirmation deposit.

2. Fixed Term Intakes
    a. Qualified applicants are placed on a waitlist and offers are released on an ongoing basis as seats become available for each intake. Applicants who have been offered admission to an intake will be permitted one refusal without losing their place on the waitlist and will be offered a seat in the next available intake. A second refusal will result in removal from the waitlist and re-application is required

## F. DEFERRAL / RE-APPLICATION

1. Deferral
    a. KPU will grant deferral requests in exceptional circumstances, on a case-by-case basis as approved by the office of the registrar or designate and deferral deadlines will be posted online. Attendance at another postsecondary institution will invalidate an approved deferral.

2. Open Intakes
    a. A deferral of admission may be requested by the posted deadline for up to one year; however, deferrals may only be requested once and will be assessed on a case-by-case basis.
    b. Deferral requests will not normally be accepted for limited intake programs.

3. Re-application
    a. Students are required to re-apply for admission if any of the following apply:
        i. They were initially admitted as a General Interest student.
        ii. They were initially admitted as a Concurrent or Dual Credit Student.

iii. They do not register in courses for the term to which they were admitted, up to the end of the add/drop period for the standard term.

iv. They do not accept their offer of admission.

v. They are no longer classified as a current KPU student.

# G. DEFINITIONS

1. Instructional Terms

a. Standard Term

i. Standard terms are defined at KPU as Fall (September-December), Spring (January-April) and Summer (May- August). Standard terms also include intersessions. Each intersession is half the length of the full standard term.

b. Fixed-Term

Fixed term instructional activities have a fixed start date and end date that are typically different from standard term-based dates.

2. Applicant Categories

a. The following categories are used to classify all applicants for admission to KPU on the basis of how they are qualified. These categories are comparable to classification systems at other BC universities. Applicants in all categories are subject to the published, Senate approved admission requirements.

i. High School Graduate

a. An applicant who is a graduate, or will be graduating from, a BC Secondary school prior to the start of the standard term of admission (or the equivalent from another school system in Canada or another country).

b. Applicants who have completed home-schooling may be considered on a case-by case basis and may require supplementary evidence of academic ability.

ii.

Transfer

a. An applicant who has successfully completed 9 or more credits above the preparatory level from a recognized post-secondary institution.

iii. Mature

a. An applicant who will be 19 years of age or older on the first day of the standard term of admission.

iv. Aboriginal

a. An Aboriginal applicant may be considered on an individual basis through an assessment of educational background, cultural knowledge, life experience, academic goals and personal achievements.

b. Each applicant under the Aboriginal admission category will be evaluated by the Aboriginal Admissions Committee composed of one Aboriginal faculty member, one representative of the Faculty to which the candidate is applying, one designated member of the KPU Aboriginal Advisory Committee and one representative from Admissions. The committee will have the authority to recommend to the Registrar students for admission and determine if specific conditions are required for enrolment.

c. Aboriginal peoples refers to First Nations, Métis, and Inuit peoples of Canada. Candidates seeking admission consideration under this category must self-identify as an Aboriginal applicant. Aboriginal applicants include status and non-status First Nations, Métis, or Inuit. Documentation of Aboriginal heritage can include, but is not limited to a First nations, Inuit, or Métis status card. It can also include official letters from Aboriginal organizations, or written or oral statements from Elders, or other relevant information identified by the applicant.

v. Access

a. An applicant pursuing programming offered through KPU's Access programs department who is 18 years of age or older and has received The School Completion ("Evergreen") Certificate, may be admitted as an access student.

4. Other Applicant Classifications

a. General Interest

i. The General Interest applicant category is for non-credential-seeking students. Students may enroll in up to a maximum of 12-credits. Students admitted under the General Interest category may not earn a credential.

b. Concurrent

i. An applicant enrolled in a BC secondary school who wishes to register in courses at KPU may be admitted as a concurrent student. The University reserves the right to limit the number of seats available to Concurrent students (in total and per section). The applicant must have the written consent of the parent or legal guardian, a high school transcript, and letter of support from the secondary school principal.

ii. In all circumstances the primary home of students admitted in the concurrent admissions category is understood to be the high school and school district to which they belong.

c. Dual Credit

iii. High school students enrolled in a BC High School with whom KPU has a partnership agreement may be permitted to take a limited number of undergraduate courses at KPU. Continued registration as a dual credit student in subsequent semester(s) is contingent on the continued support of the secondary school principal and the student maintaining good academic standing.

iv. In all circumstances the primary home institution of students admitted under the dual credit applicant category is understood to be the high school and school district to which they belong.

c. Exchange

i. An exchange student is someone from one of KPU's approved partner institutions who has been nominated by their institution to come on an exchange to KPU. Exchange students may be of domestic or international status and pay tuition and fees to their home institution and not KPU.

d. Visiting

i. A visiting student is someone who is attending a home institution and wishes to spend a period of time up to one year studying at KPU with the intent of taking credit earned at KPU back to the home institution. Visiting students must provide a Letter of Permission from their home institution.

5. Residency Classifications

a. Canadian Citizens

i. A Canadian citizen is a person who is Canadian by birth or who has applied for Canadian citizenship through Citizenship and Immigration Canada and has received a citizenship certificate.

b. Permanent Residents

i. A permanent resident is someone who has been given permanent resident status by immigrating to Canada, but is not a Canadian citizen. Permanent residents are citizens of other countries. Permanent residents confirm permanent resident status under Canadian immigration regulations.

c. International

i. International applicants are defined as those who do not possess Canadian citizenship or permanent resident status under Canadian immigration regulations.

d. Work Permit / Visitor's Visa

i. Applicants who possess a work permit or a visitor's visa are eligible to apply for admission and are assessed in the same manner as an international applicant.

e. Convention Refugees

i. Upon presentation of documentation that confirms the applicant as a “protected person” by the Immigration and Refugee Board of Canada, applicants with convention refugee status will be assessed for tuition and fees in the same manner as a Canadian citizen / permanent resident.

f. Refugee Claimant

i. Refugee Claimants will be assessed for admission, tuition and fees in the same manner as an International applicant. Applicants with a Refugee Claimant document must discuss their situation with an International Advisor prior to applying.

g. Diplomatic Status

i. For those countries with diplomatic representation in Canada, applicants to KPU of diplomatic status (or those who are a dependent of a person of diplomatic status) are eligible to apply for admission and will be assessed for tuition and fees in the same manner as a Canadian citizen / permanent resident.

## G. RELATED POLICIES & LEGISLATION

Refer to *Bylaw 4, Fees.*
Refer to Policy AR2, *Admission Policy.*
Refer to Policy AC4*, Student Evaluation and Grading Policy.*
Refer to Policy AC6, *Recognition of Prior Learning*

Kwantlen Polytechnic University's

# Task Force on Anti-Racism

# Final Report and Recommendations

October 7, 2022

KPU

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## Territorial Acknowledgement

Kwantlen Polytechnic University (KPU) is situated on the unsurrendered territories of the hən̓q̓əmin̓əm̓ and SENĆOŦEN speaking peoples.

KPU proudly shares the name of the Kwantlen First Nation; the word 'Kwantlen' means ‘Tireless Runner’ and is reflected in the university's motto: “through tireless effort, knowledge, and understanding.” This reminds us of the persistence and strength required to move forward in good ways.

Territorial acknowledgements are an important reminder of the protocols that govern these territories, of our responsibilities, and of the necessity of acting in right relationship with both peoples and lands. The Task Force on Anti-Racism (TFA) hopes that this *Final Report and Recommendations* brings us closer to these goals.

## Content Warning and Supports

The contents of this *Final Report* are deeply connected to lived experiences and they may trigger strong feelings and responses. If you need support, please consider the following resources:

- KPU Employee and Family Assistance Program
- BC Mental Health Supports
- KPU Student Counselling Resources
- KUU-US Crisis Line
- Crisis Centre BC
- Multicultural Mental Health Resource Centre Canada
- Vancouver Black Therapy and Advocacy Foundation
- Healing in Colour

If you feel defensiveness while reading this *Report*, please remember that discomfort is part of change. Please take time to sit with your feelings and process before engaging with feedback.

# Members of the Task Force on Anti-Racism

## Chair

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## Administrative Support

**Zahra Mohamud** (July 2020 to June 2021)

**Muhammad Ali** (September 2021 to September 2022)

## Strategic Support

**Keri Van Gerven**, University Secretary, Office of the President

## Acknowledgements

The Chair of the TFA and/or members of the TFA met with the following groups/individuals to discuss the work of the TFA and to receive feedback and recommendations during various stages of the TFA's work. The TFA thanks everyone for their input and time during these consultations. The TFA would also like to thank all who approached the TFA for guidance and consultations, and all employees who filled out the TFA survey. Especially, we thank the following (in no particular order):

Kim Baird, KPU Chancellor and Board member

Rhiannon Bennett, KPU Board member

Len Pierre, Special Advisor to the President on Indigenous Leadership, Innovation, and Partnerships

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Trina Whitsitt and Stewards, on behalf of BCGEU

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Members of KPU's Marketing and Communications Office

Members of the President's Diversity and Equity Committee

Members of the Indigenous Advisory Committee

Members of the Deans' Council

Members of the Academic Council

Individual faculty members and department/program chairs who consulted with the TFA

The President's Office for strategic support and funding

Evelyn Hamdon, Senior Advisor, Equity and Human Rights, University of Alberta

Bakau Consulting (formerly Cicely Blain Consulting), Shane Sable, and Litzy Baeza for training

## Definitions

The Task Force on Anti-Racism is aware that the words we use hold power and that terminology and labels have often been used as tools of oppression. As such, using appropriate, specific terminology that does not cause harm is integral to anti-racism work. The TFA simultaneously acknowledges that language and terminology are continuously evolving and that there are ongoing debates about many of the terms below. Additionally, we know that individuals and communities may have diverse preferences for terminology, and that many terms present both strengths and challenges. The TFA maintains that ongoing discussion about terminology should be welcomed and expected, and that each individual and/or group should be encouraged to self-identify and share their lived experiences using the terminology that is most appropriate for them.

For the *Final Report and Recommendations*, the TFA has sought to use language that is specific, intentional, accessible, and aligned with *current* dialogues in post-secondary education. We are thankful to those who provided feedback on definitions that are connected to their communities, histories, and/or lived experiences, and we acknowledge that different definitions may be used in different contexts across KPU. We are presently using the following definitions.

**Anti-Racism**
Actively opposing systemic and individual racism and racial prejudice and taking constructive action/s to ensure equity and systemic justice in all facets of our lives.

**BIPOC/IBPOC/People of the Global Majority**
“BIPOC” is an acronym that stands for Black, Indigenous, and People of Colour. IBPOC is another common variation of this acronym which purposefully elevates Indigenous people as the First Peoples of the territories we currently call Canada. People of the Global Majority is a term which decentres whiteness and acknowledges Indigenous, Black, and People of Colour as the global majority. These acronyms and terms seek to acknowledge the different yet overlapping systems of racism and oppression faced by Black peoples, Indigenous peoples, and People of Colour in Canada. While the terms are designed to demonstrate solidarity between communities of Colour, it is important to know that they lack specificity and have the potential to ignore the unique experiences of individual racial and ethnic communities.

**Decolonization**
Decolonization is the process of deconstructing and dismantling colonial structures and ideologies. While the term is often used broadly, it is important to remember that work that challenges or nuances colonial systems without seeking to dismantle them may not be decolonial. As Eve Tuck and K. Wayne Yang argue, “Decolonization brings about the repatriation of Indigenous land and life; it is not a metaphor for other things we want to do to improve our societies” (1).

**Diversity**
Diversity involves acknowledging and celebrating diverse facets of human identity, including (but not limited to): race, gender, sexuality, culture, ability, age, religion, and/or socioeconomic status.

**Ethnicity**
Ethnicity is a way of categorizing people according to their shared cultural attributes and expressions. Ethnicity can include national origin, language, religion, and other cultural values.

**Equity**
Equity is the process of removing inequalities and disparities. Equity recognizes that some people, especially those who have been historically marginalized, face barriers that others do not, and it requires an intentional and proactive effort to remove prejudices and imbalances that are embedded in policies, systems, practices, relationships, and structures.

**Equality**
Equality is the process of treating all people the same. Unlike equity, equality does not necessarily recognize that some people face systemic barriers, imbalances, and oppressions that others do not.

**Inclusive Excellence**
Inclusive Excellence views anti-racism, equity, diversity, and inclusion as essential to individual and institutional innovation and excellence. It is a transformational framework that not only acknowledges, upholds, and celebrates diverse ways of knowing, learning, and engaging, but also encourages and supports creation and dissemination of this knowledge.

**Inclusion**
Inclusion, which has been articulated and championed by disability rights scholars and activists, requires the active mobilization of resources, practices, and policies to ensure that all members of a society or community have equitable access to spaces, opportunities, processes, and resources. Inclusion requires that all voices are empowered and supported through structural and systemic changes within our institutions and in our societies.

**Intersectionality**
“Intersectionality as an analytic tool examines how power relations are intertwined and mutually-constructing. Race, class, gender, sexuality, dis/ability, ethnicity, nation, religion, and age are categories of analysis, terms that reference important social divisions” (Collins and Bilge 7). In short, intersectionality — which is a concept articulated by Black, feminist scholar Kimberlé Crenshaw — means that various forms of power and privilege intersect to create varied marginalizations (for example, a Black woman with a disability may face sexism, racism, and ableism); while one may face

these power structures separately, the combination/intersections of multiple and overlapping forms of discriminations must be considered in assessing the impact of power structures.

**Microaggression**
A subtle everyday act of discrimination (including racism), at times unintentional, against members of marginalized communities.

**Race**
Race is a way of categorizing humans based on physical traits (especially skin colour). While these categorizations are a social rather than a biological construct, race remains a powerful concept that is often used to establish, organize, and perpetuate social and political hierarchies.

**Racism**
Racism is based on privilege and power, and it can be individual and/or systemic. It can include prejudice, discrimination, and mistreatment directed at an individual or community based on their race and ethnicity. Additionally, racism includes systems of advantage and oppression based on race, where certain individuals and communities receive privileges based on their race or ethnicity that others do not.

**Racialization**
Racialization is the complex social process by which people are categorized and/or treated differently based on their race.

**Restorative Justice**
An approach to justice which brings all parties involved in a conflict together and employs interpersonal communication strategies to discuss harm and find ways to repair it.

**Settler Colonialism**
Settler colonialism is a particular form of colonization that seeks to permanently establish a new political order through the elimination of Indigenous rights. Settler colonialism is unique in that it is an ongoing process; it is “a structure rather than an event” (Wolfe 388).

**Social Justice**
Social justice refers to intersecting movements and theories which promote the fair, just, and equitable treatment of all peoples in society.

**White Supremacy**
White supremacy refers to a series of overlapping beliefs, systems, and structures that uphold the supremacy of white people over people of other races.

# EXECUTIVE SUMMARY

# EXECUTIVE SUMMARY

KPU's Task Force on Anti-Racism (TFA) is excited to present this *Final Report and Recommendations* after nearly two years of deliberations and consultations within and beyond KPU, surveys, research and literature reviews, and data analysis. We hope that the findings highlight the need for ongoing anti-racism work and the benefits of building and sustaining anti-racist institutions. We further hope that the recommendations function as both a call to action and a guide that will help the KPU community take ongoing, meaningful steps to transform our institution.

The TFA was established in July 2020. During the first three meetings after its formation, TFA members agreed on the following mandate:

- To create institutional supports for the KPU community for teaching, learning, research, scholarship, and institutional change on racial equity, systemic oppression, and intersectional social justice
- To consult with the KPU community to examine and develop ways to eliminate systemic barriers at KPU
- To create spaces for the KPU community to share their lived experiences, knowledge, research, creativity, and teaching resources related to confronting racism and promoting intersectional social justice
- To draft an institutional anti-racism policy, procedures, and guidelines
- To research existing KPU strategies, policies, investments, resources, and practices, and recommend improvements to further the goals of anti-racism
- To equip allies to be effective in furthering racial equity, thereby reducing the burden of work traditionally left to Black peoples, Indigenous peoples, and People of Colour

Over the course of two years, the TFA discussed policies, data collection processes, survey designs, complaints processes, institutional structures and barriers, hiring and retention processes, and many other issues. The TFA also offered ten workshops and panel discussions for KPU students and employees. Each of these sessions was attended by 40 to 80 participants.

The TFA affirms that historic and ongoing racism exists within and beyond KPU, that it is systemic, and that it negatively impacts all aspects of the university's operations and activities. This racism is rooted in intersectional systems of oppression including (but not limited to) white supremacy, capitalism, and settler colonialism, and it operates at individual, institutional, and societal levels. Our work has confirmed that racism does not impact all members of the KPU community the same way; its effects are mitigated and exacerbated by numerous other factors, including, but not limited to gender, sexuality, ability, age, socioeconomic class, religion, culture, and language. For this reason, the TFA has adopted an intersectional lens when examining and addressing racism.

Anti-racism work cannot be done without challenging the colonial context in which universities have historically operated. All anti-racism work must be done within a decolonial framework and in consultation with Indigenous communities and Elders. As such, the TFA's *Final Report and Recommendations* should work in alignment with KPU's *xéʔeɬ - Pathways to Systemic Transformation* document.

Racial justice initiatives also need to pay attention to equity, diversity, and inclusion work and must be done in consultation with Black, Indigenous, People of Colour – BIPOC (also, identified as IBPOC or People of the Global Majority) individuals and communities. As such, the TFA's *Final Report and Recommendations* should work in alignment with the recommendations that will be presented by *KPU's Equity, Diversity, Inclusion and Decolonization (EDID) Action Plan* (under development, 2022).

The TFA categorically acknowledges current research from higher-education institutions, non-governmental and non-profit organizations, think tanks, and activist movements which cautions against the risks of allowing anti-racism initiatives to be subsumed by Equity, Diversity, and Inclusion (EDI) initiatives. Many scholars and activists whose work focuses on anti-racist and decolonial practices have argued that EDI does not equal anti-racism, and that racial justice needs to be a central tenet of all equity work in our institutions. While EDI initiatives can open space for discussions about inequities, they should not become "a containment zone" (Thobani 6). The risk of framing anti-racism within EDI is that it diversifies without paying attention to racial justice. KPU must ensure this does not happen in the implementation of the recommendations of this report.

The TFA has divided the recommendations presented in this *Report* thematically. Below are eleven themes that contain sixty-four recommendations which will support KPU in its goals to foster anti-racism; strengthen awareness and understanding of race, racism and anti-racism among employees and students; and address systemic barriers to full participation in the KPU community. These recommendations are ambitious in scope and pragmatic in approach. Achieving these goals will require a joint effort from across the institution, including leadership, students, faculty, and staff, the Board, the Senate, associations, unions, and administrative units.

The TFA's recommendations are based on our deliberations over the last two years; the results of the survey conducted by the TFA; results of the *Current State Inclusivity Assessment* (CSIA) conducted by KPU in 2021; student engagement surveys conducted by KPU's Office of Planning and Accountability; knowledge gathered through TFA members attending various workshops and panel discussions throughout the tenure of the TFA; our study of reports from various organizations and institutes; other postsecondary institutions' task forces, offices, policies and procedures; and best practices in the fields of EDID and anti-racism. This *Final Report* also captures all the conversations and consultations across the institution with representatives from all seven Faculties at KPU; members of the Indigenous Advisory Committee (IAC); updates at the IAC and at the President's Diversity and Equity Committee (PDEC);

representatives of the KSA, BCGEU, and KFA; representatives from the Board; and consultations with individuals across KPU.

It is important to note that these recommendations will have the desired impact only if we mobilize them to fundamentally transform our structures, systems, and institutions. We will need to implement meaningful changes to our pedagogical approaches, curriculum development, administrative strategies, and hiring and retention, and provide resources and expert personnel to move this work forward. We will need to move away from colonial, dominant, and Eurocentric approaches, incorporate more Indigenous and diverse approaches, and be guided by scholars of colour and Indigenous knowledge keepers. That is, KPU will need to move beyond simply embracing an EDI framework and take a more robust, anti-racist approach.

## Recommendations (64):

Implement with Immediate Effect (6 major recommendations with further steps for implementation):

1. Establish an Implementation Committee (IC): a team with expertise in race, racism and anti-racism, policy, and institutional transformation to lead the cross-functional efforts for a period of 2 to 3 years, to evaluate progress, and to ensure that the recommendations of the TFA are being implemented.
    - The IC should start by building an Anti-Racism Action Plan to strategize, prioritize, and implement the recommendations made in this *Report*.
2. Establish an Office of Anti-Racism and Inclusive Excellence to streamline all KPU's anti-racism related work.
3. Establish a high-level position at the Associate Vice-President or similar level dedicated to anti-racism to lead the Office of Anti-Racism and Inclusive Excellence and to coordinate all anti-racism work at KPU.
4. Develop an institutional vision statement and policy (appendix 2) with a focus on anti-racism.
5. Form a sub-committee, to work in conjunction with the IC and the IAC, for a period of 3 to 6 months, to develop an anti-Indigenous racism Action Plan. This sub-committee must be led by an Indigenous person.
6. As a signatory of *the Scarborough Charter*, KPU work on meeting the commitments to the Charter. As a first step, KPU should establish a sub-committee on anti-Black racism for a period of 3 to 6 months to develop an anti-Black racism Action Plan to work in conjunction with the IC. This sub-committee must be led by a Black person.

Ongoing and long-term recommendations are organized thematically as follows:

- Need for Education and Training (5 recommendations)
- Curriculum and Pedagogy (7 recommendations)
- Research, Scholarship, and Creativity (7 recommendations)

- Composition of Leadership (4 recommendations)
- Inclusive and Equitable Hiring Processes/Retention (7 recommendations)
- Human Resources and the Complaints Process (6 recommendations)
- Transparent Systems of Data Collection (5 recommendations)
- Student Engagement (5 recommendations)
- Internationalization (3 recommendations)
- Initiatives to Accelerate Anti-Racism Activities at KPU (9 recommendations)

“the university is a racialized site that still excludes and marginalizes non-White people, in subtle, complex, sophisticated, and ironic ways, from everyday interactions with colleagues to institutional practices that at best are ineffective and at worst perpetuate structural racism” (Henry et al. 3).

## Interweaving Various Initiatives at KPU

The TFA affirms that historic and ongoing racism exists within and beyond KPU, that it is systemic, and that it negatively impacts all aspects of the university's operations and activities. This racism is rooted in intersectional systems of oppression including (but not limited to) white supremacy, capitalism, and settler colonialism, and it operates at individual, institutional, and societal levels. Our work has confirmed that racism does not impact all members of the KPU community the same way; its effects are mitigated and exacerbated by numerous other factors, including, but not limited to gender, sexuality, ability, age, socioeconomic class, religion, culture, and language. For this reason, the TFA has adopted an intersectional lens when examining and addressing racism.

Anti-racism work cannot be done without challenging the colonial context in which universities have historically operated. All anti-racism work must be done within a decolonial framework and in consultation with Indigenous communities and Elders. As such, the TFA *Final Report and Recommendations* should work in alignment with KPU's *xéʔelɬ - Pathways to Systemic Transformation* document.

Racial justice initiatives also need to pay attention to equity, diversity, and inclusion work and must be done in consultation with BIPOC. As such, the TFA *Report and Recommendations* should work in alignment with the recommendations that will be presented in *KPU's Equity, Diversity, Inclusion and Decolonization (EDID) Action Plan*.

We also want to categorically acknowledge current research from higher-education institutions, non-governmental and non-profit organizations, think tanks, and activist movements across the territories known as North America, which cautions against the risks of allowing anti-racism initiatives to be subsumed by EDI initiatives. Many scholars and activists whose work focuses on anti-racist and decolonial practices have argued that EDI does not equal anti-racism and that racial justice needs to be the central tenet of all equity work in our institutions. While EDI initiatives can open space for discussions about inequities, they should not become "a containment zone" (Thobani 6). The risk of framing anti-racism within EDI is that it diversifies without paying attention to racial justice. KPU must ensure this does not happen in the implementation of this report.

We further explain below the need for these initiatives to work together because racism should be understood within the context of decolonization, lived experiences, intersectionality, and racial capitalism.

# Understanding Racism in Context

## Racism and Decolonization

The TFA acknowledges that racism, white supremacy, and settler colonialism are overlapping yet distinct power structures that need to be addressed both simultaneously and separately. Within a Canadian context, it is imperative that anti-racism work begin with decolonization; without a decolonial lens, anti-racism work has the potential to uphold settler colonialism by seeking to diversify the Canadian state and colonial institutions without challenging ongoing genocides. For this reason, the TFA strongly recommends that KPU do the following:

- Support and resource KPU's *xéʔeɬ - Pathways to Systemic Transformation* (2022)
- Provide resources and training that show and build connections between anti-racism and decolonization
- Ensure that the Indigenous Advisory Committee (IAC) and its Working Groups, and the [proposed/underway] Office of Indigenous Initiatives and Partnerships are consulted on the development of all policies and procedures

## Racism and Lived Experience

Anti-racism work is not simply theoretical; while it is informed by research and scholarship, data, and theory, it is also grounded in lived experience and embodied action. It requires mental, emotional, and physical engagement, and the impact of this labour is not equal. The TFA acknowledges that its work impacted its members — especially BIPOC members — and the broader KPU community in different ways, and that it was, at times, traumatizing and demoralizing. It is important to acknowledge the challenges of anti-racism work, particularly for BIPOC individuals and communities, and to provide appropriate resources and supports to sustain this work.

## Racism and Intersectionality

Racism is rooted in intersectional systems of oppression including (but not limited to) white supremacy, settler colonialism, and capitalism, and it operates at individual, institutional, and societal levels. Racism's effects are mitigated and exacerbated by numerous other factors as well, including, but not limited to, gender, sexuality, ability, age, socioeconomic class, religion, body politics, culture, and language. As such, it is imperative that anti-racism work be grounded in intersectionality. As Kimberlé Crenshaw argues, "activists and stakeholders must raise awareness about the intersectional dimensions of racial injustice that must be addressed to enhance the lives of all [individuals] of color." This means that anti-racism work should inform and be informed

by other forms of anti-oppression work, and that the full, complete, and intersectional identities of BIPOC should always be considered.

## Racism and Racial Capitalism

The TFA acknowledges a longstanding relationship between race, racism, and capitalism. Racial capitalism — a term coined by Cedric J. Robinson and theorized by many BIPOC scholars — refers to deriving or extracting financial value from another person's or group's racial identity. Racial capitalism has been foundational to colonialism, slavery, and settlement, and it continues to play a significant role in our economy, social and political structures, and institutions. As such, anti-racism work needs to inform and be informed by an understanding of capitalism. Without these understandings, anti-racism work can easily be co-opted by racial capitalism, as concepts such as "diversity" are marketable. It is important for institutions to guard against an exploitative economy that tries to extract value from, absorb, or co-opt efforts to critique, resist, and defeat racism.

## Benefits of Being an Anti-Racist Institution

Our students, employees, and communities expect our institutions to be equitable and actively anti-racist. It has been noted that "the university is a racialized site that still excludes and marginalizes non-White people, in subtle, complex, sophisticated, and ironic ways, from everyday interactions with colleagues to institutional practices that at best are ineffective and at worst perpetuate structural racism" (Henry et al. 3). Institutions that do not commit to anti-racism risk being left behind. Not making progress on anti-racism has the potential to continue to harm our students, employees, and communities. As many scholars and community members have argued, it is not enough to be not racist; we need to be actively anti-racist. Practising anti-racism is necessary for fostering inclusive excellence (IE) in our institutions. As we work towards this goal, we must remember that "true excellence in an institution is unattainable without inclusion – and in fact, diversity and inclusion are fundamental to excellence. [Inclusive excellence] moves away from historical approaches to diversity that focused on numbers and representation. Instead, IE helps us think about the institution as a vibrant community that can create excellence by embedding diversity" (UBC Strategic Plan).

Educational benefits of anti-racism and diversity include "exposure to more varied viewpoints and positions; enhanced cognitive complexity; increased cultural knowledge and understanding; enhanced leadership abilities; stronger commitment to promoting understanding; enhanced self-confidence, motivation, and educational aspirations; greater cultural awareness; greater degree of cross-racial interaction; diminished racial stereotypes; enhanced ability to adapt successfully to change; development of values and ethical standards through reflection; and greater commitment to racial equity" (Clayton-Pedersen, O'Neill, and McTighe Musil 3).

Being an anti-racist institution means committing to eliminating racist and discriminatory practices and policies; actively recruiting, supporting, and promoting racialized employees who have been historically denied access and opportunity; supporting our BIPOC students to succeed in their careers; and actively fostering an overall culture of anti-racism. KPU needs "to avoid being 'colorblind" in strategic visioning, planning, budgeting, and resource allocation, and intentionally consider the impact of all decisions on BIPOC employees and students" ("Hallmarks of an Anti-racist Institution"). As we expand our anti-racism initiatives and transform KPU into an actively inclusive space, we need to think about whose voices we are centring: Who gets invited? Who gets to speak? Who gets a seat at the table? Who has power to make decisions and enact change? It is important to "[underscore] the need to move beyond the notion of equity seeking groups to recognize that equity is deserved, as an incarnation of the principles of human dignity, substantive equality, and restorative justice" (*The Scarborough Charter*).

As KPU embarks on furthering anti-racism work as an institution, it will meet with challenges. There will be resistance due to a fear of change, an unwillingness to decentre whiteness, a reluctance to acknowledge systemic racism and colonialism, misunderstandings about job security, and a commitment to “the myth of meritocracy” that is deeply embedded in academic culture— the mistaken idea that all people start from an equal space and are judged only by their actions. As KPU systemically shifts from addressing inequality to seeking justice in order to become an anti-racist institution of higher learning, we need to reflect intentionally on the choices and decisions we make, be mindful that there is no end date to anti-racism work and remember that small steps in the right direction (while worthy of celebration) do not mean that there are not ongoing barriers. There is no finish line; anti-racism work is ongoing and critical. Our work together should be seen as a permanent revolution.

Through this *Report,* the TFA calls upon KPU to go beyond acknowledging racism, to take concrete actions, commit to allocating resources, and move actively toward fostering an anti-racist institution. Transparency is critical to this work, and regular written communication with KPU employees and students about KPU’s commitment to anti-racism is essential. We strongly believe that by actively implementing the recommendations in this *Report*, allocating appropriate resources and supports, and embedding anti-racist principles throughout its structures, policies, and processes, KPU can become a leading anti-racist institution.

# Introduction to KPU's Task Force on Anti-Racism

The TFA is excited to present this *Final Report and Recommendations* after nearly two years of deliberations, consultations within and beyond KPU, surveys, research and literature reviews, and data analysis. We hope that the findings highlight the need for ongoing anti-racism work, and the benefits of building and sustaining anti-racist institutions. We further hope that the recommendations function as both a call to action and a guide that will help the KPU community take ongoing, meaningful steps to transform our institution.

It should be noted that the TFA conducted all its work during the global Covid-19 pandemic, which created challenges as well as opportunities. The pandemic has further exacerbated racial inequities and highlighted the important role that race, racism and anti-racism play in every aspect of our society, including public health. We need to be mindful of the health and safety concerns of BIPOC communities, the rise in anti-Asian hate during the pandemic, and the unequal distribution of health resources.

We also want to acknowledge that, for some members of the TFA, this work was personal, emotional, and challenging because of their own lived experiences of racism and trauma. Some members of the TFA also endured personal backlash in multiple forms. The rise in anti-Asian hate, anti-Black racism, and Islamophobia across Canada and elsewhere, and the ongoing efforts to locate children's bodies at former Residential School sites weighed heavily on the minds of the members of the TFA as they continued their work.

## History

On June 26, 2020, amidst global protests about race-based state violence, KPU President Alan Davis convened a meeting of concerned faculty and administrators (including members of the President's Diversity and Equity Committee) to discuss initial ideas generated by the Associate Deans in the Faculty of Arts about how our university community might address the serious issue of racism. That meeting concluded with the formation of a steering committee that included Dr. Asma Sayed, Dr. Deepak Gupta, and Dr. Rajiv Jhangiani. This steering committee was tasked with making recommendations and outlining next steps.

The steering committee held its first meeting on June 29, 2020, and made several recommendations, including the creation of a Task Force on Anti-Racism and the launch of a website to keep the KPU community informed. On July 16, President Davis announced the establishment of an institution-wide Task Force on Anti-Racism led by Dr. Asma Sayed. President Davis noted that the recent tragic stories from the U.S. and Canada had been top of mind, writing: "We denounce the racism that led to these events, but we recognize that these are also the latest in a long and ongoing history of race-based violence and discrimination. The issues coalesced around systemic racism toward Black, Indigenous and People of Colour (BIPOC) in our communities and on our

campuses." President Davis further noted that none of KPU Vision 2023's goals regarding cultural and social sustainability, values-based teaching scholarship, and employee and student experience could be successfully achieved without actively working against racism and, in particular, paying attention to the experiences of BIPOC members of the KPU community. "Words are important, but action will set us on the path to change. Therefore, we have taken some time to carefully consider how best to approach this very important work at KPU, even during these extraordinary times of re-imagining our core mission during a global pandemic," wrote Dr. Davis.

As Dr. Sayed began organizing the TFA's work, she noted: "I am glad to see KPU's commitment to anti-racism. We will hear from and consult with BIPOC at KPU and learn from their lived experiences. Over the next 18 months, the TFA will provide us with opportunities to self-reflect, to recognize our biases, and to move forward toward making concrete long-term changes through education, collaborative thinking, and policy changes."

The TFA and the members of senior administration at KPU agreed that the TFA would work as much as possible at arm's length from the senior leadership to provide the committee members a safe space for discussions and deliberations. Funding for the TFA's initiatives and work and strategic support were provided through the President's Office. The TFA began its work in August 2020 and established a mandate, meeting schedule, and list of goals.

## Mandate

During the first three meetings after its formation, the TFA members agreed on the following mandate:

- To create institutional supports for the KPU community for teaching, learning, research, scholarship, and institutional change on racial equity, systemic oppression, and intersectional social justice
- To consult with the KPU community to examine and develop ways to eliminate systemic barriers at KPU
- To create spaces for the KPU community to share their lived experiences, knowledge, research, creativity, and teaching resources related to confronting racism and promoting intersectional social justice
- To draft an institutional antiracism policy, procedures, and guidelines
- To research existing KPU strategies, policies, investments, resources, and practices, and recommend improvements to further the goals of antiracism
- To equip allies to be effective in furthering racial equity, thereby reducing the burden of work traditionally left to Black peoples, Indigenous peoples, and People of Colour

## Meetings

The original mandate of the TFA was for 18 months. However, working during the COVID-19 pandemic posed challenges and slowed the process down. Additionally, the TFA was immediately overwhelmed with requests to consult, provide educational opportunities, and develop resources — all work which required time and care. Thus, the TFA requested an extension of 6 months to June 2022. Members of the TFA met once a month from August 2020 until June 2022. Over a course of two years, the TFA discussed policies, data collection, survey designs, complaints processes, institutional structures and barriers, hiring and retention processes, and many other issues. In addition to these meetings, Dr. Sayed met individually with members of the TFA to collect input which was not presented at the meetings and to provide a confidential safe space to the members whenever they felt the need for one.

## Collaboration, Information Sharing, and Consultations

KPU's TFA aligned with and built upon various ongoing equity, diversity, inclusion, and decolonization (EDID) initiatives at KPU. The President's Diversity and Equity Committee (PDEC) as well as other important internal and external groups and networks had already been set up to advance KPU's commitment to equity, diversity, and inclusion; additionally, the Indigenous Advisory Committee (IAC) and its working groups are leading KPU in Indigenous initiatives and systemic transformation. It is also important to acknowledge that for decades, many people at KPU have been actively engaged in advancing anti-racism in the classroom, in student life, and in the community. The TFA's work expands and builds upon these current and past initiatives.

As the TFA worked on its mandate, KPU's EDID and anti-racism work continued to develop in many other ways: an *EDID Action Plan*; *xéʔeɬ - Pathways to Systemic Transformations*; and several other projects are in progress. KPU has also become a signatory to the *Dimensions Charter* on EDI, and the *50-30 Challenge*. With President Alan Davis, Dr. Sayed also led KPU's signing of the *Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education* and a meeting with Rachna Singh, BC government's Parliamentary Secretary for Anti-Racism. The TFA welcomed these steps, and whenever possible, sought consultation, collaboration, and alignment with individuals, academic units, and institutional initiatives that work towards racial justice.

On behalf of the TFA, Dr. Sayed provided regular updates on the work of the TFA to the PDEC, the IAC, the Academic Council, the Deans' Council, Faculty Anti-Racism Committees or contact persons, and other bodies across KPU. Dr. Sayed also provided consultations (by request) to several departments and individuals on racism/anti-racism related issues. Dr. Sayed and Dr. Jennifer Hardwick, on behalf of the TFA, attended various Faculty Council meetings to share information about the TFA. Regular updates about events, activities, resources, and outreach were also provided to the KPU community via the TFA website, internal media releases, and Today@ posts. As of

June 2022, the TFA website —which was launched in September 2020 — has received more than 12,500 visits and it has been cited as a resource by many other institutions. A blog, *KPU Speaks*, was launched through the website. Two blog entries, one by a KPU employee and one by a KPU student, were published.

Additionally, the TFA consulted with various units and Faculties. After consultations, the TFA received the following statements of support: Faculty of Arts anti-racism statement, Academic Career Planning anti-racism statement, Department of Journalism's anti-racism and EDI statement. The TFA also received letters of support and endorsement from the following: Kwantlen Faculty Association (KFA); British Columbia General Employees' Union at KPU (BCGEU), and Kwantlen Student Association (KSA).

The TFA appreciates that its work was done at arm's length from KPU's senior administration. KPU's administration did not in any shape or form interfere with the work of the TFA, which included consultations, training, research, and fact finding. While the administration supported the work by providing resources (including teaching releases, a training and education budget, and administrative support), it remained at arm's length. Administrators, when needed, did step in to support members of the TFA when they were being abused privately or publicly.

## Training and Educational Opportunities

The TFA offered the following workshops and panel discussions for KPU students and employees. Each of these sessions was attended by 40 to 80 participants:

- Anti-oppression 101, October 14, 2020 (Facilitator: Cecily Blain)
- Hope in a Time of Climate Grief: In Conversation with Jenna Butler, October 29, 2020 (Facilitator: Asma Sayed)
- Treating Stories with Care: A Workshop on Appropriation, Ethics, and Telling Your Own Stories (for employees) February 11, 2021 (Facilitator: Shane Sable)
- Fundamentals of Anti-Racism, February 18, 2021 (Facilitator, Udokam Iroegbu)
- Treating Stories with Care: A Workshop on Appropriation, Ethics, and Telling Your Own Stories (for students) March 11, 2021 (Facilitator: Shane Sable)
- Anti-Racism and Lessons from Liberation, March 24, 2021 (Facilitator: Udokam Iroegbu)
- Inclusive Language and Anti-oppressive Communication, June 16, 2021 (Facilitator: Shanique Kelly)
- Introduction to Anti-Racism (for students), June 18, 2021 (Facilitator: Litzy Baeza)
- Unlearning Anti-Blackness, October 25, 2021 (Facilitator: Udokam Iroegbu)
- Fundamentals of Anti-Racism, March 21, 2022 (Facilitator: Shanique Kelly)

In addition, KPU employees had multiple other training opportunities offered through Teaching and Learning Commons, Provost Presents Speaker Series, Indigenous

Dialogue Series, PDEC, and Human Resources' partnerships with the Canadian Centre for Diversity and Inclusion (CCDI) and other external partners.

## Development of Educational Resources

Dr. Asma Sayed has prepared a library guide on racism, anti-racism, and Critical Race Theory. She is also preparing two educational modules, one at first-year level and one at third-year level. These modules will be structured in a way that they may be incorporated into courses by KPU instructors. Dr. Sayed is working on publishing the modules and the library guide as a Pressbook in early 2023.

## Context and Methodology Used for Recommendations

The following recommendations are based on the TFA's deliberations over the last two years; the results of the survey conducted by the TFA; results of the *Current State Inclusivity Assessment* conducted by KPU in 2021; student engagement surveys conducted by KPU's Office of Planning and Accountability; knowledge gathered through TFA members attending various workshops and panel discussions throughout the tenure of the TFA; our study of reports from various organizations and institutes; other postsecondary institutions' task forces, offices, policies and procedures; and best practices in the field. This report also captures all the conversations and consultations across the institution: with representatives from all seven Faculties at KPU; members of the IAC; updates at the IAC and at PDEC; representatives from the Board; and consultations with individuals across KPU. Please see the attached bibliography to see a list of all the documents and websites consulted.

Data gathered through the survey and various consultations highlights the need to initiate long-term systemic changes at KPU. Institutionalized racism exists across institutions in Canada, and KPU is no different; racism continues to have a significant impact at KPU. As per the survey conducted by the TFA:

- 51% of respondents who are racialized report experiencing racism, and 47% of all respondents indicate they have witnessed racism.
- Racism reporting structures need to change. 25% of respondents do not know how to report racism, and 16% feel uncomfortable reporting racism.
- Racialized employees are less likely to feel comfortable reporting racism than their white counterparts. Only 8% of white respondents indicate discomfort, while 30% of racialized respondents say they are uncomfortable reporting racism.
- Additionally, 32% of the respondents don't know if their complaints will be addressed by the institution. KPU needs to work on reporting mechanisms to build more employee confidence and address concerns.

It is important to note that these recommendations will only have the desired impact if we mobilize them to fundamentally transform our structures, systems, and institution. We will need to implement meaningful changes to our pedagogical approaches, curriculum development, administrative strategies, and hiring and retention. We need to move away from colonial, dominant, and Eurocentric approaches, incorporate more Indigenous and diverse approaches, and be guided by scholars of colour and Indigenous knowledge keepers. That is, KPU will need to move beyond simply embracing an EDI framework and take a more robust, anti-racist approach so that we work "in a relational and compassionate light, prioritizing the well-being, consideration, and just treatment of Black and Indigenous people and people of colour doing this work, and highlighting their lived experiences as valid metrics and data points" (Campbell and Candler 9).

For these recommendations to be effective, initiatives must: reinstate the basic human rights and privileges of targets of systemic racism; be holistic, recognizing the pervasive impact of racism on the lives of folks who are BIPOC; be participatory, collaborating with BIPOC communities and organizations to share decision making, influence and oversight; develop anti-oppression awareness trainings; and be intersectional (Metivier). It is not enough to be not racist; anti-racism requires us to actively work to dismantle racism. We must take bold steps to move forward in a direction where we reimagine our institution from an anti-racist, decolonial angle, and act bravely to do things differently. As we do this work, we need to think about equity, not simply equality. We need to make sure that historically marginalized and racialized people get the specific supports, resources, and funding that they need to succeed and thrive at KPU.

# RECOMMENDATIONS

# RECOMMENDATIONS: WHERE THOUGHT MEETS ACTION

Below are 64 recommendations organized into eleven themes which will support KPU and its goal to foster anti-racism, strengthen awareness and understanding of racism among employees and students, and address systemic barriers to full participation in the KPU community. These recommendations are ambitious in scope and pragmatic in approach. Achieving these goals will require a joint effort from across the institution, including leadership, students, faculty, and staff, the Board, the Senate, associations, unions, and administrative units.

This *Final Report and Recommendations* comes at an opportune moment; the BC government recently introduced anti-racism data legislation to help advance equity in British Columbia and, similarly, the Federal Anti-Racism Secretariat has launched the first National Action Plan for combating hate. Thus, it is in KPU's interest to start working on these recommendations and move quickly and thoughtfully to align its structures, policies, and procedures with the forthcoming and anticipated government mandates and/or recommendations which may make anti-racism part of legislative changes.

# Implement with Immediate Effect
***(Within 12-18 months from the submission of this report)***

## Context

Addressing racism at KPU is a long-term goal that will require ongoing efforts. However, there are some high-impact and immediate steps that can be taken to begin the journey.

These recommendations — which should be implemented within 12-18 months of the submission of the TFA's *Final Report* to the institution — are necessary for ensuring that ongoing anti-racism work is structured, supported, resourced, and led by those with appropriate expertise. Implementing the following recommendations with immediate effect will provide a necessary foundation for implementing further recommendations and ensuring that KPU commits to anti-racism in perpetuity.

## Recommendations

1. That KPU establish an Implementation Committee (IC): a team with expertise in race, racism and anti-racism, policy, and institutional transformation to lead the cross-functional efforts for a period of 2 to 3 years to evaluate progress and to ensure that the recommendations of the TFA are being implemented. This committee should report across the institution, including to the Board and the Senate, on a regular basis on the progress on the recommendations made in this report. KPU must create a safe space for this committee to do the emotional labour and provide resources for them to operationalize the recommendations.
    - This IC, made up of a subset of the current members of the TFA with additional members to fill gaps, must be diverse and inclusive, and it must be led by BIPOC to ensure that lived experience remains at the forefront of the work. KPU should support members — and BIPOC members (who often shoulder disproportionate emotional labour) in particular — by providing resources, time releases, compensation, and formal (re)allocation of job duties where appropriate. Allies must ensure that they work *with* BIPOC and amplify the voices of the marginalized. All members of the committee must have a clear understanding of, and commitment to addressing concerns about, racism and discrimination
    - The team must include representation from students, staff, faculty, and administrators
    - Consider inviting members (to fill the gaps) to the committee through an institution-wide open call via appropriate, transparent search processes
    - The IC should start by building an Anti-Racism Action Plan to strategize, prioritize, and implement the recommendations made in this report. Consider: what results KPU want to achieve in short, medium, and long

term; why KPU wants to achieve these results; how the results will be achieved and measured; who will take responsibility for the various components of this plan; and when the results will be achieved (while considering that some anti-racism work is ongoing and does not have a finite timeline or clear, measurable outcomes)

2. That KPU establish an Office of Anti-Racism and Inclusive Excellence to streamline all its anti-racism related work. Most of the leading institutions in BC have one or more central office/s focusing on anti-racism, human rights, or diversity and inclusion initiatives. At present, KPU, the fourth largest institution in BC, is lacking such a/n office/s. It is imperative that KPU build infrastructure and develop its capacities to address racism and discrimination and to foster anti-racism. This Office, potentially housed under the President's Office, would offer support and consultation services to senior leadership, committees, and departments, and provide guidance on all strategic planning processes and institution-wide initiatives.
    - This Office should be provided multiple leadership, administrative, and staff positions and ongoing funding and resources. Anti-racism work cannot be done off the side of somebody's desk and it cannot be done by one or two people, especially for an institution the size of KPU (20K+ students; 2K employees)
    - See the attached vision statement, organizational chart, and budget as a potential structure for the proposed Office (See appendix 3)
    - This Office must include diverse personnel and must be led by BIPOC with expertise in race, racism, and anti-racism

3. That KPU establish a high-level position at the Associate Vice-President or similar level especially dedicated to anti-racism and inclusive excellence to lead the Office of Anti-Racism and Inclusive Excellence and to coordinate all anti-racism work at KPU. This position must be held by a BIPOC person with education/training and expertise in race, racism, and anti-racism. This person may serve as a visionary to inspire diverse groups to unite around issues of racism and discrimination. This position should be provided with administrative support and an operational budget.
    - That KPU appoint either an interim AVP or similar level position while the Office is being established. Additionally, KPU may consider appointing an Advisor on Anti-Racism to the President and/or the Provost for ongoing support of anti-racism initiatives

4. Develop a vision statement and policy with a focus on anti-racism. According to the Ontario Human Rights Commission, "In addition to addressing obligations under the Human Rights Code, the adoption and implementation of an effective anti-racism vision statement and policy has the potential of limiting harm and reducing liability. It also promotes the equity and diversity goals of organizations and institutions and makes good business sense." As such, the TFA recommends that KPU:

- Approve and implement the Racism and Anti-Racism Policy (Appendix 2), ensuring appropriate consultation and governance processes are followed. Experts in anti-racism should be involved in all consultations and revisions
- Ensure all related collective agreements and university policies — including policies such as HR15, HR 16, HR 20, HR 21, HR 25, and HR 26 — align with the Policy
- Develop a comprehensive institutional anti-racism vision statement/anti-racist declaration; make this statement part of institutional vision/mission/strategic plans, and make it publicly accessible on the institution's website
- Institute a system of accountability structures and shared frameworks to determine the success or failure of efforts that align with the vision statement
- Encourage each Faculty/unit at KPU to endorse the statement and require that they develop their own statement and action plan to support the statement

5. KPU is situated on unsurrendered Indigenous lands and has a special responsibility to address colonization and anti-Indigenous racism. With this in mind, the TFA recommends that KPU form a sub-committee, to work in collaboration with the IC and the IAC, for a period of 3 to 6 months, to develop an anti-Indigenous racism Action Plan in conjunction with the broader Anti-Racism Action Plan. This sub-committee must be led by an Indigenous person.

6. That, as a signatory of *the Scarborough Charter*, KPU work on meeting the commitments to the Charter; to do so, the TFA recommends that the institution:
    - Form a sub-committee, to work in collaboration with the IC, for a period of 3 to 6 months, to develop an anti-Black racism Action Plan in conjunction with the broader Anti-Racism Action Plan. This sub-committee must be led by a Black person.
    - Create a Black Studies Program which could include a Black Studies Minor, Major, and/or certificate
    - Find ways to fund scholarship, research, and creativity about Black peoples, cultures, and histories on Coast Salish territories
    - As per the Charter, focusing on the inclusion and flourishing of Black students, staff, and faculty
    - Mentor Black professionals to enter leadership positions
    - Mentor Black students to become leaders

# ONGOING AND LONG-TERM RECOMMENDATIONS

These recommendations are organized thematically, and do not indicate levels of importance.

## Need for Education/Training

### Context

The need for ongoing education was one of the strongest and most consistent recommendations that the TFA received. Opportunities for continued education and training were requested via the TFA survey and by numerous individuals and Faculty working groups. While we acknowledge that training is not the only way to foster change, and that it can at times become a means of passive consumption of knowledge, our employees cannot begin to make change without a solid foundational knowledge about historical injustices and their impact on our institutional structures. It is also important to acknowledge that transformative pedagogy requires faculty to unlearn biases, especially related to what is considered canonical, and what "rigour" and "professionalism" entail etc. Often racism is perpetuated when a teacher adds a BIPOC author to the course readings but does not unpack their own beliefs/values first to ethically teach the content.

As such, KPU needs to make deliberate efforts to ensure that its employees understand systemic racism and the ways it impacts the academy. The call for ongoing education aligns well with current research on anti-racism, which indicates that “Training is a critical foundational component of any institutional commitment to anti-racism. Some members of your institution may not understand what ‘anti-racism’ means or the responsibility they bear to address it as individuals and as members of the community and larger society” (Academic Impressions 69). It is important to note that racism is not limited to non-racialized people only; racialized people also need training to recognize and understand racism.

Lack of awareness and understanding of racism is evident in the TFA survey results. 8% of white respondents indicate they have experienced racism, which suggests a misunderstanding of racism as a power structure. Additionally, 68% of respondents indicate they were unable to identify whether resources, services, and policies are adequate for BIPOC employees and 56% are not sure whether the full, intersectional identities of BIPOC employees are recognized, respected, represented, and taken into consideration at KPU. Further education and training are needed on an ongoing basis to ensure that KPU employees understand racism and anti-racism and can identify it in relation to other power structures.

However, there were also concerns about singular forms of training. Many respondents acknowledged that they found certain previous offerings posed barriers for them, or that they would prefer to learn in certain ways (i.e.: face to face, online, in BIPOC-only sessions etc.). To address these barriers and create safe spaces where people can do their best work, KPU could employ a Universal Design for Learning framework and offer multiple options and pathways.

## Recommendations

1. Implement mandatory, annual anti-racism training for all employees — including leadership, the Senate, the KPU Foundation, and the Board of Governors — and develop long-term and ongoing training modules that address race, racism, and anti-racism that can be offered regularly for students and employees. To support different abilities, preferences, and lived experiences, there should be options for how to complete this training
    - Topics should include but not be limited to: foundational histories/terminologies; intercultural communication; bystander intervention and addressing racism in the workplace; white privilege/fragility; intersectionality; facilitating difficult conversations; anti-racist curriculum development and pedagogy; microaggressions; allyship; power, oppression, and privilege; etc.
    - Formats should include: online; in-person; asynchronous; synchronous; white/settler-specific sessions; short term (i.e., one or two sessions) and long term (i.e., sessions occur over weeks or months)
    - BIPOC-specific sessions (including sessions for specific racial and ethnic communities) should be offered to ensure participants feel safe and that they are not harmed by the kind of training meant specifically for non-BIPOC
    - Sessions that address intersections of race, culture, and religion should be developed. Topics could include Islamophobia and anti-Semitism
    - In some cases, it may be appropriate to require an employee to complete an anti-racism training program (i.e., a series of designated training sessions) to be eligible for specific opportunities (i.e., membership on certain committees; course release; promotion)

2. Offer a certification/digital badge/micro-credential for all employees and students who complete a certain number of courses/modules/workshops on anti-racism. Make this an eligible, supported, and celebrated professional development activity for employees
    - Consider including student completion of anti-racism training on their co-curricular activities records or transcripts
    - Encourage instructors to mandate, and provide credit for, anti-racism training modules for students as part of course work

3. Provide annual, ongoing budget to each Faculty and support unit (Finance; Human Resources, Risk, Procurement, Security, Student Affairs, Registrar's Office etc.) to invite BIPOC speakers/scholars/artists; host anti-racism workshops and training opportunities; and/or set up Communities of Practice and/or Working Groups that address race, racism, anti-racism, and solidarity. Ensure that this budget is utilized annually and optimally

4. Expand resources that address race, racism, and anti-racism in the Library and Teaching and Learning Commons
    - Build resources for and awareness about specific forms of racism: anti-Indigenous racism, anti-Black racism, anti-Asian racism, etc.

5. Evaluate and update educational offerings on a biennial basis to ensure that they remain relevant, appropriate, and up to date

# Curriculum and Pedagogy

## Context

KPU is a teaching-focused polytechnic university that has pedagogical innovation and excellence as core mandates. As an institution, we cannot meet our teaching excellence goals without addressing race, racism, and anti-racism; similarly, we cannot address race, racism, and anti-racism without carefully examining and re-imagining our curriculum and pedagogy. In their book *Racism in the Canadian University*, Francis Henry and Carol Tater note that curricula "represents a critical manifestation of marginalization and exclusion. One of the most important symbolic messages communicated by the curriculum is that only particular kinds of knowledge are validated and valued. Eurocentric frameworks, standards, and content are often not only given more resources and curriculum space, but also more dominance and status" (46).

Transforming curriculum and pedagogical development at KPU are powerful tools to ensure that: 1) our classrooms are spaces that foster inclusive excellence and respect different ways of knowing and learning; 2) our students leave KPU with understandings of race, racism, and anti-racism; and 3) KPU faculty are consciously challenging systems of ethnocentrism, racism, colonization, and appropriation that are deeply embedded in academic institutions.

## Recommendations

1. Create and mandate race, racism, and anti-racism training for members of all Faculty curriculum committees and the Senate Standing Committee on Curriculum so that members have an awareness of different ways of knowing and can mobilize anti-racist frameworks when overseeing course development and approval

2. Embed anti-racism frameworks into program development, revision, and review processes

3. Develop and adopt a rubric for evaluating educational technologies through EDID and anti-racism lenses prior to their procurement and adoption

4. Address additional barriers to accommodation that many BIPOC students experience by promoting Universal Design for Learning (UDL)

5. Review and revise academic policies and designations (i.e., Academic Integrity; Writing-Intensive Status; Attendance; Emergency Response to Inappropriate, Disruptive or Threatening Behaviour) with an anti-racist lens

6. Offer time releases for faculty to engage in developing courses and pedagogical resources that address race, racism, and anti-racism

7. In order to facilitate decolonial and anti-racist teaching, KPU should ensure there are accessible classrooms that are organized beyond the traditional ‘lecture’ model of instructor and audience. In particular, KPU would benefit from classrooms where desks are set up in circles or squares as the default so that students can face one another. Designating classes as available for circle work will allow faculty and departments to book appropriate spaces and it will prevent faculty from having to continuously reconfigure rooms to meet pedagogical needs

# Research, Scholarship, and Creativity

## Context

Anti-racism work requires ongoing ethical and critical engagement with data, the lived experiences of BIPOC individuals and communities, and broader social and political structures. As such, research, scholarship, and creativity are central to building institutional capacity and gaining a deeper understanding of race, racism, and anti-racism. However, research — and scholarly research in particular — also has a long history of upholding white supremacy and settler colonialism and (at times violently) extracting knowledge from BIPOC communities. As Linda Tuhiwai Smith argues "knowledge and culture were as much part of imperialism as raw materials and military strength. Knowledge was also there to be discovered, extracted, appropriated, and distributed […] Western knowledge and science are the 'beneficiaries' of the colonization of Indigenous peoples. The knowledge gained through our colonization has been used in turn, to colonize" (117-118). Decentring Eurocentric approaches and addressing race, racism, and anti-racism in and through research, scholarship, and creativity is necessary for institutional and systemic change.

## Recommendations

1. Establish a fund for racial justice and equity research, scholarship, and creativity that is overseen by experts in these fields

2. Establish an anti-racism fellowship program for employees

3. Establish an anti-racism research scholarship program for students (similar to the current Student Research and Innovation Grant)

4. Ensure members of the Research Ethics Board receive training on race, racism, and anti-racism so that they can advise KPU researchers about ethical and reciprocal methodologies that do not harm BIPOC communities

5. Create a full-time permanent position in the Office of Research Services to support anti-racist, decolonial, and inclusive research

6. Reduce institutional barriers to decolonial and anti-racist research by examining and revising finance, human resources, risk, procurement, information technology, marketing, communications, and facility-use policies and practices that create barriers for research, community involvement, and engagement

7. Continue to support and promote a broad conception of research, scholarship, and creativity that acknowledges different ways of knowing and upholds diverse forms of knowledge creation and dissemination, including (but not limited to): applied research, creative output, peer-reviewed scholarly research, community-engagement, and the scholarship of teaching and learning

# Composition of Leadership

## Context

Diverse, equitable, and inclusive leadership matters. A 2012 study of anti-racism in the workplace found that "Leadership was underscored as key to supporting institutional change, ensuring adequate resource allocation and persistent efforts, and engaging with those resistant to and/or fearful of change. Training for managers and staff emerged as significant in recognizing and addressing race-based discrimination and its consequences. The case studies also demonstrate that transforming the values and culture of individuals and the organization is a time-consuming process and requires long-term commitment" (Hiranandani 10). Consultations and responses to the TFA survey indicate that KPU employees have concerns about the lack of diversity in leadership structures. In particular, respondents express dissatisfaction with the racial composition of department/program Chairs, Associate Deans, Deans, and middle and senior leadership, noting that unless KPU employees see themselves fully reflected in the people they report to, they cannot feel confident that their concerns will be heard or that they have an equitable chance of moving forward in their careers at KPU. According to the *Current State Inclusivity Assessment* results, there is generally low agreement for the perception of equal opportunity to advance regardless of race/ethnicity at KPU (29). The CSIA Survey respondents who identified as Racialized Women agreed the least with employees having an equal opportunity to advance regardless of race/ethnicity (53).

A diverse leadership that is well-educated about race, racism, and anti-racism is key to building a just institution, fostering inclusive excellence, and furthering anti-racism in both policy and practice.

## Recommendations

1. Recruit, support, and retain BIPOC into leadership positions. A BIPOC cluster hire could be used to support such goals
    - Measure and establish diversity targets in alignment with the *50-30 Challenge* for Senior Management positions (Senior Management positions are defined as those which include the title of President & Vice Chancellor; Provost and Vice President, Academic; Vice President; Chief Financial Officer; General Counsel, Chief Information Officer; Associate Vice President; Dean; University Librarian; Associate Dean; and/or Executive Director)

2. Recruit, support, and retain BIPOC Board members and Senators

3. Develop a mentorship program to support BIPOC employees who are interested in leadership and/or secondments and interim roles

4. Explore opportunities for collaborative and relational leadership models (such as working in teams, building consensus on projects, and/or establishing non-hierarchical councils rather than Robert's Rules committees) that support different ways of knowing, challenge colonial structures, and create space for emergent leaders

# Inclusive and Equitable Hiring Processes/Retention

## Context

The 1985 final report of the Royal Commission on Equality in Employment stated that "[T]he success of an employment equity program is measured by results: expansion of the employment opportunities of qualified individuals in designated groups." Currently, KPU employees' racial and ethnic makeups are not aligned with the student population, or with the makeup of the communities KPU serves. Based on the CSIA survey data, 35.1% of KPU employees identify themselves as racialized/ Indigenous. According to KPU's 2021-22 Student Satisfaction Survey results, 75% of KPU students identify as racialized/Indigenous. Thus, there is a major gap between the racialized student demographic and the racialized employee demographic. According to the CSIA, respondents who identified as racialized persons are more represented in BCGEU staff roles and less represented in excluded administrator and faculty roles. In BCGEU roles, survey respondents who identified as racialized persons are less represented in full-time regular roles than full-time temporary roles. In faculty roles, survey respondents who identified as racialized are less represented in full-time regular roles than part-time regular roles. This information highlights large gaps in hiring at KPU.

Based on this information and considering that "equitable inclusion is critical to excellence" (*The Scarborough Charter*), KPU should consider multiple BIPOC cluster hires to fill the gaps. Given that a Special Program Application for the preferential hiring of Indigenous individuals into faculty, staff, and administrative positions has already been approved by the BC Office of Human Rights, it is recommended that KPU now initiate similar processes for hiring Black and People of Color employees. Such hiring approaches should be consistent and ongoing. This is also important to create communities for BIPOC employees, to avoid burnout for some current BIPOC employees who are bearing the burden of anti-racist and EDI work, and to foster inclusive excellence.

## Recommendations

1. Use data on KPU employees' racial and ethnographic make-up to identify gaps and establish hiring targets; pursue BC Office of Human Rights Special Program applications to authorize targeted hiring, including cluster hires, of BIPOC employees on an ongoing basis

2. Develop best practices and establish mandatory training that covers bias, different ways of knowing, and race, racism, and anti-racism for hiring committee members

3. Review and revise job posting processes to ensure that positions (including temporary and short-term positions) are posted well in advance, in venues that serve BIPOC candidates

4. Examine pay scales and structures and benefits (in consultation with appropriate unions as needed) with an equity lens to improve hiring and retention of BIPOC employees

5. Review performance and probationary reviews and student evaluations of teaching with an anti-racist lens. Look at best practices from other institutions to find multiple forms of evaluating employee effectiveness

6. Create transparency and equity in faculty service workload. BIPOC faculty are called in more frequently to support students of color and initiatives pertaining to anti-racism and diversity. Support and acknowledge their services with resources and course releases

7. Develop robust supports such as mentorship networks, time release opportunities, and/or professional development programs for new BIPOC hires

# Human Resources and the Complaints Process

## Context

To become an anti-racist institution, KPU needs transparent tools and processes to address racism. The TFA's consultations and survey results reveal that there is widespread dissatisfaction with KPU's current methods for addressing racism. While some respondents to the TFA survey identify that Human Resources can be helpful in dealing with cases of racism, there is a general lack of trust/confidence in Human Resources and its processes:

- 25% of respondents to the TFA survey do not know how to report racism, and 16% feel uncomfortable reporting racism at KPU.
- Respondents who are racialized are less likely to feel comfortable reporting racism than their white counterparts; 30% of racialized respondents say they are uncomfortable reporting racism.
- For those who do feel comfortable reporting, 11% of the respondents do not feel confident that their complaints will be addressed, and 32% do not know if their complaints will be addressed by the institution.
- 68% of respondents think KPU needs processes in place to address systemic racism, and many suggest that KPU needs to work on reporting mechanisms to build more employee confidence.

To address dissatisfaction, build trust, support those who have experienced racism, and promote accountability, change is needed.

## Recommendations

1. Recruit, support, and retain BIPOC into Human Resources positions (and meet the 50-30 Challenge targets)

2. Develop a transparent system of conflict resolution that is housed in the Office of Anti-Racism and Inclusive Excellence. This system of conflict resolution should align with the proposed Racism and Anti-Racism Policy (Appendix 2) and current collective agreements.

3. Institute mandatory training for all individuals who will address complaints of racism; this training should focus on best practices for engaging with racism complaints, and it should be in addition to the race, racism, and anti-racism training that all employees take

4. Develop resources (such as websites, infographics, and/or guidebooks) that clearly outline complaint processes and supports for employees and students. Ensure that these resources are fully accessible.

5. Explore the expansion of the Employee and Family Assistance Program to include race-based and multilingual trauma counseling and a roster of BIPOC care providers to support BIPOC employees

6. Keep records of racism-related complaints and make statistics available to the KPU community annually

# Transparent Systems of Data Collection

## Context

Up to date data is required to inform decision-making and hiring practices, and to ensure that KPU is meeting its goals in addressing racism. 49% of those who responded to the TFA survey believe that KPU should collect race-based data to inform decision making. Many respondents express a desire to know more about the racial and ethnographic makeup of the university and several recommend that KPU take a data-driven approach to improve hiring processes. Only 13% of the respondents believe that race-based data collection is not needed. This suggests there is broad support for data collection at KPU.

38% of respondents say they do not know if race-based data should be collected, but the majority express that they are in favour of collecting data *if* the process, purpose, and procedures are clear and transparent and the privacy of respondents is assured. As such, it is imperative that KPU designs data collection tools with privacy, clarity, and transparency in mind. Data allows us to better understand the makeup of our institution, to compare our data with other institutions, to monitor our progress and benchmarks, and to make changes at KPU accordingly.

## Recommendations

1. Pursue ethical models of data collection and collect data about the racial and ethnographic makeup of students and employees (including administration) on a regular basis
    - Ensure that surveys about racial and ethnographic makeup are designed by experts on race, racism, and anti-racism

2. Ensure that survey participants are informed about: why data is collected, how the data will be used, who will have access to the data, and privacy/storage of data. In addition, create resources to explain the importance of collecting race-based data to the KPU community at large.

3. Actively monitor trends and disparities in employee racial diversity across all phases of faculty and staff hiring, retention, and promotion

4. Develop metrics to measure progress addressing anti-racism and create an annual public report. Metrics provide a framework to quantify and evaluate success. Examples of metrics include but are not limited to:
    - Student, faculty, and staff satisfaction with the overall environment of the institution
    - Number of racism-related complaints at KPU

- Student, faculty, and staff assessment of institutional commitment to anti-racism
- Anti-racism program implementation milestones
- Number of attendees at anti-racism education/training sessions and events
- Recruitment/retention/turnover rates for BIPOC employees
- Exit survey results

5. Provide existing data about racism-related complaints at KPU as a benchmark

# Student Engagement

## Context

Race, racism, and anti-racism are important topics for all students and institutions, but they are particularly important at KPU given the diversity of our student body. 75% of KPU students identify as racialized and/or Indigenous (as per 2021-22 Student Satisfaction Survey). KPU has an obligation to ensure that these students receive appropriate supports, that they see themselves reflected on campus, and that they know their knowledges, lived experiences, and goals are valued at their institution.

All students, regardless of race and ethnicity, have an important role to play in addressing racism at KPU and in the broader community. As such, it is important to think about student engagement broadly, and to invest in student well-being, learning, leadership, and participation whenever possible.

## Recommendations

1. Hire counsellors with anti-racist and anti-oppressive counselling backgrounds to support BIPOC students

2. Develop funding opportunities for students who wish to host events, develop resources, and/or engage in community projects that address race, racism, and anti-racism

3. Create more bursaries and scholarships for BIPOC students

4. Students' understanding of racism and anti-racism can be very valuable in helping us shape our directions, policies, and processes. Engage more students in anti-racism work by providing Research Assistantships, organizing student-focused events, and liaising with student organizations.

5. Include anti-racist education in Orientation and Learning Centre programming

# Internationalization

## Context

Many racialized students at KPU are also international learners. For now, there is broad concern that international recruitment planning may be guided by financial considerations, rather than a desire to improve student experiences and learning. Many respondents to the TFA survey worried that KPU may be targeting vulnerable international students for recruitment — with little attention to recruiting diverse students to foster global and cross-cultural learning and understanding — and providing inadequate supports to ensure they are successful. The term “exploitation” appeared in numerous survey responses and recommendations forwarded to the TFA by Faculty-level working groups.

## Recommendations

1. Develop and enact a transparent anti-racist plan for KPU to recruit, retain, and support international students from diverse backgrounds and regions across the globe

2. Develop international student programming that provides foundational education on Indigenous and Canadian histories, so that newcomer students are able to engage with Indigenous peoples, cultures, and knowledges ethically

3. Survey faculty, staff, and international students to identify gaps in international student supports and then develop a transparent institutional plan to meet needs. The TFA’s surveys and consultations suggest (on a preliminary basis) that more resources are needed to help international students develop: English language skills (writing, speaking, written and aural comprehension); understandings of the Canadian educational system; and knowledge of their rights as international students living and working in Canada

# Initiatives to Accelerate Anti-Racism Activities at KPU

## Context

Several recommendations that do not fit into the above categories emerged via the TFA survey and consultations. These recommendations have the potential to accelerate and support anti-racism at KPU and foster a more just and inclusive community.

## Recommendations

1. Establish Faculty-level and unit-level anti-racism committees to integrate the work being done at each level and to represent/share ideas and issues. Provide support and resources for these committees

2. Create a BIPOC faculty and staff Caucus. Provide funding and resources for the same

3. Offer guidance and support to help create a BIPOC student caucus

4. Establish a set of institutional awards specially to recognize BIPOC excellence (for teaching, research, scholarship, creativity, service etc.)

5. Establish an 'Anti-Racism at KPU' Day to have an annual full-day symposium to discuss and encourage confronting racism and to share internal and external research, scholarship, and creativity on racism/anti-racism
    - Expand institution-wide dialogues series that address race, racism, anti-racism, and solidarity

6. All the committees at KPU must make all attempts to ensure that they are racially diverse without overly burdening BIPOC employees

7. Assign somebody within the Office of Anti-Racism and Inclusive Excellence to maintain the TFA's website (at present, the website is hosted through the Teaching and Learning Commons); update the website regularly

8. Appoint a communications spokesperson (this position can potentially be filled through the Office of Anti-Racism and Inclusive Excellence) to deal with and present anti-racism-related institutional information to the public, the media, and outside groups. This spokesperson must have expertise in and understanding of race, racism, and anti-racism

9. Make deliberate efforts to ensure that KPU employees understand how systemic racism permeates throughout the structures of the university. For example, anti-racism can be supported through deliberate actions such as who KPU chooses to form external partnerships with or how forms are designed. All employees should be encouraged and supported to re-examine their roles with an anti-racist lens

# APPENDIX 1: SURVEY RESULTS

# Task Force on Anti-Racism Survey:
## Summary of Key Findings

The Task Force on Anti-Racism survey was sent to 1,644 KPU employees. This included all currently employed administrators, BCGEU staff (including on-call auxiliary), and faculty members (including NR1 faculty who taught at any point in the previous 12 months). From February 17 to March 10, 2022, 461 people participated in the survey. This is a response rate of 28%.

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**51%** **of respondents who are racialized report experiencing racism, and 47% of all respondents indicate they have witnessed racism. Common examples include inappropriate "jokes" and terminology, exclusion, tokenization, appropriation of knowledge, and stereotyping.**

**68%** **of respondents think KPU needs processes in place in order to address systemic racism. Many respondents recommend mandatory training/ education, improved hiring practices to recruit and retain BIPOC employees (particularly in leadership), and/or clearer and stronger reporting structures.**

**30%** **of racialized respondents say they are uncomfortable reporting racism and/ or race-based harassment.**

**70%** **of respondents indicate they are unsure whether resources, services, and policies are adequate for BIPOC employees and 57% are not sure whether the full, intersectional identities of BIPOC employees are recognized, respected, represented, and taken into consideration.**

**25%** **of all respondents do not know how to report racism or who to report racism to.**

**49%** **of respondents indicate that KPU should collect race-based data to inform decision making and 38% do not know if data should be collected. Common reasons for being u tain include privacy concerns and a lack of clarity about how data wou e used.**

## Executive Summary of Qualitative Data

The following is a summary of qualitative data from the Task Force on Anti-Racism (TFA) survey which was administered to KPU employees in February/March 2022. While comments are wide-ranging, there are several patterns that emerge through a thematic analysis. These findings have informed the development of the TFA's *Final Report and Recommendations*.

Some of the major concerns that emerged, from the comments, in no particular order, pertain to:

1) A lack of racial diversity in leadership positions
2) Treatment of international students
3) Human resources, hiring practices, and need for transparent processes and policies
4) Need for further education, training, and resources to foster anti-racism
5) Experiencing and witnessing racism at KPU

Although a few respondents do not think racism exists at KPU or that a task force was necessary, the majority of respondents want to see the work of the TFA continue, especially as it relates to education, training, and drawing attention to issues of racism and discrimination.

One of the major recommendations that multiple respondents voice is the desire for a central office to address issues of racism, to organize ongoing anti-racist training, and to oversee policies and complaints. Many respondents identify an Office of Human Rights and/or Anti-Racism led by a BIPOC individual as a good start to continue the work started by the TFA.

### A Note about Terminology

Throughout this appendix, "BIPOC" and "racialized" are used interchangeably, and "BIPOC/Racialized respondents" is used to refer to any respondents who indicated they are a visible minority or who selected an option other than "white" on the racial/ethno-cultural background question. These terms are used with the knowledge that they each carry benefits and challenges, as do "IBPOC," "visible minorities," "People of the Global Majority" and other common terminologies. These terms, which are often designed to acknowledge shared lived experiences, and/or demonstrate solidarity between communities of colour, also lack specificity and can ignore the unique experiences of individual racial and ethnic communities.

## Experiences of Racism

Racism is significant at KPU. 51% of racialized respondents report experiencing racism, and 47% of all respondents (visible minorities and non-racialized) indicate they have witnessed racism. Many survey respondents identify that they have faced racism (for example, inappropriate comments) both one on one and during committee and other meetings. Many recommend that the committee structures need to reflect more racial diversity. There are concerns about a lack of acknowledgement and celebration of BIPOC students' and employees' knowledge, contributions, and achievements.

Some examples of the forms of racism faced by employees at KPU that the respondents identified are listed below:

- White colleagues not making enough effort to differentiate between colleagues from the same ethnic or racial background
- BIPOC colleagues not being invited to certain meetings or gatherings
- Lack of response from white colleagues to emails by BIPOC
- Proliferation of racism on the faculty distribution listserv
- Racialized people having to take the help of well-meaning white colleagues/allies in order to have their concerns addressed
- BIPOC overlooked for promotions in favour of their white colleagues, even when they are equally or more qualified and when they share a larger workload
- Prevalence and casual use of racist jokes
- Derogatory comments about culture, accents, food, etc.
- Concerns about racism in search committees and the search committees not being adequately trained to hire equitably
- Concerns about the way non-Indigenous students speak about Indigenous peoples
- Rampant stereotypes about racialized students
- Images of white people only on slides during presentations
- People being rude and uncooperative with BIPOC faculty and leaders
- Lack of advancement opportunities for racialized employees
- Expecting racialized people to be experts in issues of racism/anti-racism
- Appropriation of BIPOC knowledge and labour by white colleagues
- Gaslighting - subtle forms of racism where the one facing racism is made to doubt their own experience

## Need for Education

The need for ongoing education for all members of the KPU community emerged as one of the strongest and most consistent recommendations on the survey. Respondents

indicate they want training in areas such as: the history of racism (especially in Canada), anti-racist pedagogy, intercultural communication, bystander intervention, allyship, terminology, and unconscious bias. They repeatedly call for mandatory training about racism/anti-racism. They also want multiple formats/mediums of training. There are requests for workshops, online modules, speakers' series, cultural events and festivals, learning communities, and facilitated discussions. While a few respondents express concern about the potential for discussions about race and racism to be divisive, the vast majority feel that training should be ongoing and that it should happen across the institution. Many respondents point to events and workshops hosted by the TFA and Teaching and Learning Commons as positive steps.

In addition to respondents' comments, the survey results support the need for further education. A definition of racism was provided in the survey; even so, 8% of non-racialized respondents indicate they have experienced racism, which suggests more education is needed about the definition of racism, the difference between racism and discrimination, and the relationship between racism and broader systemic and racial power structures. Similarly, 70% of respondents indicate they are unsure whether resources, services, and policies are adequate for BIPOC employees and 57% are not sure whether the full, intersectional identities of BIPOC employees are recognized, respected, represented, and taken into consideration. This information suggests further education is required to help members of the KPU community understand and identify racism and related issues.

### Concerns about Composition of Leadership

Respondents repeatedly raise concerns about lack of diversity in leadership structures. In particular, they express dissatisfaction with the racial composition of committee Chairs, Associate Deans, Deans, and middle and senior leadership. Some respondents are concerned that most of the leaders are white, cisgender, and male. They perceive that leaders are often hand-picked or promoted to senior positions, rather than chosen through a transparent, competitive, and equitable hiring process. There are multiple calls for hiring BIPOC candidates for leadership (from Chairs to senior administration) positions. Respondents argue that, unless KPU employees (and students) see themselves fully reflected in the people they report to, they cannot feel confident that their concerns will be heard or that they have an equitable chance of moving forward in their careers at KPU.

## Requests for Inclusive and Equitable Hiring Processes

Many respondents consistently note that KPU employees' racial and ethnic makeups are not aligned with the student population, or with the makeup of the communities KPU serves. Many respondents further acknowledge that underrepresentation of BIPOC employees results in isolation and an increased workload — especially for engaging in equity and anti-racism related work and emotional labour — for current BIPOC employees.

Respondents repeatedly recommend hiring more BIPOC employees at all levels of the institution (and particularly in leadership and management positions), with many advocating for BIPOC cluster hires and other targeted hiring approaches. In order to attract and retain candidates, respondents request mandatory training for search committees, an expansion of minimum qualifications to better recognize different forms of knowledge, and additional supports (such as mentorship networks, time release, and/or professional development opportunities) for new BIPOC hires.

## Concerns about Human Resources and the Complaints Process

While some respondents identify that Human Resources can be helpful in dealing with cases of racism, there is a general lack of trust/confidence in Human Resources (HR) and its processes. Many respondents have written that they found the staff unapproachable or non-responsive, and that they felt unsupported during the complaint process. The general perception is that HR wants to protect the university and not employees. Many argue that complaints about racism and discrimination should not be handled by the HR. A lack of racial diversity in administrative roles in HR is also a concern for some respondents.

25% of respondents do not know how to report racism, and 16% feel uncomfortable reporting racism and/or race-based harassment at KPU. Respondents who are racialized are less likely to feel comfortable reporting racism than their non-racialized counterparts. Only 8% of non-racialized respondents indicate discomfort, while 30% of racialized respondents say they are uncomfortable reporting racism. For those who do feel comfortable reporting, 11% of the respondents do not feel confident that their complaints will be addressed, and 32% do not know if their complaints will be addressed by the institution. Many suggest that KPU needs to work on reporting mechanisms in order to build more employee confidence.

Many respondents are not aware that KPU does not have a racism/anti-racism policy yet; thus, in survey comments they ask about the policy and how it works. Respondents

also identify the need for clear and on-going communication about how/where to report. Many want a process whereby they do not have to go either to HR or to their unions.

Many respondents ask for:

- Developing an anti-racism policy
- Revising existing policies to hold space for cultural diversity
- Providing tools and processes to deal with complaints of racism
- Creating a transparent dispute resolution process that supports all parties
- Providing mandatory training for people dealing with complaints
- Offering a safe and anonymous space to disclose racism

## Need for Transparent Systems of Data Collection

49% of respondents believe that KPU should collect race-based data to inform decision making and 38% of respondents say they do not know if race-based data should be collected. Only 13% of respondents believe that race-based data collection is not needed. Those who do not know if data should be collected are generally in favour of collecting data if it is a transparent process where the purpose and procedures are clear and the privacy of respondents is assured. There are also recommendations that questions for data collection be developed carefully by experts in the field, and that appropriate support be provided to respondents who share information which might trigger trauma. Many respondents express a desire to know more about the racial and ethnographic makeup of the university and several recommend that KPU take a data-driven approach to improve hiring processes.

## Desire to Transform Curriculum and Pedagogy

Many respondents point to curriculum and pedagogy as important tools to address racism. Common recommendations and requests include:

- Training and resources to help faculty diversify their course texts, methodologies, and approaches
- Training to help faculty and staff facilitate difficult conversations about race and racism and manage racism when it appears in the classroom
- Anti-racist curriculum development and approval processes that create space for different ways of knowing and encourage a diversity of perspectives and methods
- Student training modules and resources about racism and anti-racism that can be easily incorporated into courses

Respondents note that the labour associated with developing anti-racist and equity-based pedagogies and resources is disproportionately performed by BIPOC faculty and staff, and it is often unpaid, unacknowledged, and unsupported at KPU. Many recommend that KPU create mechanisms to support, acknowledge, and celebrate such contributions.

## Concerns about Internationalization and Treatment of International Students

Many respondents express concerns about internationalization and the treatment of international students at KPU, noting that they have witnessed rampant racism against international students, including disparaging and patronizing remarks, stereotyping, exclusionary practices, and discrimination in assessment. Many comments highlight the relationship between racism and cultural and linguistic biases, with respondents observing that some international students are discriminated against due to English language skills and a lack of understanding of Canadian culture.

Respondents are also deeply troubled by the treatment of international students, expressing concern that international students are exploited for their tuition money and given minimal (and often inappropriate) supports. Comments highlighted the multiple economic, linguistic, cultural, and educational barriers faced by international students, and respondents recommend improved services, particularly when it comes to helping international students develop language proficiency, comprehension skills, and an understanding of Canadian culture. Additionally, many respondents see a need to educate international students about Indigenous and Canadian histories, so that newcomer students are able to engage with Indigenous peoples, cultures, and knowledges ethically. There are also consistent recommendations that KPU continue efforts to diversify international student recruitment to bring students from around the world to KPU, rather than focusing recruitment on specific nationalities and communities. The respondents' perception is that this would increase cultural, racial, and linguistic diversity.

## Miscellaneous

Many other concerns and recommendations that do not fit within the above themes have been brought forward by the respondents to the survey. They include:

- Lack of racial diversity in the KFA leadership
- BIPOC colleagues leaving the institution because of overt or covert racism
- Need for accountability mechanisms so that each department/Faculty/unit is responsible for implementing anti-racism strategies
- Need for a BIPOC student association/advising centre

- Special funding/scholarships for BIPOC students
- Communication: managers should touch base with BIPOC employees on a regular basis to ensure that their needs are being addressed
- Recognition of the demands of emotional labour that are placed on BIPOC employees without proper compensation
- Need for those with more privilege (for example, hetero-cis-white-men) to help foster anti-racism
- Marketing, communications, and events strategies that address racism and anti-racism such as: placing "No place for racism @ KPU" signs on campus; hosting festivals and events to celebrate diversity in order to foster anti-racism; and featuring anti-racism related information on KPU's main webpage
- Build holidays (religious and cultural) into employee Outlook calendars to facilitate course and assessment planning

## Acknowledgement

We thank members of the Task Force on Anti-Racism, members of the Arts Anti-Racism Committee, members of the Indigenous Advisory Committee, members of KPU Human Resources, members of the KPU Pride Advocacy Group, the KPU Office of Planning and Accountability, KPU Board members, and an external advisor for their feedback during the development of this survey.

# Survey: Representative Comments

*Please Note: These comments have not been edited. Identifying information has been redacted.*

## Need for a Central Office of Human Rights and Anti-Racism

“Create an Office of Anti racism and Human Rights with qualified staff and properly resourced to respond to complaints”

“Possibly a department or body with a mission to address race related issues or concerns for faculty, employees and students. Not a theoretical or symbolic committee, but an actual department to support BIPOC in the KPU Community staffed with qualified BIPOC employees where it feels like a safe environment to express concerns and escalate any issues in an unbiased and empathic manner.”

“An ombudsperson or human rights office.”

“Having a committee or office in place where cases of discrimination can be reported and a set of procedural guidelines for how the complaints are evaluated and acted upon to create positive changes.”

“office for diversity which includes mechanism for reporting and addressing racism, review of systems that maintain racism”

“We would benefit from having an ombudsperson or Human Rights office like so many other institutions.”

“Office of human rights to address these complaints”

“A human rights office is essential.”

“To support an equity or human rights office.”

“There needs to be a separate office to report [anti] racism incidents.”

“an office of Human Rights, which is becoming standard at many universities and is at a healthy remove; an ombudsperson for students and employees”

“Create a Human Rights Office possibly has arms-length connection with senior management.”

“A person or central office of some kind to oversee anti-racism work.”

“Creation of an Equity & Inclusive Office on campus”; “Create an Equity or Inclusion office.”

“A distinct office that deals with these issues and is at a healthy remove from other divisions of the university.  This office needs proper funding and needs to be led/managed by a BIPOC individual.”

“There should be a space (be it a person, team or office, either virtually or in-person) that people can easily report incidents of racism to without having to go through HR or their direct supervisor”

## Experiences of Racism

“Awful email threads that show elitism and ignorance and is scary to think these people influence and teach our students”

“A BIPOC colleague passed over for full time employment even when she was better qualified and experienced than the white colleague.”

“I have directly received comments from faculty members at KPU berating our South Asian students as coming from "the worst possible culture." This is just one example of the kind of white supremacist thinking that I believe is rife at KPU.”

“I have seen BIPOC colleagues not have the same voice in meetings as white colleagues. I have heard white people say that BIPOC colleagues are over reacting or over thinking a situation. I have seen BIPOC colleagues less likely to speak out about an injustice. I have heard a BIPOC colleague being labelled as angry when speaking in a calm tone about an issue. I see less respect given to BIPOC employees.”

“Within department meetings I have seen faculty members make comments that put down efforts to Indigenize curriculum, or that they fail to understand the hardships that Indigenous people face, rather trying to focus on other minority groups that have dealt with oppression. While yes other groups have for sure experienced oppression, the oppression that Indigenous people have faced need to be discussed.”

“If you are involved in various initiatives at KPU. experiencing or witnessing racism or micro-aggressions is almost a daily occurrence.”

“There needs to be much education and self-reflection on the part of non-BIPOC. So much of the work of BIPOC at KPU is appropriated by white folks. Leadership is most of

the times unaware of the fact that many ideas/work being presented to them is actually being done by BIPOC but reported by white folks. This must absolutely stop."

## Need for Education

"I think the intercultural training and inclusive pedagogy courses through T&L Commons are excellent. However, in my experience those who could benefit from the training the most do not engage in it (as its voluntary). If there was some way to make it mandatory or embed into Faculty review or regular training would be good. I would also like to see departments hire based on alignment to the values of KPU ([DEPT] does this well)."

"Faculty who do not have the language to understand issues such as privilege often will not sign up for PD activities that require them to engage in this sort of work. Anti-racist work, specifically, is difficult and personal and requires space and reflection. Faculty are often so overloaded that they do not make space for that change. Supporting this change in real systemic ways such as time release and/or department-wide events will allow them to move forward. Also, it is difficult to support hard and necessary change or to support historically excluded groups without properly funded and available support in the realms of mental health and wellness."

"Lack of education/understanding about the issues. The Task Force on Anti-Racism has done a great job bringing awareness to the issues but it needs to continue. Learning and un-learning can take a long time"

"Annual webinars/learning that ALL faculty/staff have to do to continually learn about racism, white supremacy, colonization, and how that impacts our lives today - like the onboarding training activities but Annual. Those were so helpful and good but everyone needs constant learning and reminders to stay aware of their unconscious bias and actions and thinking about how we can all do better as a University."

"Distribute very clear objectives and materials to all faculty about what racism may look like in the classroom, how it should be addressed, and best practices to make all students feel as safe as possible. The sessions offered by the Task Force on Anti-Racism are great--as are the many other talks and other resources faculty have access to--but attendance isn't always possible and faculty have to opt-in to them. Making anti-racism a mandatory part of the job, like reporting plagiarism, would be a very helpful step."

## Concerns about Composition of Leadership

“Yes. At systemic levels, in the faculty I work for, the dean and all associate deans, are all white. This has been a pattern for many years. It’s hard to believe there are no qualified visible minorities available for those roles. Also, in the faculty I work for, it is believed the dean plays favourites among employees. This is problematic for multiple reasons and does not encourage open communication among employees with management on serious matters such as racism.”

“We routinely see evidence of systemic racism at KPU when we look at the racial makeup of the administration, faculty, staff, university senate, faculty councils, and union representatives relative to the regional population, and when we consider who applies for KPU jobs, and who is eventually hired.”

“Ensure that the senior administration of KPU is not made up primarily of white people, for a start.”

“There is a fundamental disconnect between diversity of our leadership ranks and the communities we serve. Our cities, Indigenous communities, and student body are incredibly racialized. This is not reflected in our administration.”

“Senior leadership and boards and faculty and staff should NOT be majority white people and older generations - should reflect student body and our community and should make more of an effort to empower and hire Black, Indigenous, and People of Colour staff in senior roles.”

## Requests for Inclusive and Equitable Hiring Processes

“It is difficult to draw experienced BIPOC faculty to communities where they can never hope to own even a small home. We are simply not competitive.”

“Lack of diversity among the faculty. We must hire more BIPOC scholars.”

“Faculty racial composition does not match our student body's racial composition.”

“Hire more faculty specifically trained in teaching anti-oppression curricula.”

“Systemically, the faculty at KPU does not reflect the demographics of the communities we serve.”

## Concerns about Human Resources and the Complaints Process

“Another problem is with HR. Faculty members who are visible minorities do not speak up to HR about issues they are experiencing because there is a general belief amongst many employees that HR is nonresponsive when serious issues are brought to them.”

“I think Anti-racism needs to be a separate policy and not just included in the other policies.”

“It is currently very hard and onerous to raise concerns about specific incidents of racism, especially if those incidents have plausible deniability or are cloaked in language of "rigour" or "professionalism."

“I've seen colleagues get away with absolutely atrocious behaviour, and was told that it didn't rise to the level of a complaint. This gives me no confidence that if I were to report a racist microaggression, it would be dealt with appropriately. The process needs to be clear and simple, and focused on restorative justice. People who experience racism should not have to shoulder the labour of an onerous and emotional reporting process, especially when retaliation is often involved.”

“More information about what qualifies as racism and/or race-based harassment needs to be made available and the reporting structure needs to be made easy. Also, the person who you report racism to makes a difference. What are the biases of the person taking the report? What if they don't understand the complaint because they don't have the capacity to understand what counts as racism?”

“I know we are talking about it but am not sure what to do to call it out at the system level. My experience with calling out harassment was very unpleasant and unsatisfying. I felt attacked and unsupported in the process. While I understand there needs to be verification of claims the person standing up also becomes a target.”

“HR: take a more proactive role, instead of a passive one. Employees do not feel comfortable reporting issues to HR. I have heard of cases where employees have reported things to HR and nothing got done or there were no serious changes or even basic follow ups by HR. This is deeply troubling, because the word of mouth is very negative about HR and does not encourage employees to speak up.”

“KPU's approach to these issues is performative rather than substantive. In my experience, the reporting processes are not informed by an ethical framework and cannot respond to real issues in meaningful or helpful ways.”

“I want to speak to someone who is BIPOC and not have to define myself to an individual with no understanding of the history BIPOC people have lived.  A complaint should be enough; no one wants to define their experience. That puts more work on the marginalized individual and creates more traumatic experiences.”

“I think it would be helpful to have an annual report on the number of complaints and their resolution. I recognize that these would have to be anonymized, but such reports are done for union grievances at KPU. This would provide evidence that the complaint processes are in fact being used and what consequences ensued.”

## Need for Transparent Systems of Data Collection

“It would be useful in identifying places where the racial makeup of our staff/ faculty / admin don't match our communities, or the students we serve. For example, if only a small percentage of top admin are racialized, we know this is a bottleneck to address.”

“I think that in order to implement many of the EDID goals that are important to the university in the 21st century, it is important to specifically hire BIPOC faculty, which necessitates some amount of data collection. Not doing so puts an untenable amount of work and stress upon those BIPOC faculty we do have.”

“And because I do not have confidence that KPU admin would use this information in a way that would challenge systemic racism. I fear that admin would use it to produce a very nice image of the university and reduce opportunities for admin to be challenged by students, faculty, and the broader community. In effect, it might reduce the possibility of having honest and challenging - but hopefully productive - conversations - conversations that should be at the heart of university teaching, collegial, and academic life.”

“Data is essential for informing policy decisions seeking to rectify historical inequities. Certainly, data is subjective and open to interpretation and/or distortion, but without collecting race or ethnic data, it is impossible to fully identify areas of potential need nor where new initiatives can be most effective. Without data to inform decisions, it is very easy for established systems to continue blindly and perpetuate discrimination. That noted, data should not be considered sacrosanct. Judgement of data from inside a system of historical bias is inherently flawed. We must be open to qualitative experience and truly supportive of a diversity of perspectives.”

“We should collect race-based (and broader demographic data) across the entire life-cycle of an employee experience, not just at hiring. For instance, with regarding with

discretionary activities such as promotions, interim placements, resignations, terminations, and salary changes."

## Desire to Transform Curriculum and Pedagogy

"Our commitment to diversity, inclusion and equity doesn't show up in our course presentations etc because there's currently no pressure to do so. Other universities have sections in their course outlines where course developers must show how they are centering diverse perspectives or Indigenous perspectives etc. We don't. Also, course developers often have no training in course development, let alone how to design courses in a way that address the needs of different types of learners. This training should be mandatory."

"Ensure all curricula, even for subjects that don't seem to have directly to do with anti-racism, are reviewed within an equitable and anti-racist framework. Are the trades talking about female and BIPOC people who are accomplished in the trades? Is business talking about using business as a tool to create better anti-racist communities? Etc."

"Have extra emotional and teaching supports for faculty who - over and over again - experience backlash when they teach about racism, white privilege, gender discrimination, etc... Over the years this can affect faculty's mental and physical health -- frequently being in and diffusing conflict situations during anti-oppression learning activities."

## Concerns about Internationalization and Treatment of International Students

"Comments about students' cultures/names, stereotypes, beliefs about international students that are broad brush and inaccurate while lacking recognition of their resilience and independence, given all the barriers and challenges they face compared to students who live locally and may have similar challenges or less.

"Racial inequality is perpetuated through underprepared international students being put into vulnerable positions."

"There is also animosity towards international students that stems from and breeds racial inequality. There is minimal efforts in integrating and fostering a community that has comfortable internationalization. I am from [XYZ office] and the limits to our work is not in the pair of hands on deck, but the lack of a centralized, inclusive internationalization plan that is embedded to KPU's mission, vision, and Academic Plan

is making our mandate seem optional. It seems like the growth of international revenue takes precedence over real work in building globally aware and interculturally competent students. This needs to come from the executive level, so that employees are not hobbling to compete with other priorities."

"Systemic processes, opinions, and policies that hold back those who do not come from a privileged subset of KPU's students, administration, and faculty. For example, students are sometimes unable to clearly explain their points because their facility with the English language is lacking, yet KPU does not provide enough "make-up" English classes to support such students. Other issues involve racism between different cultures (not always from white to others)."

## Miscellaneous

"On an institutional level, lack of support or accountability for faculties and departments to take consistent action towards racial justice, including in curriculum, pedagogical approaches, hiring of faculty, and support for students."

"There needs to be greater visible minority representation in the union. Visible minorities will feel more comfortable speaking up to the union if there is more diverse representation amongst management at the union."

"Ask BIPOC employees and students about their experiences and what they need. Every supervisor should have a conversation with BIPOC employees who report to them about their experiences, their ideas, and not make assumptions. As a BIPOC employee with lived experience of racism in Canada, I don't have as strong a social capital as my privileged colleagues. My needs are more around personalized coaching, mentoring, and networking rather than a bunch of training sessions on EDI. KPU should build out programs and services tailored and specific to the needs of each equity-deserving group".

"Addressing intersecting systemic inequalities that contribute to worse academic results for students from some backgrounds seems key. For example, BIPOC students who are paying for post-secondary school on their own, while also working, and are the first in their families to attend post-secondary school (at all or first in Canada) have considerable challenges to being successful in the classroom. Funding to ease financial concerns and mentorship are two ways these concerns could be addressed."

"Instead of the demand of individual BIPOC to make a case for their rights to their supervisors and exerting emotional labour time and again, how about flipping the

narrative to where management invites these conversations and communicates positive outreach, and provides holistic support to employees? (Open to learning, open to accommodation) Creates mutual respect, a healthy workplace, and perhaps could result in better retention of talent."

"Don't keep KPU as a white institution and just slap on some policies so you don't look racist. ACTUALLY do something about it."

"It's not the biggest racial issue by a long shot, but to me the recognition of major non-Christian holidays in the planning of the academic calendar is one of many small indicators of a community that is looking out for minorities."

"What reminders do we receive that we are an institution committed to racial/social justice? A walk around any campus does not leave us with such a sense. Our official communications do not give us such as sense. We are trying to overcome centuries of racism, and our investments should be more than creating a committee to respond to the headlines. Investments to advance racial justice should be publicly reported and monitored at governance."

# Survey: Quantitative Data

## Demographics

### 1.1 Do you belong to any of the following equity-deserving/equity-denied groups?

| | Count | % |
|---|---|---|
| Women | 331 | 74% |
| Visible Minorities | 122 | 27% |
| Person with one or more Disabilities | 48 | 11% |
| Indigenous Peoples (First Nations, Métis, and/or Inuit) | 12 | 3% |
| Gender Minorities (e.g., trans, non-binary, Two-Spirit) | 12 | 3% |
| Sexual Minorities (e.g., gay, lesbian, asexual, bisexual, Two-Spirit) | 48 | 11% |
| Another category (please specify) | 26 | 6% |
| Total – (responses) | 392 (599) | 133% |

### 1.2 Which category best describes your racial or ethno-cultural identity?

| | Count | % |
|---|---|---|
| Black (African, Afro-Caribbean, African-Canadian, African-American descent etc.) | 11 | 2% |
| East Asian (Chinese, Korean, Japanese, Taiwanese descent) | 46 | 10% |
| Southeast Asian (Filipino, Vietnamese, Cambodian, Thai, Indonesian, other Southeast Asian descent etc.) | 27 | 6% |
| Pacific Islanders (Polynesia, Micronesia, and Melanesia etc.) | 5 | 1% |
| Indigenous (First Nations, Métis, and/or Inuit) | 12 | 3% |
| Latinx (Latin American, Hispanic descent) | 10 | 2% |
| Middle Eastern (Arab, Persian, West Asian descent etc.) | 8 | 2% |
| South Asian (East Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean, etc.) | 52 | 12% |
| White | 287 | 65% |
| Another category (please specify): | 18 | 4% |
| Total – (responses) | 442 (476) | 108% |

## Quantitative results by racialization status*

***"Racialized" refers to any survey respondent who indicated they were a visible minority or selected an option other than "white" on the racial/ethno-cultural background question.**

| | | Racialized | | Non-Racialized | | Overall | |
|---|---|---|---|---|---|---|---|
| | | Count | % | Count | % | Count | % |
| Have you ever personally experienced racism (at individual or systemic levels) at KPU? | Yes | 84 | 51% | 24 | 8% | 108 | 24% |
| | No | 80 | 49% | 271 | 92% | 351 | 76% |
| | Total | 164 | 100 % | 295 | 100% | 459 | 100 % |
| Have you ever witnessed racism (at individual or systemic levels) at KPU? | Yes | 87 | 54% | 128 | 44% | 215 | 47% |
| | No | 75 | 46% | 164 | 56% | 239 | 53% |
| | Total | 162 | 100 % | 292 | 100% | 454 | 100 % |
| Do you think KPU should collect race-based data (following strict privacy standards)? | Yes | 89 | 55% | 133 | 46% | 222 | 49% |
| | No | 20 | 12% | 38 | 13% | 58 | 13% |
| | Don't know | 53 | 33% | 119 | 41% | 172 | 38% |
| | Total | 162 | 100 % | 290 | 100% | 452 | 100 % |
| Are the full intersectional identities of BIPOC recognized, respected, represented, and taken into consideration at KPU? | Yes | 24 | 15% | 45 | 16% | 69 | 16% |
| | No | 53 | 33% | 67 | 24% | 120 | 27% |
| | Don't know | 83 | 52% | 172 | 61% | 255 | 57% |
| | Total | 160 | 100 % | 284 | 100% | 444 | 100 % |
| Do the current resources, services, and policies at KPU reflect the needs of BIPOC employees and students? | Yes | 22 | 14% | 26 | 9% | 48 | 11% |
| | No | 34 | 21% | 53 | 19% | 87 | 20% |
| | Don't know | 103 | 65% | 205 | 72% | 308 | 70% |
| | Total | 159 | 100 % | 284 | 100% | 443 | 100 % |
| I feel comfortable reporting racism and/or race-based harassment at KPU. | Yes | 62 | 44% | 179 | 68% | 241 | 60% |
| | No | 42 | 30% | 22 | 8% | 64 | 16% |
| | I don't know how and/ or | 38 | 27% | 61 | 23% | 99 | 25% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | who to report to | | | | | | |
| | Total | 142 | 100 % | 262 | 100% | 404 | 100 % |
| If yes, I feel confident my complaints will be addressed. *(only displayed if previous item = Yes)* | Yes<br>No<br>Don't know | 33<br>8<br>21 | 53%<br>13%<br>34% | 104<br>18<br>57 | 58%<br>10%<br>32% | 137<br>26<br>78 | 57%<br>11%<br>32% |
| | Total | 62 | 100 % | 179 | 100% | 241 | 100 % |
| Do you think there is a need for processes to address systemic racism? | Yes<br>No<br>Don't know | 105<br>6<br>30 | 74%<br>4%<br>21% | 166<br>17<br>76 | 64%<br>7%<br>29% | 271<br>23<br>106 | 68%<br>6%<br>27% |

# APPENDIX 2: POLICY DRAFT

# Policy on Racism and Anti-Racism (DRAFT)

**Policy Developer: KPU's Task Force on Anti-Racism**

**Policy Sponsor: TBD**

**Policy Approver: TBD (approved by the Board with recommendation of the Senate)**

## A. CONTEXT AND PURPOSE

### Context

Kwantlen Polytechnic University (KPU) acknowledges that historic and ongoing racism exists within and beyond the institution, and that it negatively impacts teaching, learning, scholarship, service, engagement in all aspects of the university's operations and activities, and the lives of students and employees. KPU further affirms that racism is rooted in intersectional systems of oppression including (but not limited to) white supremacy and settler colonialism, and that it operates at individual, institutional, and societal levels. For this reason, an intersectional lens is required when examining and addressing racism. KPU affirms that it has an ethical responsibility to eliminate racism and that fostering anti-racism is an individual and collective responsibility that requires ongoing un/learning and action at all levels of the institution. Anti-racism, equity, and inclusion are important elements of fostering Inclusive Excellence at KPU.

### Purpose

1. To define racism and anti-racism
2. To enhance awareness about racism and advance a culture of anti-racism
3. To affirm that KPU has an ethical responsibility to provide an equitable, respectful, inclusive, and safe environment free of racism for working and learning in-person or online, on or off campus
4. To affirm KPU's responsibility to ensure that all its policies, practices, and procedures adhere to and align with our commitment to anti-racism
5. To outline a complaints and conflict resolution process to address racism
6. To identify and dismantle systemic barriers for members of the IBPOC/BIPOC/People of Colour/the Global Majority communities
7. To foster Inclusive Excellence at all levels of the organization

## B. SCOPE AND LIMITS

This policy applies to all members of the KPU community – including, but not limited to students, faculty, staff, administrators, alumni, volunteers, visitors, board of governors' representatives, and contractors--both on- and off-campus, while engaged in University activities.

## C. STATEMENT OF POLICY PRINCIPLES

KPU will

1. Ensure that racism in any shape or form will not be tolerated at KPU
2. Commit to identifying and dismantling racism within and beyond the institution
3. Uphold the rights of each member of KPU to learn and work in a safe environment, free of racism
4. Oversee a complaints and conflict resolution process that takes complaints about racism seriously and provides avenues for support, resolution, and if necessary, disciplinary action
5. Enhance awareness of racism and anti-racism by continuing to develop and/or offer resources and educational offerings
6. Collect relevant race-based data on an on-going basis to inform decision-making at all levels of the institution
7. Promote Inclusive Excellence by hiring and supporting BIPOC candidates at all levels of the institution
8. Develop anti-racist best practices, processes, and plans based on data and evidence

## D. DEFINITIONS

Refer to Section A of [Policy #] [Procedure name] for a list of definitions in support of this Policy.

## E. RELATED POLICIES & LEGISLATION

**AD2** Complaints about Instruction, Services, Employees or University Policy
**HR15** Diversity and Inclusiveness Policy
**HR16** Employment Equity
**HR21** Respectful Workplace
**SR8** Emergency Response to Inappropriate, Disruptive & Threatening Behaviour SR9 Violence in the Workplace
**ST7** Student Conduct (Non-Academic)
BCGEU Collective Agreement
KFA Collective Agreement
BC Human Rights Code

## F. RELATED PROCEDURES

See Procedures

# Procedures

## A. DEFINITIONS

**Anti-Racism**
Actively opposing systemic and individual racism and racial prejudice and taking constructive action/s to ensure equity and systemic justice in all facets of our lives.

**BIPOC/IBPOC/People of the Global Majority**
“BIPOC” is an acronym that stands for Black, Indigenous, and People of Colour. IBPOC is another common variation of this acronym which purposefully elevates Indigenous people as the First Peoples of the territories we currently call Canada. People of the Global Majority is a term which decentres whiteness and acknowledges Indigenous, Black, and People of Colour as the global majority. These acronyms and terms seek to acknowledge the different yet overlapping systems of racism and oppression faced by Black peoples, Indigenous peoples, and People of Colour in Canada. While the terms are designed to demonstrate solidarity between communities of Colour, it is important to know that they lack specificity and have the potential to ignore the unique experiences of individual racial and ethnic communities.

**Diversity**
Diversity involves acknowledging and celebrating diverse facets of human identity, including (but not limited to): race, gender, sexuality, culture, ability, age, religion, and/or socioeconomic status.

**Ethnicity**
Ethnicity is a way of categorizing people according to their shared cultural attributes and expression. Ethnicity can include national origin, language, religion, and other cultural values.

**Equity**
Equity is the process of removing inequalities and disparities. Equity recognizes that some people, especially those who have been historically marginalized, face barriers that others do not, and it requires an intentional and proactive effort to remove prejudices and imbalances that are embedded in policies, systems, practices, relationships, and structures.

**Equality**
Equality is the process of treating all people the same. Unlike equity, equality does not necessarily recognize that some people face systemic barriers, imbalances, and oppressions that others do not.

**Inclusion**
Inclusion, which has been articulated and championed by disability rights scholars and activists, requires the active mobilization of resources, practices, and policies to ensure that all members of a society or community have equitable access to spaces, opportunities, processes, and resources. Inclusion requires that all voices are empowered and supported through structural and systemic changes within our institutions and in our societies.

**Inclusive Excellence**
Inclusive Excellence views anti-racism, equity, diversity, and inclusion as essential to individual and institutional innovation and excellence. It is a transformational framework that not only acknowledges, upholds, and celebrates diverse ways of knowing, learning, and engaging, but also encourages and supports creation and dissemination of this knowledge.

**Intersectionality**
“Intersectionality as an analytic tool examines how power relations are intertwined and mutually-constructing. Race, class, gender, sexuality, dis/ability, ethnicity, nation, religion, and age are categories of analysis, terms that reference important social divisions” (Collins and Bilge 7). In short, intersectionality — which is a concept articulated by Black, feminist scholar Kimberlé Crenshaw — means that various forms of power and privilege intersect to create varied marginalizations (for example, a Black woman with a disability may face sexism, racism, and ableism); while one may face these power structures separately, the combination/intersections of multiple and overlapping forms of discriminations must be considered in assessing the impact of power structures.

**Microaggression**
A subtle everyday act of discrimination (including racism), at times unintentional, against members of marginalized communities.

**Race**
Race is a way of categorizing humans based on physical traits (especially skin colour). While these categorizations are a social rather than a biological construct, race remains a powerful concept that is often used to establish, organize, and perpetuate social and political hierarchies.

**Racism**
Racism is based on privilege and power, and it can be individual and/or systemic. It can include prejudice, discrimination, and mistreatment directed at an individual or community based on their race and ethnicity. Additionally, racism includes systems of advantage and oppression based on race, where certain individuals and communities receive privileges based on their race or ethnicity that others do not.

**Restorative Justice**
An approach to justice which brings all parties involved in a conflict together and employs interpersonal communication strategies to discuss harm and find ways to repair it.

**Settler Colonialism**
Settler colonialism is a particular form of colonization that seeks to permanently establish a new political order through the elimination of Indigenous rights. Settler colonialism is unique in that it is an ongoing process; it is "a structure rather than an event" (Wolfe 388).

**White Supremacy**
White supremacy refers to a series of overlapping beliefs, systems, and structures that uphold the supremacy of white people over people of other races.

# B. PROCEDURES

[The Procedure section should be developed by KPU in alignment with its other policy revisions (for example, HR15 and HR16), and in accordance and consultation with the legal framework of the BC Human Rights Code.

Below are **recommendations** for potential steps to follow:
The TFA recommends that the procedures be revisited, revised, and finalized after the TFA's recommendation of a centralized Office (tentatively titled: Office of Anti-Racism and Inclusive Excellence) has been formed in consultation with the members of the Implementation Committee (which will continue the implementation of the recommendations of the TFA), internal and external experts on racism/anti-racism, and an institution-wide consultation process.]

## Procedures for fostering anti-racism

1. The University will develop a short and long-term plan throughout the institution to foster anti-racism.
2. The University will collect and publish race-based data on a regular basis in order to inform hiring, recruitment, advancement, and retention practices.
3. The University will enhance awareness of racism by continuing to develop and/or offer resources and educational offerings.

4. All Faculties and support units in the institution will develop vision statements, goals, and strategies to foster anti-racism within their units and report annually on progress.
5. The President or designate, on behalf of the institution, will provide an annual update to the Board of Governors about progress made in terms of hiring, recruiting, and retaining BIPOC employees.

## Procedures for dealing with cases/complaints of racism

[Below is a vision map for ideal procedures (to be developed further by KPU through institution-wide consultations)

The TFA recommends that the complaints procedure be overseen by the Office of Anti-Racism and Inclusive Excellence and grounded in restorative justice and/or conflict resolution models. All efforts should be made to resolve complaints through inter-personal informal consultations based on the principles of restorative justice and conflict resolution. Human Resources involvement and disciplinary actions should be the final resort in cases where it is not possible to reach resolution.

The procedures should also complement existing policies listed below as well as the Code of Conduct already in place (or those that may be under revision).]

### Basic Principles

1. KPU's Office of Anti-racism and Inclusive Excellence will take a harm-reduction approach to conflict resolution and work on a case-by-case basis. The Office will be made up of personnel with expertise in race, racism, and anti-racism.
2. All KPU members are encouraged to report if they experience or witness racism. Even when members are unsure if what they witnessed constitutes racism or not, they are encouraged to file a report so that the Office can record what happened. Full confidentiality must be ensured. [This point about reporting procedure can be developed further after it is clear where the report is to be filed]

## Complaints Procedure

Every effort must be made to protect the identity of individuals involved, and to maintain the level of privacy requested by the reporting party. Individuals reporting the incident may self-identify or remain anonymous. Anonymous reporting, however, will prevent following-up to address impact. Anonymous reports will be used solely to compile data on the overall campus climate.

1. The Office representative meets with the parties involved individually to learn about the micro or macro aggressions. If the committee determines that the incident does not meet the definitions of racism, but that it potentially caused

emotional harm or distress to an individual or a community, it may recommend further steps (such as training, mediation, Alternative Dispute Resolution, and/or culturally-appropriate forms of conflict resolution).

2. The committee recommends steps and clear timelines for mediation and conflict resolution, identifies remedies that will be available to the person who complained, and affirms the consent of all parties to participate
    a. If parties do not consent to participate in conflict resolution, the case can be referred to Human Resources as per Step 5
3. The committee will engage in Alternative Dispute Resolution, mediation and/or dialogue with all parties with the goals of reducing harm, resolving conflict, and supporting well-being.
4. Failing mediation and conflict-resolution, the parties may be sent for arbitration through an external consultant/mediator
5. Refer the case to Human Resources for disciplinary action, if needed, and after all other avenues have been exhausted. Identify disciplinary measures that will be applied if the complaint is substantiated
6. Explain the right to file an application with BC Human Rights Tribunal

## C. RELATED POLICIES

**AD2** Complaints about Instruction, Services, Employees or University Policy
**HR15** Diversity and Inclusiveness Policy
**HR16** Employment Equity
**HR21** Respectful Workplace
**SR8** Emergency Response to Inappropriate, Disruptive & Threatening Behaviour
**SR9** Violence in the Workplace
**ST7** Student Conduct (Non-Academic)
BCGEU and KFA Collective Agreements
BC Human Rights Code

# APPENDIX 3: OFFICE OF ANTI-RACISM AND INCLUSIVE EXCELLENCE

# APPENDIX 3: PROPOSED VISION, ORGANIZATIONAL CHART, AND BUDGET FOR THE PROPOSED OFFICE OF ANTI-RACISM AND INCLUSIVE EXCELLENCE

## Vision

The Task Force on Anti-Racism (TFA) recommends that KPU establish an Office of Anti-Racism and Inclusive Excellence to streamline all its racism and anti-racism related work. Most of the leading post-secondary institutions in BC have one or more central office/s focusing on anti-racism, human rights, or equity, diversity, and inclusion initiatives (see Appendix 4). Many post-secondary institutions are now recognizing the need for an anti-racism focused office to ensure consistent work on eliminating systemic racism from our institutions. Currently, KPU as the fourth largest institution in BC, is lacking such an office/s. As mentioned in the report above, current research at higher-education institutions, non-governmental and non-profit organizations, think tanks, and activist movements across the territories known as North America, which cautions against the risks of allowing anti-racism initiatives to be subsumed by EDI initiatives. Many scholars and activists whose work focuses on anti-racist and decolonial practices have argued that EDI does not equal anti-racism and that racial justice needs to be the central tenet of all equity work in our institutions. While EDI initiatives can open space for discussions about inequities, they should not become “a containment zone” (Thobani 6). The risk of framing anti-racism within EDI is that it diversifies without paying attention to racial justice. Thus, an office with a focus on anti-racism will help mitigate some of these concerns.

Additionally, the BC government has introduced anti-racism legislation to help advance equity in British Columbia, and the Federal Anti-racism Secretariat has launched the first National Action Plan for combating hate. Thus, it is in KPU’s interest to start working on the TFA’s recommendations and move quickly and thoughtfully in order to align its structures, policies, and procedures with the forthcoming and anticipated government mandates which may make anti-racism part of legislative changes. The proposed Office of Anti-Racism and Inclusive Excellence will help with this process. It is imperative that KPU build infrastructure to further develop its capacities to foster anti-racism and inclusive excellence. Anti-racism work cannot be done off the side of somebody’s desk and it cannot be done by one or two people, especially for an institution the size of KPU (20K+ students; 2K employees).

This Office, potentially housed under the President’s office via a vice-president position as outlined in the organizational chart below, with further structures developed as needed, would offer support and consultation services to senior leadership, committees, departments and units, and advise on strategic planning processes and all institution-

wide initiatives. This Office must include diverse personnel with education, training, and expertise in race, racism, and anti-racism and must be led by BIPOC.

The TFA recommends that this Office be provided leadership, administrative, and staff positions and ongoing, adequate funding and resources as outlined below and in the attached organization chart and budget.

## Personnel

**Associate Vice-President/ a senior level position**
The TFA recommends that KPU establish a high-level position at the Associate Vice-President or similar level especially dedicated to anti-racism and inclusive excellence to lead the Office of Anti-Racism and Inclusive Excellence and to coordinate all anti-racism work at KPU. This position must be held by a BIPOC person with education/training and expertise in race, racism, and anti-racism. This person will oversee and provide leadership to the Office of Anti-Racism and Inclusive Excellence and may serve as a visionary to inspire diverse groups to unite around issues of racism and discrimination.

- Interim: That KPU appoint either an interim AVP or similar level position while the Office is being established. Additionally, KPU may consider appointing an Advisor on Anti-racism to the President and/or the Provost for ongoing support of anti-racism initiatives

**Conflict/Complaints Resolution Expert**
The Conflict and Complaints Resolution Expert will develop, maintain, facilitate, and review transparent conflict resolution and complaints processes related to racism, race-based harassment, and discrimination. This position will also help with the implementation and oversight of the Racism and Anti-Racism Policy alongside the Data and Policy Analysis Expert and other individuals at KPU.

**Education and Training Expert**
The Education and Training Expert will develop, maintain, and review resources, workshops and education modules on race, racism, and anti-racism for employees and students. The expert will also facilitate workshops and modules by bringing in external facilitators and speakers and/or liaising with other units at KPU (i.e.: Teaching and Learning Commons; Libraries etc.) to develop and disseminate educational resources and/or plan educational events.

**Communications and Report Writing Expert**
The Communications and Report Writing Expert will oversee marketing, communications, and promotion for the Office of Anti-Racism and Inclusive Excellence. Additionally, the expert will write grants and/or reports for internal and external dissemination and consult with and advise KPU's Marketing and Communications on items related to race, racism, and anti-racism.

**Data and Policy Analysis Expert**
The Data and Policy Analysis Expert will collaborate with units across KPU to develop data collection tools and policies related to race, racism, and anti-racism. Additionally, they will analyze all KPU data and policies using an anti-racism lens and advise on the needed changes to relevant units.

**Administrative Support**
This position will support the day-to-day operations of the Office.

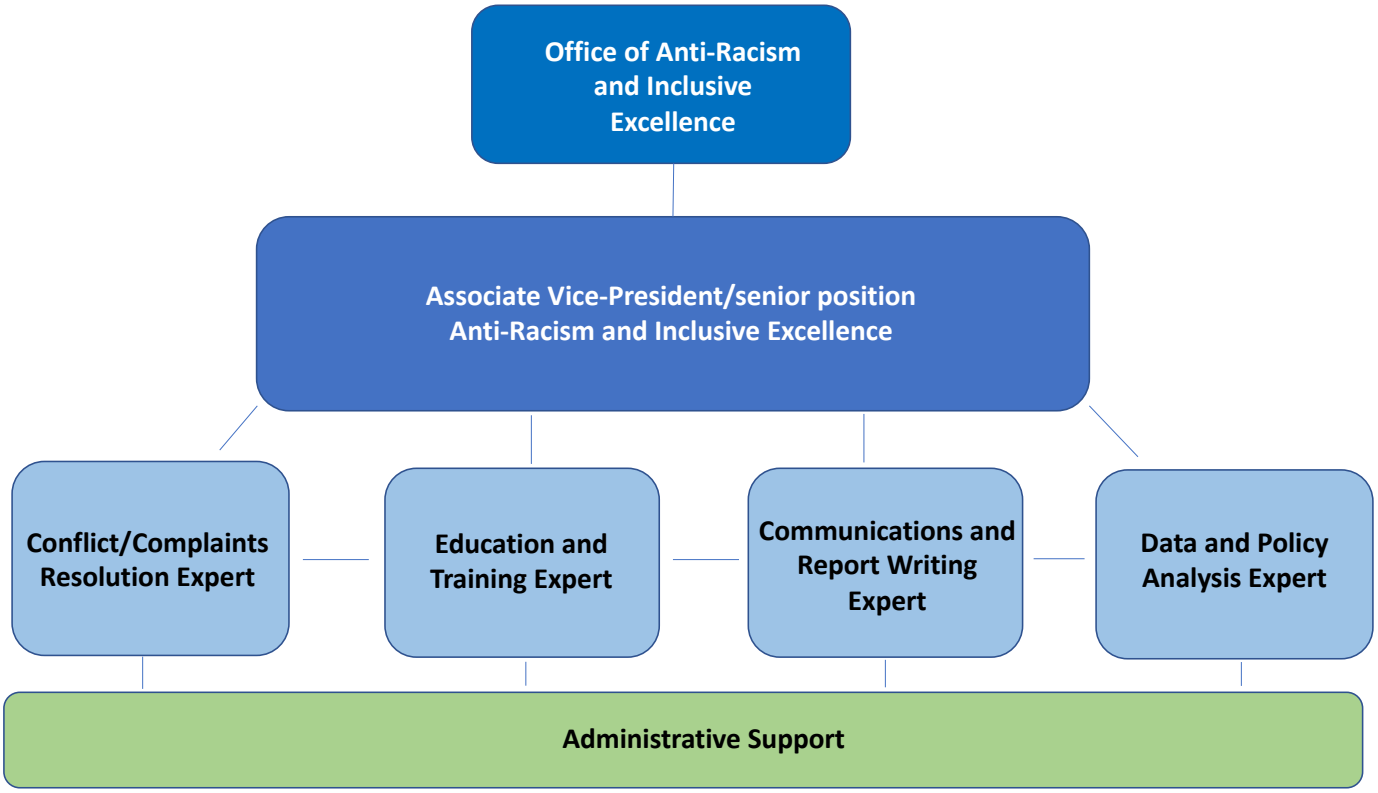
## Proposed Budget:

**Salaries:** $ 500,000/-

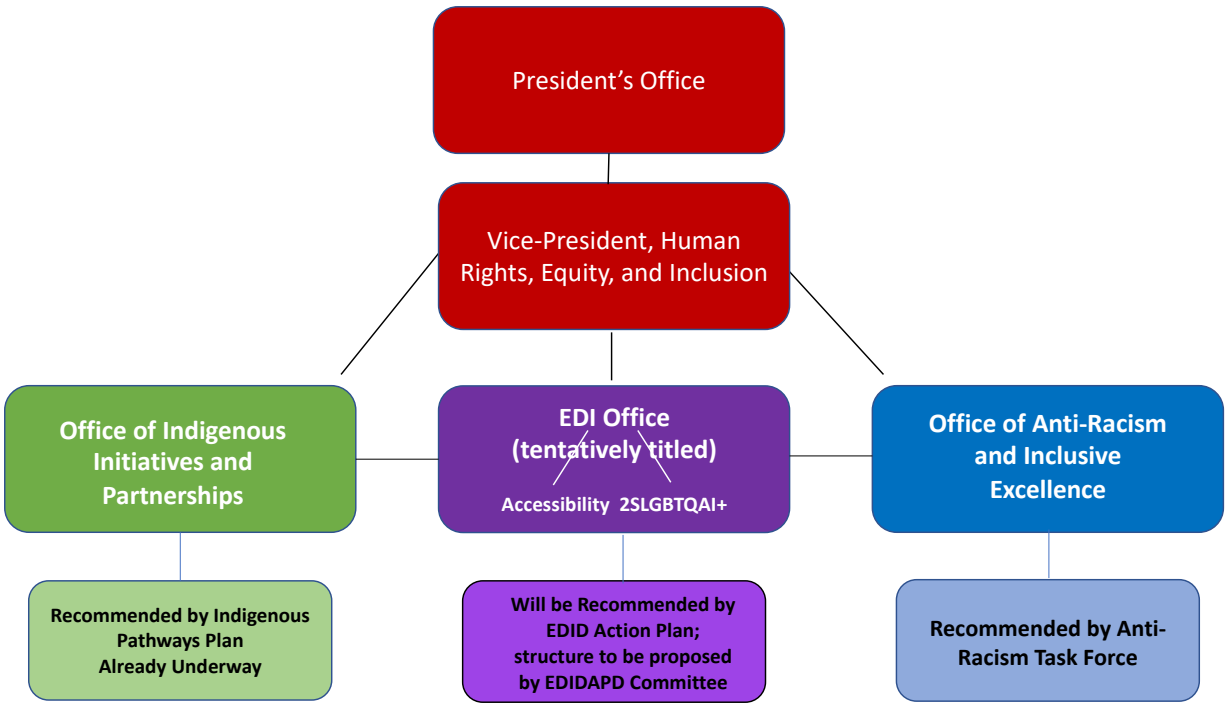
**Operating Budget:** $ 500,000/- (includes office space; hardware/software; capital expenditure; budget for training and education; professional fees; honoraria; scholarships and awards; student assistants; research costs; travel; conferences etc.)

**Total: $10,00,000/annually**

# Proposed Organizational Chart for the Office of Anti-Racism and Inclusive Excellence



## Proposed structure for the overall fit of the Office of Anti-Racism and Inclusive Excellence with other offices at KPU




### Note:

In consultation with members of the Equity, Diversity, Inclusion, and Decolonization Action Plan Development Committee and Indigenous Advisory Committee, the TFA has provided the above chart to help envision an organizational structure. This structure is not a formal recommendation; rather it is meant as a starting place for further consultations. While this proposed organizational structure draws from standard university titles and hierarchies, the TFA does not envision or promote a strictly hierarchical structure. We look to models of consensus-building and democratic governance that have been used in BIPOC communities since time immemorial as reminders that it is possible to radically remake our structures.

We are also mindful of the fact that each office within this proposed structure will hold different responsibilities. For example, the Office of Indigenous Initiatives and Partnerships will likely carry the unique responsibility of liaising with Indigenous nations.

It will be important to ensure that each individual unit is given the support, resources, and autonomy it needs to fulfill its unique mission.

The TFA encourages KPU to fill positions in these offices with BIPOC, and specifically, with Indigenous peoples. Given that KPU is situated on Indigenous lands, its work around Human Rights, Equity, Inclusion, Diversity, Anti-Racism, and Decolonization must always be guided by Indigenous leaders and in consultation with Indigenous nations and communities.

# APPENDIX 4: OFFICES AT BC POST-SECONDARY INSTITUTIONS

# APPENDIX 4: HUMAN RIGHTS AND EDID OFFICES AT BC POST-SECONDARY INSTITUTIONS

| | |
|---|---|
| University of British Columbia (UBC): | Equity and Inclusion Office<br>Anti-Racism and Inclusive Excellence at UBC |
| Simon Fraser University (SFU): | Human Rights Office<br>EDI at SFU |
| University of Fraser Valley (UFV): | Human Rights and Conflict Resolution Office<br>Race and Anti-Racism Network<br>EDI Action Plan |
| University of Victoria (UVIC): | Equity and Human Rights Office<br>Anti-Racism Education |
| Thompson Rivers University (TRU): | Human Rights Office/r<br>EDI Action Plan |
| Vancouver Island University (VIU): | Diversity, Inclusion, and Human Rights Office |
| Royal Roads University (RRU): | Equity, Diversity, and Inclusion |
| Langara College: | JEDI Strategy<br>Human Rights Policy |
| Capilano University: | Human Rights and EDI Policy |
| British Columbia Institute of Technology: (BCIT) | Respect, Diversity, and Inclusion Office |
| Douglas College: | Anti-Racism Statement<br>Let's Do Respect |
| Emily Carr University of Art and Design: | EDI at ECU |
| Fairleigh Dickinson University (FDU): | Diversity, Equity, and Inclusion |
| Trinity Western University (TWU): | EDI Action Plan |
| University of Northern British Columbia: (UNBC) | EDI at UNBC<br>UNBC BIPOC Caucus |

# APPENDIX 5: BIBLIOGRAPHY

# APPENDIX 5: BIBLIOGRAPHY OF WORKS CONSULTED AND CITED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“Equitable inclusion is critical to excellence” (*The Scarborough Charter*)

## Appendix 5.3 Enrolment Plan

*To:* *KPU Senate and Board of Governors*

*From:* *Lori McElroy, AVP, Planning & Accountability*

*Date:* *October 29, 2024*

*Re:* *Financial Assessment Assumptions for Master in Operations and Supply Chain Management Program – Fall 2026 Program Start*

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The financial assessment for the proposed Master in Operations and Supply Chain Management program is based on the following assumptions.

Workload:

- The program consists of 10 three-credit courses, all taught at Mode 16 over a standard semester and standard contact hours. In addition, there is one capstone course that is 6 credits and is taught over 2 semesters. It is equivalent in workload to two of the three-credit courses. Total credits for the program is 36. Full time status for masters programs will be 6 credits in a semester.
- Program courses will be offered in all three semesters every year.
- Anticipated program start is Fall 2026. Only 2 courses will be offered in Fall 2026. By Fall 2028, all courses will be offered. In Sum. semesters, only some courses will be offered, with specific courses alternating from one Sum. to the next. The roll out of courses is shown in the table on the following page. This can be altered based on student demand, ensuring students can progress.
- This program will be offered by a new department, so chair release of one course per year is included.

Enrolment:

- Class size maximum is 35.
- This will be non-cohort based-delivery; students can take courses at their own pace.
- There will be two intakes a year: Fall and Spring.
- As a two-year program, this may be attractive to international students, particularly those interested in the Post Graduate Work Permit program. However, given the decline in international recruitment since IRCC started making policy changes, we have been conservative in estimating demand.
- Note, capacity is 35 students for each intake, but based on past experience with new programs, the fact that this will be KPU's first masters programs, and the uncertainty around international recruitment, the initial enrolment numbers are conservative, growing slowly over time as the program develops a reputation. New intake headcounts used in the financial assessment are shown in the following table.

| Fall | Spg. | Fall | Spg. | Fall | Spg. | Fall | Spg. | Fall | Spg. | Fall | Spg. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 26 | 27 | 27 | 28 | 28 | 29 | 29 | 30 | 30 | 31 | 31 | 32 |
| 8 | 6 | 8 | 6 | 10 | 8 | 12 | 10 | 14 | 12 | 16 | 14 |

Tuition:

- Tuition in Fall 2026 is set at $785 per credit. This will require a new tuition category in Bylaw 4. International and domestic students will be charged the same tuition.
- This rate was selected to be competitive with other Masters programs. The total program tuition will be $28,260, plus 7% mandatory fee for a total of $30,238, at AY26/27 tuition rates. KPU international students in UG programs would pay $29,112 for 36 credits, including mandatory fees, in AY26/27. The Master offered by the University of Manitoba is expected to be $32,565 in AY26/27, including mandatory fees, except the coop work term fee, which is $5,358.

**Course Roll out by Semester**

If shaded, the course is not offered in that semester. This schedule can be changed based on student demand.

The program would start with just 2 courses in Fall 2026 since initial enrolments are expected to be low. Additional courses are rolled out slowly to concentrate students in a limited number of courses until enrolment grows. Although specific courses are listed, they can be swapped out for other courses at the same course level. All courses are offered beginning in Fall 2028, but note all courses are never offered in summers since demand is typically lower in summer. Care will need to be taken to ensure the courses offered in summer are the ones most needed to allow students to progress. The course roll out can change if actual demand turns out to be substantially different from what is in this plan but this will affect workload and therefore the cost of delivery.

| **Fiscal Year** | **FY27** | | | **FY28** | | | **FY29** | | | **FY30** | | | **FY31** | | | **FY32** | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Academic year** | **AY26/27** | | | **AY27/28** | | | **AY28/29** | | | **AY29/30** | | | **AY30/31** | | | **AY31/32** | |
| **Courses** | Fall 26 | Spg. 27 | Sum. 27 | Fall 27 | Spg. 28 | Sum. 28 | Fall 28 | Spg. 29 | Sum. 29 | Fall 29 | Spg. 30 | Sum. 30 | Fall 30 | Spg. 31 | Sum. 31 | Fall 31 | Spg. 32 |
| BUSM 7100 | | | | | | | | | | | | | | | | | |
| BUSM 7110 | | | | | | | | | | | | | | | | | |
| BUSM 7120 | | | | | | | | | | | | | | | | | |
| BUSM 7130 | | | | | | | | | | | | | | | | | |
| BUSM 7200 | | | | | | | | | | | | | | | | | |
| BUSM 7210 | | | | | | | | | | | | | | | | | |
| BUSM 7220 | | | | | | | | | | | | | | | | | |
| BUSM 7230 | | | | | | | | | | | | | | | | | |
| BUSM 7240 | | | | | | | | | | | | | | | | | |
| BUSM 7250 | | | | | | | | | | | | | | | | | |
| BUSM 7300 | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| Number of courses offered | 2 | 4 | 5 | 7 | 8 | 6 | 11 | 11 | 6 | 11 | 11 | 6 | 11 | 11 | 6 | 11 | 11 |

| **Number by level** | Fall 26 | Spg. 27 | Sum. 27 | Fall 27 | Spg. 28 | Sum. 28 | Fall 28 | Spg. 29 | Sum. 29 | Fall 29 | Spg. 30 | Sum. 30 | Fall 30 | Spg. 31 | Sum. 31 | Fall 31 | Spg. 32 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 7100 | 2 | 2 | 2 | 4 | 4 | 2 | 4 | 4 | 2 | 4 | 4 | 2 | 4 | 4 | 2 | 4 | 4 |
| 7200 | | 2 | 3 | 3 | 3 | 3 | 6 | 6 | 3 | 6 | 6 | 3 | 6 | 6 | 3 | 6 | 6 |
| 7300 | | | | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |

**Information for Ministry Stage 1 Document**

Projected number of students in the first 4 years:

- The same tuition is charged for domestic and international students so we are not making a distinction but assume most will be domestic.
- We expect that some students may take the program while working full time.
- Students will study at their own pace so will take varying amounts of time to complete.
- We will roll out the program gradually, so initially no one can take a full course load. Students who start in Fall 2027 could take a full load they wish.
- The following table shows the number of **new** students by academic year. The total number of students per year will be higher and will depend on the course load students choose to take.

| # Headcounts | AY26/27 | AY27/28 | AY28/29 | AY29/30 |
|---|---|---|---|---|
| Full-time | 8 | 9 | 11 | 13 |
| Part-Time | 6 | 5 | 7 | 9 |
| Total | 14 | 14 | 18 | 22 |

- The following table shows the estimated FTEs by fiscal year, based on assumptions of total credits taken in the year.

| | FY26/27 | FY27/28 | FY28/29 | FY29/30 |
|---|---|---|---|---|
| FTEs | 5.67 | 17.83 | 26.17 | 33.50 |

Minimum viable enrolment:

- Viability depends on the number of seats filled, not the number of students.
- Translating this into FTEs, the program is viable with 41 FTEs in the fiscal year. We estimate this will be achieved by FY30/31.

Anticipated number of credentials to be awarded each year:

- We are assuming that the first graduates will be in Fall 2028, after completing the program in Summer 2028.
- The following table provides estimates of the number of graduates by academic year.

| | AY28/29 | AY29/30 | AY30/31 | AY31/32 |
|---|---|---|---|---|
| # Graduates | 8 | 9 | 17 | 22 |

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.** AC6 |
| **Approving Jurisdiction:** Senate |
| **Administrative Responsibility:** Provost and Vice President Academic |
| **Effective Date:** September 1, 2020 |

# Recognition of Prior Learning (RPL) Policy

## A. CONTEXT AND PURPOSE

Kwantlen Polytechnic University (KPU) is a special purpose, teaching university under the University Act. The University Act states that the senate of a special purpose, teaching university has the power and duty to "set policies on curriculum evaluation for determining whether courses or programs, or course credit, from another university or body are equivalent to courses or programs, or course credit, at the special purpose, teaching university" (35.2 (5) (k) (i)).

KPU recognizes that students attain significant learning at a post- secondary level from formal academic learning, as well as work, training and other experiences outside the formal post-secondary education system. Those who have gained such learning may be assessed and receive credit for that learning to pursue further education within KPU through the Recognition of Prior Learning process (RPL).

RPL at KPU includes two evaluation processes: transfer credit and prior learning assessment and recognition (PLAR). KPU will continue to enter into formal articulation agreements with recognized post-secondary institutions to facilitate credit transfer for courses of similar content, learning outcomes and evaluation standards. The assessment of equivalency will rely on the judgment of faculty as subject matter experts. KPU uses PLAR to assess for knowledge and skills acquired through previous informal and non-formal learning, work and life experiences, and formal learning that is ineligible for transfer credit when determining equivalency for KPU credit.

## B. SCOPE AND LIMITS

This policy applies to applicants and/or students of KPU's Senate approved programs. This policy does not apply to students enrolling in courses or programs outside the jurisdiction of Senate.

## C. STATEMENT OF POLICY PRINCIPLES

1. In support of student success, KPU is committed to providing access to lifelong, meaningful education through the recognition of prior learning (RPL).
2. KPU recognizes that learners bring life and work experiences deserving of formal recognition.

3. KPU recognizes the mobility of learners and is committed to supporting the accessibility and portability of credits through the RPL process.
4. RPL eliminates duplication of learning, in turn reducing financial barriers for students and time to completion of studies.
5. Awarding of credit is consistent with identified learning outcomes, relative to a particular course or program.
6. KPU is committed to fair, consistent and transparent assessment methods in providing RPL.
7. In all RPL arrangements the academic integrity of KPU's courses and programs must be protected and preserved.

## D. DEFINITIONS

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

## E. RELATED POLICIES & LEGISLATION

AR2 *Admission*
AC14 *KPU Credential Framework*

## F. RELATED PROCEDURES

AC6 *Recognition of Prior Learning (RPL) Procedure*

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.** AC6 |
| **Approving Jurisdiction:** Senate |
| **Administrative Responsibility:** Provost and Vice President Academic |
| **Effective Date:** September 1, 2020 |

# Recognition of Prior Learning (RPL) Procedures

## A. DEFINITIONS

1. **Academic Advisor**: University staff that are available to guide students in selecting and planning effective programs of study for credential completion, career training and university transfer through individual appointments, as well as to provide referrals to other members of the university community.

2. **Academic Levels**: KPU offers four levels of academic programming: preparatory, vocational, undergraduate, and graduate. Undergraduate coursework recognizes upper and lower level courses as follows:
    a. Lower Level: undergraduate coursework numbered 1100 to 2999.
    b. Upper Level: undergraduate coursework numbered 3000 to 4999.

3. **Advanced Standing**: The status given to a student who is granted the authority to commence a program with credit granted for certain components of the program in recognition of previously completed studies or prior learning.

4. **Articulation**: According to the BC Council on Admission and Transfer (BCCAT), articulation in the context of course transfer allows multiple sectors or branches of post-secondary education, each with its own distinctive characteristics, to function as a system. Through the process of articulation, institutions assess courses offered at other institutions to determine whether to grant course credit toward their own programs or credentials. Articulation is therefore the process, while transfer credit is the end result.

5. **Block Transfer**: A transfer agreement in which a predetermined number of transfer credits is granted to transferring students who have successfully completed a certificate, diploma, or a group of courses at another institution. Generally, block transfer is used to award credit for courses that, as a group, are recognized as having an academic wholeness or integrity and that collectively satisfy part of the requirements for another credential.

6. **Direct (Assigned) Credit**: Where credit is awarded for a specific course. Direct credit may be used towards meeting prerequisite(s) or specific degree completion requirements.

7. **Methods of Learning**:

    a. ***Formal learning***: Learning that is usually developed and facilitated by professional educators traditionally offered within educational institutions.

b. ***Informal learning***: Learning that takes place through work and life experiences. Learning activities are not structured or officially evaluated.

c. ***Non-formal learning***: Learning usually offered by a sector, professional group or a company to deal with specific training needs. Formal assessment may or may not be included.

8. **Prior Learning Assessment and Recognition (PLAR)**: is a systematic credit granting process used to evaluate and recognize prior learning. The process involves the identification, documentation, assessment, verification, and recognition of relevant knowledge and skills acquired through previous informal and non-formal learning, work, and life experiences, and formal learning that is ineligible for transfer credit when determining equivalency for KPU credit. The relevant learning is assessed and evaluated relative to the learning outcomes of a particular course or program.

9. **PLAR Assessor**: A PLAR assessor is a faculty member who is a subject matter expert in the field who will conduct the assessment.

10. **PLAR Department Consultant**: A PLAR department consultant is a faculty member who will conduct a pre-assessment to determine if the request will be evaluated by a PLAR assessor.

11. **Recognized Institutions / Organizations**: the following are considered recognized for the purposes of evaluating and awarding transfer credit and PLAR at KPU:

    a. Member institutions of the BC Council on Admission and Transfer (BCCAT)
    b. Canadian public post-secondary institutions
    c. Member institutions of Universities Canada
    d. International institutions considered accredited or recognized in their country, as determined by the Office of the Registrar through accreditation reference materials or the Ministries of Education in that country
    e. College Board (Advanced Placement program)
    f. The International Baccalaureate (International Baccalaureate programs)

    Any institution or organization that does not meet the above criteria may have formal recognition requested through the Senate Standing Committee on Academic Planning and Priorities (SSCAPP).

    The Office of the Registrar will determine whether an institution is recognized based on whether one or more of the above criteria have been met. All other institutions are considered unrecognized. This would include, but is not limited to:

    a. Private institutions that do not meet any of the criteria above
    b. Any educational institution or other organization that is not a post-secondary institution (e.g., secondary schools, professional organizations).

12. **Transfer Credit:** The granting of credit within the same academic level for similar or equivalent coursework undertaken at another recognized institution.

13. **Unassigned (Unspecified) Credit:** Credit granted when no direct equivalent is offered at KPU. Unassigned credit is discipline specific, where a corresponding discipline at KPU exists. Where a corresponding discipline does not exist, Faculty-level credit may be granted. Unassigned credit is granted at the appropriate year level and may be used towards meeting elective requirements.

# B. PROCEDURES

## 1. Academic Standards

### *a. Articulation*

i. Articulation agreements will be established at the same academic level in which the coursework is offered.

ii. Articulation decisions made by the adjudicating body upon review of detailed course outlines are normally considered final. Requests for an additional review will only be considered if the student submits additional relevant information along with a written request and rationale for a second review.

iii. Articulation requests may be initiated by recognized institutions.

iv. Articulation decisions are typically precedent-setting and will be recorded in KPU's transfer database.

v. Articulation agreements remain active for a maximum of ten years for post-secondary credit courses from recognized institutions.

### *b. Transfer Credit*

i. Transfer credit will be recognized based on the discipline in which it was completed.

ii. Credit awarded will be at the same academic level it was completed.

iii. Coursework completed at an unrecognized institution will not be assessed for transfer credit.

iv. Transfer credit may be in the form of direct (assigned) course credit, discipline credit, or unassigned credit. It may be awarded at any academic level in which credit courses and programs are offered at KPU.

v. Transfer credit decisions are recognized by KPU regardless of a student's program, but the application of transfer credit for any particular program or credential is determined by the department responsible for the program.

vi. Transfer credit will usually be limited to courses completed at a recognized institution within 10 years from the term of admission. This timeline may be shorter for programs with external professional requirements. Coursework completed outside the stated timeframe may be eligible for credit through the relevant discipline.

vii. Students are responsible for working with an academic advisor to determine if and how transferred courses apply toward satisfying graduation requirements.

### *c. PLAR*

i. Awarding PLAR credit is at the discretion of the program or department.

ii. Assessment method(s) must be appropriate for the subject or skill area, targeted to the learning outcomes, competencies, skills, or outcomes of the course, and reflective of the level of achievement expected of any student.

iii. PLAR credit is awarded for learning that is directly applicable to the student's declared program of study. Should a student change programs, all or some of the PLAR credit previously awarded may no longer apply to the new area of study. Conversely, the student may be able to apply for additional PLAR credit that was not appropriate under the previous program of study.

iv. Credit will be awarded for learning equivalent to the standards required by the program(s) in which the credit is sought.

v. A student may not obtain PLAR credit for any course in which the student was registered at KPU within the previous eight (8) months.

**2. Eligibility**

a. Applicants and/or students who have completed academic courses at a recognized institution may request a transfer credit assessment.

b. Individuals applying for PLAR must first be formally admitted to KPU. Applicants, and current students considering PLAR are encouraged to explore possibilities with an academic advisor.

**3. Required Documents**

a. All requests for transfer credit require the submission of official documentation. Exceptions may be made when it is not possible for a transcript to be sent directly to KPU, provided the Office of the Registrar can reasonably determine the document's authenticity.

b. A transcript is considered to be official only when it is sent directly to KPU from the originating institution or issuing body. Hard copies must be received in the original sealed envelope signed by the institution or bearing an official stamp or seal or they will be deemed unofficial.

c. Documents submitted to KPU become the property of Kwantlen Polytechnic University and are normally not returned to the student. In cases where documents are irreplaceable, the documents will be returned to the student provided the student requests return of the documents upon submission. Electronic images of documents will be retained by KPU.

d. In cases where a more detailed assessment is required by either the applicant or a program area, the applicant will be asked to provide detailed course outlines or program information as necessary.

e. If the issuing institution is not able to provide an official document in English or French, KPU may request the student to arrange to have the document translated by a BC certified translator. In this instance the documents should be sent directly from the issuing institution and KPU will provide the student with a copy for translation.

f. It is the student's responsibility to provide a course outline / syllabus as needed to evaluate courses for transfer. For documents that are not in English or French, a translation by a certified translator is required.

**4. Authority and Responsibility**

a. The decision-making authority is the same whether a request is student-initiated or initiated by an institution through the BC transfer system.

b. The Office of the Registrar has the responsibility to maintain a record of precedent-setting decisions.

c. The Office of the Registrar has the authority and responsibility to equate the students' grades to KPU's grading system, and to record all transfer credit decisions and appropriate grades in each student's permanent student record.

**5. Assessment**

In order to maximize a student's ability to satisfy program requirements and/or course pre-requisites, when assessing for transfer credit or PLAR direct credit will be granted whenever possible rather than unassigned credit.

***a. Transfer Credit***

i. Review of a course outline for articulation shall be based on equivalency of knowledge and skills or learning outcomes and it is expected that a course be comparable in breadth and depth in its essential features. Not all elements of the curriculum need be identical and departments shall employ the widest possible latitude in recommending transfer approval while respecting the academic integrity of KPU courses and programs.

ii. A rationale must be provided when decisions are not precedent-setting, or when transfer credit is denied.

iii. In support of a student's admission, registration and program planning, KPU endeavours to ensure timely evaluation of transfer credit within the following timelines:

1) Up to six weeks to assess credit and provide a response to students.

2) An additional six weeks (maximum) for the departments to review course outlines and notify the Office of the Registrar of the decision, as required.

iv. Applicants may request a transfer credit evaluation as part of their Application for Admission to KPU, and have the option of making a subsequent request up until completion of 30 credits at KPU after which time transfer credit for coursework completed prior to admission will not be evaluated.

v. KPU students may request transfer credit beyond completion of 30 credits at KPU for coursework completed after the commencement of studies at KPU with a Letter of Permission.

vi. All transfer credit assessments must be complete before a student applies to graduate.

***b. PLAR***

i. PLAR will be assessed by qualified faculty with expertise in the relevant curriculum area.

ii. Credit will be based on the PLAR assessor's evaluation and will be awarded for demonstrated learning, which includes knowledge, skills and abilities; credit will not be awarded for experience alone.

iii. Assessments for units of credit intended to satisfy program requirements are based on program-level learning outcomes.

iv. In the event an assessment is unsuccessful, reasons must be provided.

v. KPU recognizes the following methods of assessment for PLAR:

1) Examinations

a) <u>Challenge exams</u>

A test or exam (written or oral) that is designed to validate the knowledge of the candidate as it relates to course requirements. A challenge exam may be the same test or exam given to students who formally attend the course. It is limited to questions that are directly related to the learning objectives/outcomes of the course.

b) Standardized tests
Similar to a Challenge Exam. However, this test or exam is usually developed by someone other than the PLAR assessor. It is focused around widely recognized standards (as set by a department or professional/sectoral organization) that are equivalent to the course objectives.

2) Competency Based Assessments
   a) Products/Portfolios
   Documents or objects that have been produced by the candidate and demonstrate tangible proof of accomplishment. These may include, but are not limited to, reports, videos, illustrations, prototype models, or an artist's portfolio. Students may be asked to demonstrate abilities or answer questions about the portfolio by the PLAR assessor.
   b) Demonstration
   Simulation or actual presentation of candidate's abilities, which may be live, recorded, or videotaped. The demonstration may include, but is not limited to, such activities as presenting a speech, role-playing a situation, creating a document on computer, giving a musical performance, performing a lab experiment, interviewing a client, operating equipment, or completing a procedure.
   c) Interview
   The PLAR interview is focused around course objectives and may include techniques such as open-ended questions, case studies, and prepared analyses. The interview is used to clarify areas of learning, and may be used in parallel with other methods, as a sole method of assessment, and/or as a means to ensure authenticity of products.
   d) Worksite assessment
   The candidate is observed performing tasks as a part of normal work routine, or as specifically assigned, in the place of work. Assessment is normally made by faculty assigned to a candidate, but may also be made by a work supervisor or field expert. If performed by an external assessor, it may be followed up by a self-assessment and/or interview with a PLAR assessor.
   e) Industry-Based Evaluation
   Credit may be awarded through recognition of pre-assessed training based on established agreements with select employers, training organizations, Continuing Studies programs, recognized Credit Banks, or Red Seal certifications.
   f) External Evaluation
   Assessment provided by an expert other than Kwantlen faculty. Assessment method may include, but is not limited to, performance evaluation, letter of validation, or worksite assessment, and may require follow-up by faculty.
   g) Self-assessment
   Assessment performed by the candidate, usually with the aid of an established form or questionnaire. Normally requires a parallel assessment by a field expert and/or PLAR assessor.

## 6. Granting Transfer Credit

### *a. For individual post-secondary courses:*

i. Credit for individual courses is given in most situations where equivalencies to KPU courses have been established.

ii. When courses have been articulated for precedent-setting transfer to KPU, Office of the Registrar staff will grant transfer credit according to the articulation agreements retained in the KPU transfer database and/or the BC Transfer Guide. When precedent-setting transfer has not been established, the following guidelines will be used:

1) When there are no current articulation agreements for a credit course taken at a recognized institution, and the discipline is offered at KPU, students are expected to provide detailed course outlines for departmental review. A faculty member designated by the discipline will determine if the course transfers for direct (assigned) credit.

2) When a student is unable to provide detailed course information, Office of the Registrar staff may grant unassigned discipline/Faculty credit at the lower level for undergraduate-level courses from a recognized institution.

3) The Dean responsible for the most closely related discipline may approve assigned or unassigned upper-level credit after consultation with faculty. When KPU offers the discipline, it is the responsibility of the faculty member designated by that discipline to decide what upper level credit, if any, will be granted.

iii. When a course from another recognized institution is deemed equivalent to a KPU course, credit normally will be assigned as follows:

1) Courses completed at recognized institutions will normally be given transfer credit for credits comparable, but not necessarily identical in number to the number of credits given at the originating institution. For example, a two-semester course or two one-semester courses would normally receive the equivalent of two semesters of credit (i.e., at least 6 credits) at KPU.

2) Courses with equivalent learning outcomes will normally be given the same number of credits as the KPU course.

3) If a student is awarded transfer credit for a course AND takes the same course at KPU, both courses will become part of the student's academic record. Only the higher grade will be recognized for credit and in the calculation of the student's GPA.

iv. Special Types of Courses:

1) Clinicals, practica, field study courses, internships, and cooperative education courses will be awarded transfer credit according to any existing articulation agreements. When no agreements exist, no transfer credit is assigned; however, the appropriate designate for the discipline may articulate courses from recognized institutions that are comparable to KPU courses as per the guidelines above. Such decisions are considered precedent-setting and will be recorded in KPU's transfer database.

***b. For block transfer:***

i. Applicants with a post-secondary undergraduate credential or a vocational certificate or diploma from a recognized institution may be considered for block credit in situations where a formal partnership agreement exists, or in exceptional circumstances where course credit cannot readily be established.

ii. The following guidelines are used to establish block credit:

1) The amount of block credit assigned will depend upon the length of the program for which the credential was awarded. For each period of study equivalent to two semesters of full-time study at KPU, programs may receive a block of up to 30 credits. The total number of credits assigned will not exceed the number of credits (equated to the KPU credit system) granted at the originating institution.

2) A student granted block credit will be assigned direct and/or unassigned credit for individual courses within the block as determined by the Office of the Registrar.

3) Undergraduate, lower-level credit is given for programs KPU classifies as undergraduate programs (except when upper-level credit is approved by the appropriate designate for the discipline); vocational or preparatory-level credit is given for programs that are non-academic.

***c. For Advanced Placement and International Baccalaureate:***

i. Secondary school graduates admitted to KPU who have completed Advanced Placement subjects will receive advanced standing in accordance with the table of course equivalencies established in consultation with faculty and published by the Office of the Registrar.

ii. Secondary school graduates admitted to KPU who have completed International Baccalaureate subjects will receive advanced standing in accordance with the table of course equivalencies established in consultation with faculty and published by the Office of the Registrar.

***d. For recognition of PLAR previously awarded at a recognized institution:***

i. KPU may accept credit earned through PLAR from all recognized Canadian post-secondary institutions. Such credit will be recognized and awarded as PLAR and may be in the form of direct (assigned) course credit, discipline credit, or unassigned credit. It may be awarded at any academic level in which credit courses and programs are offered at KPU.

**7. Support and Training**

a. PLAR training and support will be provided to all employees involved in the PLAR process as part of a quality PLAR system.

b. Transfer Credit training and support will be provided to all employees involved in the transfer credit process.

**8. Grading and Recognition**

***a. Transfer Credit***

i. All transferable courses and corresponding grades, equated to the KPU grading system, are recorded on the student's academic record and form the transfer GPA,

ii. The official KPU transcript will indicate the transferred courses, the grade, and the number of credits for which transfer credit is granted.

iii. Once transfer credit has been awarded and posted to the student's academic record, KPU will not amend/change the transfer credit that has been awarded.

iv. Duplicate transfer credit will not be awarded. Students who have completed equivalent courses at multiple institutions will be granted transfer credit once, for the highest grade achieved.

v. When a student has repeated a course at another recognized post-secondary institution, KPU will not grant transfer credit again for the same course. Students wishing to repeat a transferred course to achieve a higher grade must complete the course at KPU.

***b. PLAR***

i. For PLAR assessments, grades will be awarded in accordance with KPU policy.

ii. Academic credit awarded through the PLAR process will appear on a student's KPU transcript.

iii. Duplicate PLAR credit will not be awarded.

iv. Academic credit awarded through the PLAR process will appear as part of a student's individual My Action Plan (MAP) credential audit, indicating the program requirements for which PLAR is applicable.

v. Transcripts reflect the PLAR credit being granted and will count as credits attempted and taken, but not for GPA calculations.

vi. PLAR credit is not applicable towards a term's course load and does not apply toward eligibility for full-time or part-time student status, Dean's Honour Roll, student financial aid, awards and/or scholarships.

vii. Credits granted as part of the PLAR process may be used to satisfy admission requirements, registration pre-requisites and/or curricular requirements for graduation.

viii. PLAR candidates must fulfill assessment requirements within four (4) months of an application. If the candidate's assessment is unsuccessful, the candidate may be reassessed if evidence of additional learning is provided, and upon consultation with a PLAR department consultant.

***c.* PLAR Fees**

i. Fees are representative of the services performed in the PLAR assessment process and not solely based on the amount of credit awarded.

ii. Students are responsible for all associated costs involved with the PLAR process.

# C. RELATED POLICIES AND BYLAWS

Bylaw 4 *Fees*
AC6 *Recognition of Prior Learning (RPL)*
AR2 *Admission*
AC14 *KPU Credential Framework*
FM8 *Student Tuition and Fees*

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.** AC14 |
| **Approving Jurisdiction:** Senate |
| **Administrative Responsibility:** Provost and Vice President Academic |
| **Effective Date:** September 1, 2023 |

# KPU Credential Framework Policy

## A. CONTEXT AND PURPOSE

1. As a special purpose teaching university under British Columbia's University Act, Kwantlen Polytechnic University (KPU) ("the University") is committed to promoting educational quality and fostering learning pathways through the establishment and recognition of a formal institutional credential framework. The University also recognizes the importance of KPU credentials meeting institutional and Provincial standards that demonstrate currency, relevancy, value, and quality assurance.

2. Through this policy, the University fosters accountability and coordination of systems by providing a formalized framework for KPU credentials that will demonstrate standardization, equivalency and progression to credentials across post-secondary education systems in BC, Canada and globally.

3. The purpose of this policy is to establish criteria and standards for all Senate-approved credentials across all academic levels at the University and to inform the curricular structure and development process so that KPU's curricula reflect the University's polytechnic mandate.

## B. SCOPE AND LIMITS

1. This policy governs all Senate-approved curricula, credentials and University graduation requirements at KPU.

2. This policy does not apply to curricula, programs and associated completion requirements outside of the jurisdiction of Senate.

## C. STATEMENT OF POLICY PRINCIPLES

1. Through the provisions of the University Act and in support of the University's mandate and strategic priorities, KPU will grant credentials at the preparatory, vocational, undergraduate and graduate levels in accordance with the definitions, standards and criteria set out by the KPU Credential Framework.

2. Through the establishment of an institutional Credential Framework, the University endeavors to reflect and serve our diverse, dynamic, and growing population by utilizing methods and standards that nurture an ability to research, analyze, synthesize and communicate. Theoretical, technical, social, and personal competencies, core elements of our overall polytechnic university learning approach, are central to our curriculum, ensuring that our graduates are prepared for a lifetime of learning and re-learning, and providing them with opportunities to adapt to their changing needs.

3. The University will ensure that well-defined learning outcomes are communicated and incorporated at a credential level appropriate for all Senate-approved programs, utilizing the highest standards of academic rigor and integrity.

4. The University will ensure transparency and consistency in the development, revision, and approval of Senate-approved curricula, credentials and university graduation requirements in accordance with the relevant Provincial regulatory bodies.

5. The University is committed to promoting student learning pathways, mobility and progression for students and graduates within KPU and beyond by developing curricula and credentials that are recognized and well-regarded by other post-secondary institutions, employers, industries as well as local and global communities.

## D. DEFINITIONS

Refer to Section A of AC14 *KPU Credential Framework Procedure* for a list of definitions in support of this Policy.

## E. RELATED POLICIES & LEGISLATION

AC4 *Student Evaluation and Grading*
AC10 *Establishment, Revision, Suspension and/or Discontinuance of Programs*
ST6 *Minimum Academic Standards for Programs in Which Letter Grades Are Assigned*

## F. RELATED PROCEDURES

AC14 *KPU Credential Framework Procedure*

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.** AC14 |
| **Approving Jurisdiction:** Senate |
| **Administrative Responsibility:** Provost and Vice President Academic |
| **Effective Date:** September 1, 2023 |

# KPU Credential Framework
# Procedure

## A. DEFINITIONS

1. **Academic Discipline**: A field of study or branch of accumulated specialist knowledge organized by virtue of theories, concepts, and techniques taught and researched as part of higher education.

2. **Credit Hours:** The numeric value assigned to a course representing its contribution toward completion of a credential.

3. **Academic Levels:** KPU offers four levels of academic programming: preparatory, vocational, undergraduate, and graduate.

   Within the undergraduate academic level, courses numbered 1100 to 2999 are categorized as Lower Level and courses numbered 3000 to 5999 are categorized as Upper Level.

   Within the Upper Level, courses numbered 5000 to 5999 are categorized as Post-Baccalaureate courses.

4. **Grade Point Average (GPA)**: A weighted average calculated by multiplying the grade points for a course by the number of credit hours assigned to that course, adding those values for a set of courses, and dividing the result by the total number of credit hours for those courses. Separate GPA calculations are made for each academic level.

5. **Institutional Cumulative Grade Point Average (Institutional CGPA)**: The GPA calculated for all courses taken at KPU at a particular Academic Level.

6. **Program Laddering**: Curricular design that intentionally builds on previously earned credits or credentials within the same academic level.

   a. Laddering arrangements with other post-secondary institutions are normally based on the assessment of whole programs rather than on individual courses.

b. In defining credentials at KPU that facilitate the laddering process, each embedded credential should be structured in a way whereby the preceding credential fulfills a pre-defined and standardized portion of the requirements of the subsequently sought credential.

7. **Program Grade Point Average (Program GPA)**: The GPA calculated for all courses applicable towards graduation with a specific credential.

# B. PROCEDURES

## 1. ACADEMIC LEVELS

| | |
|---|---|
| Graduate | Post-secondary education beyond the baccalaureate or post-baccalaureate level. Graduate studies require more specialized knowledge and intellectual autonomy than undergraduate studies. |
| Undergraduate | Post-secondary education at the university or college level that includes either baccalaureate or post-baccalaureate course work. |
| Vocational | Applied education, usually in a program of study of less than two years, that leads to a credential specific to a trade or profession. |
| Preparatory | Pre-undergraduate education designed to upgrade or enhance academic skills in preparation for undergraduate studies. |

## 2. CREDENTIALS

| | |
|---|---|
| Master's Degree | Program consisting of a minimum of 30 credit hours of graduate-level coursework. A Master's degree may include credit hours for project-based or thesis-based courses. |
| Graduate Diploma | Program consisting of a minimum of 24 credit hours of graduate-level coursework. Learning experiences reflect the acquisition and critical application of knowledge and skills, which may also extend knowledge and skills already obtained at an undergraduate level. A graduate diploma may constitute the initial portion of a related Master's degree. |
| Graduate Certificate | Program consisting of a minimum of 18 credit hours of graduate-level coursework. Learning experiences blend theoretical knowledge with practical applications and may involve extending knowledge and skills gained in an undergraduate program. A graduate certificate may constitute the initial portion of a related Master's degree. |
| Post Baccalaureate Diploma | Program consisting of a minimum of 30 credit hours of post-baccalaureate coursework. Associated courses are offered at an undergraduate level and are designed to provide more in depth expertise in a discipline and, or to update specific knowledge gained during baccalaureate studies to improve career options. |
| Post Baccalaureate Certificate | Program consisting of a minimum of 15 credit hours of post-baccalaureate coursework. Associated courses are offered at an |

| | |
|---|---|
| | undergraduate level and provide graduates of baccalaureate programs with specific knowledge and skills related to an applied occupational area, and, or updates specific knowledge gained during baccalaureate studies. |
| Baccalaureate Honours Degree | Program consisting of a minimum of 120 credit hours of undergraduate-level coursework. In addition to meeting the requirements of a major, a baccalaureate honours degree requires the completion of a designated honours thesis or project. Courses comprised of an honours thesis or project may contribute to the total credits required for the degree. |
| Baccalaureate Degree | Program consisting of a minimum of 120 credit hours of undergraduate-level coursework with a minimum of 45 credit hours from courses numbered 3000 or higher. |
| Associate Degree | Program consisting of a minimum of 60 credit hours of undergraduate-level coursework that complies with the Provincially defined requirements for arts or science programs. An associate degree may constitute the initial portion of a related baccalaureate degree. |
| Diploma | Program consisting of a minimum of 60 credit hours of undergraduate-level coursework, 60 credit hours of vocational-level coursework, or 60 credit hours of preparatory-level coursework. An undergraduate diploma may constitute the initial portion of a related baccalaureate degree. |
| Certificate | Program consisting of a minimum of 30 credit hours of undergraduate-level coursework, 30 credit hours of vocational-level coursework, or 30 credit hours of preparatory-level coursework. |
| Citation | Program consisting of a minimum of 15 credit hours of undergraduate-level coursework, 15 credit hours of vocational-level coursework, or 15 credit hours of preparatory-level coursework. |

## 3. CREDENTIAL CLASSIFICATIONS

| | |
|---|---|
| Major | A major is a primary area of specialization and a first level of differentiation in a baccalaureate degree. It requires the completion of a minimum of 45 credit hours from courses numbered 3000 or higher, including a minimum of 24 credit hours in a specific academic discipline or defined cross-disciplinary area. |
| Minor | A minor is a secondary area of specialization outside of the major in a baccalaureate degree. It requires the completion of a minimum of 24 credit hours, including a minimum of 12 credit hours from courses numbered 3000 or higher in a specific academic discipline or defined cross-disciplinary area. Students may complete any minor regardless of the baccalaureate degree they are pursuing, provided it is not in the same field of study as their major; a minor must be in a discipline other than the student's major program of study. |
| Double-Major | A double-major consists of the completion of the requirements of each of two specific majors within a single baccalaureate degree. |

| | |
|---|---|
| Double-Minor | A double-minor consists of the completion of the requirements of each of two specific minors within a single baccalaureate degree. |
| Concentration | A concentration within a baccalaureate degree credential consists of a minimum of 12 credit hours from courses numbered 3000 or higher in a specific academic discipline or defined cross-disciplinary area. A concentration constitutes part of a major. |
| Specialization | A specialization within a non-baccalaureate degree credential provides a more focused education in a specific academic discipline. A specialization consists of designated course work in an academic discipline that forms at least 25% of the credit hour total for the credential. |
| Co-operative Education | Applied education that formally integrates academic studies with full-time, paid work experiences in related positions with employers, in accordance with KPU Policy. |

## 4. BACCALAUREATE DEGREES

KPU offers the following baccalaureate degrees:

| Degree | Designation |
|---|---|
| Bachelor of Applied Arts (Honours) | BAA (Hons) |
| Bachelor of Applied Arts | BAA |
| Bachelor of Applied Science | BASc |
| Bachelor of Arts (Honours) | BA (Hons) |
| Bachelor of Arts | BA |
| Bachelor of Business Administration | BBA |
| Bachelor of Design | BDes |
| Bachelor of Fine Arts | BFA |
| Bachelor of Horticulture Science | BHortSc |
| Bachelor of Interior Design | BID |
| Bachelor of Interior Design (Honours) | BID (Hons) |
| Bachelor of Journalism (Honours) | BJ (Hons) |
| Bachelor of Journalism | BJ |
| Bachelor of Music in Musical Arts | BMMA |
| Bachelor of Psychiatric Nursing | BPN |
| Bachelor of Science (Honours) | BSc (Hons) |
| Bachelor of Science | BSc |
| Bachelor of Science in Nursing | BSN |
| Bachelor of Technology in Information Technology | BTech |

## 5. MINIMUM GRADE POINT AVERAGES FOR GRADUATION

Each KPU credential will require a minimum Institutional CGPA of 2.0 and minimum Program GPA as follows:

| | |
|---|---|
| Master's Degree | Minimum Program GPA of 3.00 |
| Graduate Diploma, Graduate Certificate | Minimum Program GPA of 2.67 |
| Post Baccalaureate Diploma, Post Baccalaureate Certificate | Minimum Program GPA of 2.50 |
| Baccalaureate Degree | Minimum Program GPA of 2.00 |
| Associate Degree, Diploma, Certificate, Citation | Minimum Program GPA of 2.00 |

Programs may require a higher GPA than stipulated above. Exceptions must be approved by Senate.

## 6. BACCALAUREATE DEGREE REQUIREMENTS

KPU's baccalaureate degrees consist of a minimum of 120 credit hours of coursework within which all of the following must be included.

### a. University Writing Instruction Requirement

All baccalaureate degrees require the completion of one of the following Writing Instruction (WRIT) requirements:

i. Introduction to University Writing (ENGL 1100). This course requirement should be incorporated into the initial 30 credit hours of a program's curriculum and should be part of any declaration requirements, or

ii. A minimum of 60 credits at the undergraduate level from another recognized post-secondary institution where English is the primary language of instruction, including successful completion of one undergraduate English course, or

iii. A baccalaureate degree from a recognized post-secondary institution where English is the primary language of instruction.

### b. Writing-Intensive Requirement

i. In addition to the University Writing Instruction Requirement, all baccalaureate degrees require the completion of at least one Writing Intensive (WI) course (minimum 3 credits) designated as WI by Senate. Additional WI requirements may be established by individual programs and approved by Senate.

ii. Courses with the WI designation should assist students to learn the course content through the process of writing, revision, and assessment of writing within the context of a particular academic discipline. These courses will help students improve their writing abilities and overall communication skills.

### c. Quantitative Requirement

i. All baccalaureate degrees require the completion of at least one Quantitative (QUAN) course (minimum 3 credits) designated as QUAN by Senate. Additional

QUAN requirements may be established by individual programs and approved by Senate.

ii. Courses with the QUAN designation should assist students to develop quantitative reasoning (e.g. numerical, geometric, statistical, or probabilistic), or formal reasoning (mathematical or logically deductive), or scientific reasoning (involving the scientific method in general, and/or the methodology or content of a specific scientific discipline) as a basic principle in their primary subject matter.

**d. Breadth Requirement**

i. All baccalaureate degrees require the completion of a minimum of 15 credit hours from courses in at least 3 different academic disciplines besides the focal academic discipline(s) of the credential program, including 3 credits from courses numbered 3000 or higher.

ii. Breadth courses should expose students to concepts and ideas from a range of academic disciplines and perspectives outside of their specific academic discipline(s) of study or defined cross-disciplinary area.

## 7. CREDENTIAL REQUIREMENTS

Students must fulfill Senate-approved requirements in order to graduate.

**a. Residency**

i. A KPU baccalaureate degree requires the completion at KPU of upper-level course requirements that comprise a minimum of 25% of the total credits required for the credential being sought at KPU.

ii. A KPU associate degree, diploma, certificate or citation requires the completion at KPU of course requirements that comprise a minimum of 50% of the total credits required for the credential being sought at KPU.

iii. A KPU graduate degree, diploma, or certificate requires the completion at KPU of course requirements that comprise a minimum of 75% of the total credits required for the credential being sought at KPU.

iv. Individual programs may establish residency requirements that are higher. Such requirements must be approved by Senate and published in the University Calendar.

**b. Time Limit for Completion**

i. Some programs may specify that the requirements for a credential be completed within a specific period of time. This information will be published in the University Calendar. If no specific period is noted, the student must be awarded credit for all courses for the credential within 10 years.

ii. The granting of an extension to the time limit for program completion will require approval of the Dean or Associate Dean responsible for the program based upon consultation with the appropriate subject matter expert(s) and considerations of the currency and relevancy of the prior coursework.

**c. Recognition of Prior Learning Allowance**

Transfer credits, as well as credits obtained through prior learning assessment and recognition (PLAR) may receive recognition toward credential requirements. Credits earned through transfer credit or PLAR do not apply towards the residency requirement.

**d. Multiple Credentials**

Multiple credentials occur when a student receives more than one credential at the University.

i. Multiple credentials require satisfactory completion of all requirements of each of the individual credentials.

ii. Multiple credentials may be completed either concurrently or sequentially.

iii. Where multiple credentials are sought, earned credits from one credential may fulfill up to 50% of the requirements of an additional credential.

iv. Where program laddering results in a preceding credential fulfilling a pre-defined and standardized portion of the requirements of the subsequently sought credential, earned credits from the preceding credential may fulfill up to 75% of the requirements of the subsequently sought credential. All uses of the 75% threshold must be approved by Senate and noted in the University Calendar.

**e. Course Substitutions**

The granting of course substitutions where equivalent subject matter and learning outcomes have otherwise been demonstrated will require approval of the Dean or Associate Dean responsible for the program upon consultation with the appropriate subject matter expert(s).

**f. Exceptions**

i. The granting of exceptions or alterations to any other program requirements or curricular standards established by Senate will require approval of the Dean or Associate Dean responsible for the program upon consultation with the appropriate subject matter expert(s) and the Provost.

ii. To ensure all exceptional graduation conditions are addressed collectively, a student's degree audit should be generated with KPU's graduation audit system (MAP: My Action Plan) with the desired conditions indicated and submitted by the Dean's Office to the Office of the Registrar, prior to completion of the student's final term in the program.

iii. Recurrent course substitutions, extensions to the time limit for program completion, and exceptions to other graduation conditions will be evaluated as part of the University's systematic review of programs.

## C. RELATED POLICIES

AC4 *Student Evaluation and Grading*
AC6 *Recognition of Prior Learning*
AC10 *Development and Change of Senate-Approved Programs*
AC14 *KPU Credential Framework*
AR2 *Admission*
ST6 *Minimum Academic Standards for Programs in Which Letter Grades Are Assigned*

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.** ST14 |
| **Approving Jurisdiction:** President |
| **Administrative Responsibility:** Vice President Students |
| **Effective Date:** September 3, 2024 |

# Academic Accommodations for Students with Disabilities Policy

## A. CONTEXT AND PURPOSE

This policy outlines the scope, principles, and responsibilities for creating and implementing academic accommodations for students experiencing disabilities who seek support from Accessibility Services for course, program, and other academic-related activities offered by Kwantlen Polytechnic University (referred to as 'the University').

This policy is framed by the *British Columbia Human Rights Code* and other relevant legislation, including the *Accessible British Columbia Act.*

The Government of Canada's (2013) definition of 'disability' is used for the purposes of this policy.

This policy is intended to reflect the social model of disability and as such, indicates the commitment of Accessibility Services in working, and canvassing solutions, with key accessibility partners at KPU to realize this commitment.

## B. SCOPE AND LIMITS

This policy applies to:

1. Students who have, or are experiencing, disabilities and who are in the process of applying to the University or are registered in University programs and course-related activities; and
2. Employees with respect to the responsibility to accommodate students covered by this policy.

## C. STATEMENT OF POLICY PRINCIPLES

The University recognizes that all students deserve a welcoming, accessible, inclusive, and respectful educational experience. As an institution, the University acknowledges its moral and legal duty to accommodate students experiencing disabilities.

1. The University's Rights and Responsibilities

    a. Legal requirements

        1) The University has a responsibility to remain updated on applicable accessibility legislation and ensure institutional policies, procedures, and practices align with relevant laws, standards, and best practices;
        2) The University has a responsibility to carry out the obligations set out in this policy in a manner consistent with the British Columbia Human Rights Code, the Accessible British Columbia Act, other applicable legislation, and relevant University policies;
        3) The University has a responsibility to provide reasonable academic accommodation, up to the point of undue hardship, with attention to academic standards, cost, health and safety, and the rights of other students and employees; and
        4) The University has a responsibility to respect the privacy and confidentiality of students' disability-related information in accordance with the Freedom of Information and Protection of Privacy Act, and applicable institutional policies.

    b. Principles and Ethics of Academic Accommodations

        Academic accommodations are developed collaboratively with students through meaningful discussions. A student could be someone making inquiries about studying at the university, someone actively pursuing an application, or someone enrolled in credit or non-credit programming. The University has a responsibility to:

        1) Ensure full student participation in the accommodation process;
        2) Provide information regarding consent to the student and ensure full informed consent is provided by the student when third parties are consulted as part of the accommodation process;
        3) Provide information and guidance to students and employees regarding academic accommodations, and relevant University policies and procedures;
        4) For new and continuing students who are experiencing disabilities, Accessibility Services will invite meaningful discussions and self-reporting on students' experiences with disability. These discussions may encompass new, continuing, or provisional academic accommodations, including verifying documentation;
        5) Provide, in a timely manner, academic accommodation that respects the student's dignity, recognizes the whole person, and best promotes inclusion, integration, and full, meaningful participation;
        6) Recognize the distinct and unique intersectional needs of its diverse students seeking academic accommodations and their experiences throughout the process;

7) Collaborate with key parties across the University to implement academic accommodations to meet the needs of students; and

8) Respond to concerns raised by students served by Accessibility Services in a solution focused, time sensitive manner.

2. Student's Rights and Responsibilities

    a. Students have a responsibility to:

        1) Inform Accessibility Services of their need for academic accommodation in a timely manner to ensure ample time for employees to review, consider, develop, and implement academic accommodations. Timelines are outlined in the ST14 Academic Accommodations Procedures document;

        2) Meaningfully participate and collaborate in the academic accommodation process;

        3) Provide sufficient documentation to support the request for academic accommodation;

        4) Meet admissions requirements, course prerequisites, and academic standards;

        5) Provide consent for third parties to disclose relevant personal information to Accessibility Services, and for Accessibility Services to disclose relevant information to third parties, if required, as part of the academic accommodation planning process;

        6) Be aware that consultation with third parties may be undertaken when determining academic accommodations for off-campus learning experiences delivered by third parties;

        7) Inform Accessibility Services as soon as possible if the academic accommodation plan needs to be reviewed or modified, or if academic accommodation is no longer needed;

        8) Understand that unless periodic absences and alterations to class participation are part of an academic accommodation plan, an academic accommodation or resource does not act in lieu of meeting class participation and attendance expectations;

        9) Understand that the University is required to offer reasonable and appropriate academic accommodation, not perfect or preferred academic accommodation; and

        10) Pay third party documentation costs.

## D. DEFINITIONS

Refer to Section A of ST14 Academic Accommodation for Students with Disabilities Procedure for a list of definitions in support of this Policy.

## E. RELATED POLICIES & LEGISLATION

The Accessible British Columbia Act
The Accessible Canada Act
B.C. Human Rights Code
Canadian Human Rights Act
Freedom of Information and Protection of Privacy Act. [RSBC 1996]
Government of Canada (2013). Federal Disability Reference Guide.
AD2 Complaints about Instruction, Services, Employees or University
AR2 Admissions
AR7 Safety and Health
AR10 Priority and Scheduling of Registration
IM4 Confidentiality
ST5 Work by Students in Vocational Programs
ST7 Student Conduct (Non-Academic)
ST11 Attendance and Participation in Courses
ST16 Work-integrated Learning

## F. RELATED PROCEDURES

Refer to ST14 Academic Accommodations for Students with Disabilities

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.** ST14 |
| **Approving Jurisdiction:** President |
| **Administrative Responsibility:** Vice President Students |
| **Effective Date:** September 3, 2024 |

# Academic Accommodations for Students with Disabilities Procedure

## A. DEFINITIONS

1. **Academic Standards:** The essential knowledge, competencies, and skills that a student must acquire and demonstrate to satisfy the learning objectives of a course or program.

2. **Academic Accommodations:** Prevent, reduce, or remove barriers that impede a student with a disability from participating fully in program or course-related activities;
Refer to individualized support in how a student accesses program or course content and information; participates in learning and course work; and/or demonstrates skills or knowledge;
Accommodate how students learn, not what they learn;
Must support the student's individual circumstances, right to privacy and dignity, and promote inclusion, integration, and full participation;
Do not confer an advantage, nor do they require that the University lower academic or non-academic standards; and
Do not relieve the student of the responsibility to develop the essential skills and competencies as outlined in University programs, course syllabi, and presentations.
Academic accommodations are developed collaboratively with students through meaningful discussions recognizing the complex and dynamic intersectional identities of students, their backgrounds, and circumstances that impact their disabilities and post-secondary experiences.
Academic accommodation must be reasonable and follow these principles:

a. Be based on the individual's circumstances;
b. Respect the student's right to dignity;
c. Be a collaborative process where all involved parties meaningfully participate;
d. Allow for the most integrated and inclusive experience possible;
e. Not compromise academic standards;
f. Not constitute undue hardship; and
g. Not fundamentally alter the nature of the education delivery.

3. **Academic Accommodation Plan:** An individualized legal document listing the supports a student needs in order to remove barriers so that they can be included and fully participate in program and course-related activities.

4. **Disability:** As defined by the Government of Canada (2013, p. 2): "Disability is a complex phenomenon, reflecting an interaction between features of a person's body and mind and features of the society in which they live. A disability can occur at any time in a person's life; some people are born with a disability, while others develop a disability later in life. It can be permanent, temporary or episodic. Disability can steadily worsen, remain the same, or improve. It can be very mild to very severe. It can be the cause, as well as the result, of disease, illness, injury, or substance abuse… The social model approach views disability as a natural part of society, where attitudes, stigma and prejudices present barriers to people with disabilities, and prevent or hinder their participation in mainstream society."[1]

5. **Duty to accommodate:** Education service providers have a legal obligation to ensure access and remove barriers to participation and learning. The University's duty to accommodate, up to the point of undue hardship, is legislated by the British Columbia Human Rights Code. Implementing academic accommodations is a multi-party, collaborative process. All responsible parties are expected to work co-operatively.

[1]Government of Canada (2013). *Federal Disability Reference Guide*. https://www.canada.ca/content/dam/esdc-edsc/migration/documents/eng/disability/arc/reference_guide.pdf

6. **Employee:** University administrators, faculty, and staff.

7. **Meaningful discussion:** Collaborative conversation that includes the student and KPU Accessibility Services team member (and may include a student's family member or other personal life support person). The discussion will explore the student's disability, or experience of disability, and their learning access needs from a student-centred holistic perspective including biopsychosocial influences on them and barriers experienced as well as mitigation strategies and supports.

8. **Non-Academic Standards:** Communication and behaviours engaged in through university programs, settings, and/or support services. Refers to an expectation of conduct aligned with values of respect, safety, civility, diversity and inclusiveness, and freedom from harassment and discrimination. See also ST7 Student Conduct (Non-Academic) Policy.

9. **Provisional Academic accommodation Plan:** A conditional and temporary academic accommodation plan arranged on a case-by-case basis typically lasting one (1) semester or less.

10. **Student:** An individual who is in the process of applying to the University, is registered in credit courses at the University or has commenced studies in non-credit courses at the University, and has maintained their eligibility to register.

11. **Undue hardship:** The University has a legal duty to accommodate a student up to the point of undue hardship. Undue hardship describes the limit, beyond which service providers are not expected to accommodate. Some degree of hardship may be expected – it is only if the hardship is "undue" that a specific accommodation will not need to be provided. Service providers are expected to exhaust all reasonable possibilities for accommodation before they can claim undue hardship. According to the Canadian Human Rights Act it is not enough to offer subjective assumptions or impressionistic evidence about what is or is not possible. To claim undue hardship, the postsecondary institution has the onus of proof and the evidence required to prove undue hardship must be objective, real, justifiable, direct and, in the case of cost, quantifiable. The categories of undue hardship include cost, health and safety, significant interference with the rights of

other students and employees, and lowering academic standards.

**12. <u>University:</u>** Kwantlen Polytechnic University.

# B. PROCEDURES

1. Timelines for Academic Accommodation Requests

   Our aim is to have academic accommodation plans developed in a timely manner in response, and anticipation, of students' academic needs. Students may connect with Accessibility Services at any time during their academic career at KPU. Academic accommodation planning is dynamic, and flexible, and is likely to change and evolve over a students' academic career at the University.

   Students have a responsibility to give the University ample time to ensure that academic accommodations will be available when needed. The amount of time to plan, develop and implement academic accommodations depends on individual circumstances.

   There are some academic accommodations that have a suggested timeframe for fulfilling. These are:

   a. Bookings with Assessment and Testing Services: the request must be no less than fourteen (14) days prior to the assessment date, or as otherwise outlined in Assessment and Testing Services practices.

   b. Interpreting or transcription services: for courses needing a service for a period of study the request must be at least eight (8) weeks prior to first class; for additional program or course-related activities not originally planned for the request must be at least three (3) weeks in advance.

   c. Off campus learning experiences such as Practica, work placements and co-ops: the request must be at least six (6) weeks prior to the start.

   d. Labs or studio learning environments that may require specialized equipment: the request must be at least six (6) weeks prior to first class.

   e. Personal care attendants: the request must be at least six (6) weeks prior to first class when students are applying for funding.

   A delay in notifying Accessibility Services for a specific academic accommodation may result in the request not being ready in time for the situation in which the academic accommodation is needed.

2. Requesting Academic Accommodation

   Students are responsible for requesting individualized academic accommodations through Accessibility Services in a timely manner as indicated in section 1, Timelines for Academic Accommodation Requests (above), and section 4, Accommodation Plan Development (below).

3. First Appointment and Information Gathering

   Students are to attend a first appointment with Accessibility Services to share important information to determine the barriers the student may face in their selected program and courses. Other information pertinent to academic accommodation planning will be discussed, including documentation of disability, as well as experiences of previous educational support.

4. Accommodation Plan Development

   Accessibility Services will collaborate with the student to evaluate the accommodation request through a holistic view of the student's access needs. Together they will identify what the appropriate supports the student needs in order to remove barriers to equitable participation and learning.

   a. Documentation:
      1) Documentation must be from a qualified assessor with training, expertise, and background in diagnosing the disability. Documentation should identify the category of disability and include an explanation of the functional impact in a post-secondary setting.

      2) Documentation must include the full name, signature, credential and registration/certification of the qualified assessor.

      3) To register with Accessibility Services:

         a) For permanent, prolonged or persistent disabilities, no more than three (3) years should have passed between the time of an assessment identifying barriers for educational access in a post-secondary environment, and registration with Accessibility Services. This is so the barriers identified in the documentation are relevant to academic accommodation planning.

         b) For learning disabilities no more than five (5) years should have passed between the completion of a psycho-educational assessment and registration with Accessibility Services, or it should have been conducted at the age of 18 or later.

4) If a student's experience of their disability has shown significant change or when the academic accommodation request has changed significantly over the course of studies (e.g., from 1st to 2nd year), new or updated information may be requested.

5) If the documentation is not in English, the University will accept documentation from certified translation services.

6) A student may be provided academic accommodation for a limited duration without current documentation;

b. Student self-report: Information (e.g., student's lived experience of disability, reasons for requesting academic accommodations, and barriers experienced or anticipated in learning environments) as shared in the intake meeting and subsequent meetings;

c. Supplemental information: As provided and attainable (such as an Individualized Education Plan from high school);

d. Course and program information: Including course materials, learning activities, assessments, schedule, course format, and delivery methods; and

e. Academic standards: In some cases, and with the student's consent and participation, other University employees may need to be consulted to determine if an academic accommodation is reasonable in accordance with the academic standards (see definition).

1) Consultation with instructional faculty will require a student to provide consent as outlined in ST14 Policy Section 2.a.5) For example, instructional faculty may be consulted regarding the rationale for, and applicability of, alternative assessment/demonstration of learning requested due to the student's disability and learning access needs. See also Section 7 Academic Accommodation Implementation Troubleshooting below.

2) Instructor consultations are a key component of some academic accommodations. If a student does not consent to their instructor's involvement an accommodation may not be provided.

5. Academic Accommodation Plan Distribution

Following a collaborative process with the student, Accessibility Services will share the developed academic accommodation plan with the student and describe the process for distribution and implementation. In accordance with privacy and confidentiality laws,

and University policies and procedures, the student has control over the distribution of the academic accommodation plan.

6. Academic Accommodation Implementation

   Academic accommodation plans are shared with course instructors as decided by the student.

   a. Instructors need to understand the rights the student has and the instructors' legal obligation to provide the academic accommodations. Students should not be advised to withdraw from courses for disability related reasons without consultation regarding the University's legal duty to accommodate, and/or a legal determination of undue hardship;

   b. Both the student and instructor(s) are to meet to discuss the academic accommodation plan so they understand it and how each academic accommodation is to be applied. This discussion can be supported by a member of Accessibility Services if student requests;

   c. Accessibility Services is responsible for coordinating support and academic accommodation plan implementation where those services cannot reasonably be provided at the program level (e.g., providing interpreting or transcribing, and adaptive technologies); and

   d. Accessibility Services can assist in providing support and resources to instructors in mitigating accessibility-related barriers through a Universal Design for Learning framework.

7. Academic Accommodation Implementation Troubleshooting

   Academic accommodation implementation may require concern resolution. In such instances, the concern should be raised in a timely manner so as to ensure there is time to consult and resolve concerns as follows:

   a. Where possible, students and instructors should attempt to resolve the concern together;

   b. If the concern is not resolved, the student or instructor may raise it with the student's Accessibility Services case manager;

   c. If the concern is still not resolved;

      1) the student may raise it with Accessibility Services management.

2) the instructor may raise it with their department chair and/or associate dean/director; and

d. If the matter remains unresolved the student may consider the Complaints about Instruction, Services, Employees or University Policy (AD2) following steps outlined from stage 3 onwards in that policy.

8. Procurement of Academic Accommodations Involving Third Parties

Some academic accommodations, such as interpreting and transcription services, are delivered through the support of third parties. Accessibility Services is responsible for coordinating and paying for such services. A student receiving these accommodations must be in attendance to receive the transcript and/or service.

9. Academic Accommodation Plan Revisions and Renewals

a. Current student renewals: academic accommodation plans are designed to be congruent with the academic environment for each course a student enrolls in. The process is that:

1) An email reminder is sent to any active student enrolled in the last three consecutive semesters during the enrolment period for next semester;

2) The student is invited to collaborate in identifying academic accommodations that are required for new courses; and

3) Revisions: if anything has changed with regards to the student's academic accommodation-related needs, then the student should share this information with Accessibility Services in a timely manner so both parties can collaborate to determine reasonable and appropriate changes to the academic accommodation plan.

b. Returning student renewals: if a student has not been enrolled in courses or received academic accommodations for three (3) consecutive semesters the student's file would be marked inactive. If the student intends to return to the University, the student is to reach out to Accessibility Services to discuss their academic accommodation needs.

10. Provisional Academic Accommodation Plans

Provisional academic accommodations may be approved when sufficient documentation is not yet available. This is typically for a limited time, up to one (1) enrolment period, to allow for more time to acquire information. A provisional

academic accommodation plan may be extended under exceptional circumstances. Students contact Accessibility Services for consultation.

11. Requirements Established by Third Parties

    a. Certification and licensure: A student seeking academic accommodation for an external certification or licensing exam should make the request directly to the certifying body.

    b. Third party sites: Some University programs offer off-campus learning experiences delivered by third parties (such as, but not limited to, practicum sites, work placements, co-ops, and other postsecondary institutions jointly offering programs with the University). A student who makes an academic accommodation request for off-campus learning experiences must make the request to Accessibility Services in accordance with policy ST14. Accessibility Services will inform the department arranging the practicum or co-op placement of the University's obligations regarding policy ST14. The University program department will communicate with the third party to coordinate academic accommodation developed with the student. The University will do its best to make reasonable efforts to match academic accommodations with third party placements, but the University is unable to ensure that reasonable academic accommodations will be accepted by third parties, as third parties have their own policies and regulations.

## C. RELATED POLICY

Refer to Policy ST14 Academic Accommodations for Students with Disabilities.

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

Melville School of Business

# Master of Operations and Supply Chain Management (OSCM)

# Stage 2 Appendix 6

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# Appendix 6.1 Enrolment Plan

*To:* *KPU Senate and Board of Governors*

*From:* *Lori McElroy, AVP, Planning & Accountability*

*Date:* *October 29, 2024*

*Re:* *Financial Assessment Assumptions for Master in Operations and Supply Chain Management Program – Fall 2026 Program Start*

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The financial assessment for the proposed Master in Operations and Supply Chain Management program is based on the following assumptions.

Workload:

- The program consists of 10 three-credit courses, all taught at Mode 16 over a standard semester and standard contact hours. In addition, there is one capstone course that is 6 credits and is taught over 2 semesters. It is equivalent in workload to two of the three-credit courses. Total credits for the program is 36. Full time status for masters programs will be 6 credits in a semester.
- Program courses will be offered in all three semesters every year.
- Anticipated program start is Fall 2026. Only 2 courses will be offered in Fall 2026. By Fall 2028, all courses will be offered. In Sum. semesters, only some courses will be offered, with specific courses alternating from one Sum. to the next. The roll out of courses is shown in the table on the following page. This can be altered based on student demand, ensuring students can progress.
- This program will be offered by a new department, so chair release of one course per year is included.

Enrolment:

- Class size maximum is 35.
- This will be non-cohort based-delivery; students can take courses at their own pace.
- There will be two intakes a year: Fall and Spring.
- As a two-year program, this may be attractive to international students, particularly those interested in the Post Graduate Work Permit program. However, given the decline in international recruitment since IRCC started making policy changes, we have been conservative in estimating demand.
- Note, capacity is 35 students for each intake, but based on past experience with new programs, the fact that this will be KPU's first masters programs, and the uncertainty around international recruitment, the initial enrolment numbers are conservative, growing slowly over time as the program develops a reputation. New intake headcounts used in the financial assessment are shown in the following table.

| Fall | Spg. | Fall | Spg. | Fall | Spg. | Fall | Spg. | Fall | Spg. | Fall | Spg. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 26 | 27 | 27 | 28 | 28 | 29 | 29 | 30 | 30 | 31 | 31 | 32 |
| 8 | 6 | 8 | 6 | 10 | 8 | 12 | 10 | 14 | 12 | 16 | 14 |

Tuition:

- Tuition in Fall 2026 is set at $785 per credit. This will require a new tuition category in Bylaw 4. International and domestic students will be charged the same tuition.
- This rate was selected to be competitive with other Masters programs. The total program tuition will be $28,260, plus 7% mandatory fee for a total of $30,238, at AY26/27 tuition rates. KPU international students in UG programs would pay $29,112 for 36 credits, including mandatory fees, in AY26/27. The Master offered by the University of Manitoba is expected to be $32,565 in AY26/27, including mandatory fees, except the coop work term fee, which is $5,358.

**Course Roll out by Semester**

If shaded, the course is not offered in that semester. This schedule can be changed based on student demand.

The program would start with just 2 courses in Fall 2026 since initial enrolments are expected to be low. Additional courses are rolled out slowly to concentrate students in a limited number of courses until enrolment grows. Although specific courses are listed, they can be swapped out for other courses at the same course level. All courses are offered beginning in Fall 2028, but note all courses are never offered in summers since demand is typically lower in summer. Care will need to be taken to ensure the courses offered in summer are the ones most needed to allow students to progress. The course roll out can change if actual demand turns out to be substantially different from what is in this plan but this will affect workload and therefore the cost of delivery.

| Fiscal Year | FY27 | | | FY28 | | | FY29 | | | FY30 | | | FY31 | | | FY32 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Academic year | AY26/27 | | | AY27/28 | | | AY28/29 | | | AY29/30 | | | AY30/31 | | | AY31/32 | |
| **Courses** | Fall 26 | Spg. 27 | Sum. 27 | Fall 27 | Spg. 28 | Sum. 28 | Fall 28 | Spg. 29 | Sum. 29 | Fall 29 | Spg. 30 | Sum. 30 | Fall 30 | Spg. 31 | Sum. 31 | Fall 31 | Spg. 32 |
| BUSM 7100 | | | | | | | | | | | | | | | | | |
| BUSM 7110 | | | | | | | | | | | | | | | | | |
| BUSM 7120 | | | | | | | | | | | | | | | | | |
| BUSM 7130 | | | | | | | | | | | | | | | | | |
| BUSM 7200 | | | | | | | | | | | | | | | | | |
| BUSM 7210 | | | | | | | | | | | | | | | | | |
| BUSM 7220 | | | | | | | | | | | | | | | | | |
| BUSM 7230 | | | | | | | | | | | | | | | | | |
| BUSM 7240 | | | | | | | | | | | | | | | | | |
| BUSM 7250 | | | | | | | | | | | | | | | | | |
| BUSM 7300 | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| Number of courses offered | 2 | 4 | 5 | 7 | 8 | 6 | 11 | 11 | 6 | 11 | 11 | 6 | 11 | 11 | 6 | 11 | 11 |

| **Number by level** | Fall 26 | Spg. 27 | Sum. 27 | Fall 27 | Spg. 28 | Sum. 28 | Fall 28 | Spg. 29 | Sum. 29 | Fall 29 | Spg. 30 | Sum. 30 | Fall 30 | Spg. 31 | Sum. 31 | Fall 31 | Spg. 32 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 7100 | 2 | 2 | 2 | 4 | 4 | 2 | 4 | 4 | 2 | 4 | 4 | 2 | 4 | 4 | 2 | 4 | 4 |
| 7200 | | 2 | 3 | 3 | 3 | 3 | 6 | 6 | 3 | 6 | 6 | 3 | 6 | 6 | 3 | 6 | 6 |
| 7300 | | | | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |

**Information for Ministry Stage 1 Document**

Projected number of students in the first 4 years:

- The same tuition is charged for domestic and international students so we are not making a distinction but assume most will be domestic.
- We expect that some students may take the program while working full time.
- Students will study at their own pace so will take varying amounts of time to complete.
- We will roll out the program gradually, so initially no one can take a full course load. Students who start in Fall 2027 could take a full load they wish.
- The following table shows the number of **new** students by academic year. The total number of students per year will be higher and will depend on the course load students choose to take.

| # Headcounts | AY26/27 | AY27/28 | AY28/29 | AY29/30 |
|---|---|---|---|---|
| Full-time | 8 | 9 | 11 | 13 |
| Part-Time | 6 | 5 | 7 | 9 |
| Total | 14 | 14 | 18 | 22 |

- The following table shows the estimated FTEs by fiscal year, based on assumptions of total credits taken in the year.

| | FY26/27 | FY27/28 | FY28/29 | FY29/30 |
|---|---|---|---|---|
| FTEs | 5.67 | 17.83 | 26.17 | 33.50 |

Minimum viable enrolment:

- Viability depends on the number of seats filled, not the number of students.
- Translating this into FTEs, the program is viable with 41 FTEs in the fiscal year. We estimate this will be achieved by FY30/31.

Anticipated number of credentials to be awarded each year:

- We are assuming that the first graduates will be in Fall 2028, after completing the program in Summer 2028.
- The following table provides estimates of the number of graduates by academic year.

| | AY28/29 | AY29/30 | AY30/31 | AY31/32 |
|---|---|---|---|---|
| # Graduates | 8 | 9 | 17 | 22 |

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.** AC13 |
| **Approving Jurisdiction:** Board of Governors, with Senate advice |
| **Administrative Responsibility:** Provost and Vice President Academic |
| **Effective Date:** September 29, 2022 |

# Minimum Qualifications for Faculty Members Policy

## A. CONTEXT AND PURPOSE

1. As a special purpose teaching university under British Columbia's University Act, Kwantlen Polytechnic University (KPU) ("the University") is committed to excellence in teaching, student success and educational support services.

2. This Policy will guide the University in the appointment of faculty with the appropriate credentials, scholarly records and experience commensurate with the academic, professional and industry standards of their disciplines, and the educational programs, courses, service and community engagement, and research activities of which they are comprised.

## B. SCOPE AND LIMITS

1. This Policy applies to the appointment of all faculty who teach in courses and programs under the jurisdiction of Senate, apprenticeship programs, and also faculty who provide educational support services at Kwantlen Polytechnic University.

2. This Policy may not apply to faculty in the Continuing and Professional Studies courses and programs, and courses and programs outside of the jurisdiction of Senate.

## C. STATEMENT OF POLICY PRINCIPLES

1. The University will ensure that the academic and professional qualifications of faculty are diverse and inclusive, reflecting the diversity of our community and programs that are offered, and that incorporate a broad range of qualifications, skills, experiences and perspectives that reflect the values, mission and vision of the institution.

2. The University is committed to the continuous assurance of teaching excellence, program quality, and the success of its students through graduation and mobility into areas of further study.

3. The accountability, credibility and sustainability of the University's programs and educational services require faculty who are appropriately qualified and who possess the necessary scholarly preparation and currency to meet external peer expectations of accreditation, program approval and program review bodies.

4. Faculty qualification standards will vary in accordance with the academic and professional expectations appropriate to the University's diverse disciplines and departments, and the specific educational program, course, research, and / or service responsibilities of any particular faculty appointment.

5. Both Deans and Departments have important responsibilities in ensuring appropriate qualifications are set.

## D. RELATED POLICIES & LEGISLATION

AC3 *Program Review*
AC10 *Development and Change of Senate-Approved Programs*
University Act RSBC 1996 Chapter 468

> Section 35.2 (6) "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:
> (i) the qualifications for faculty members"

## E. RELATED PROCEDURES

AC13 *Minimum Qualifications for Faculty Members Procedure*

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.**<br>AC13 |
| **Approving Jurisdiction:**<br>Board of Governors, with Senate advice |
| **Administrative Responsibility:**<br>Provost and Vice President Academic |
| **Effective Date:**<br>September 1, 2024 |

# Minimum Qualifications for Faculty Members Procedure

## A. DEFINITIONS

1. **Department:** For the purpose of this policy, a Department is an educational administrative sub-unit of a Faculty and/or School within a university dealing with a particular field of knowledge or area of educational support service provision.
2. **Faculty**: An educational administrative division constituted by the Board of the University.

## B. PROCEDURES

1. Roles and Responsibilities
    a. Department
        i. A Departmental/Area Search Committee is responsible for conducting interviews and recommending qualified candidates in consultation with this policy.
        ii. In keeping with the appropriate academic and professional standards of their disciplines, a majority of faculty members in a Department will determine and recommend the minimum qualifications required for faculty appointments either on a competition-by-competition basis or through a minimum qualification table approved by the Dean or, in the case of a Department that does not operate under the authority of a Faculty Council, the head of the Department.
        iii. For master's programs, a majority of faculty members in the Department(s) responsible for the program will determine and recommend the minimum faculty qualifications required to the Dean of the Faculty of Graduate Studies (or designate) for approval.
        iv. For minimum faculty qualifications that are different for a course than for a program, the Department, in consultation with the Dean (or designate) of a Faculty, will determine and recommend the qualifications required for faculty appointments through a minimum qualification table approved by the Dean.

v. A majority of faculty members in a Department may recommend to the Dean or, in the case of a Department that does not operate under the authority of a Faculty Council, the head of the Department, a different set of minimum faculty qualifications before the start of the faculty search process when deemed necessary by faculty members in the Department.

b. Faculty Council

i. For courses and programs that do not belong to a Department, the Faculty Council is responsible for determining and recommending minimum qualifications required for faculty appointments to the Dean (or designate) for approval either on a competition-by-competition basis or through a minimum qualification table jointly by the Dean.

ii. The Dean may consult the Faculty Council on any proposed minimum qualifications.

c. Dean or Head of Department

i. The Dean (or designate) of a Faculty or, in the case of a Department that does not operate under the authority of a Faculty Council, the head of the Department, is responsible for ensuring the Departmental/Area Search Committees comply with this policy.

ii. The Dean (or designate) of a Faculty or, in the case of a Department that does not operate under the authority of a Faculty Council, the head of the Department, with the support of a majority of faculty members in the Department, may approve a different set of minimum faculty qualifications before the start of the faculty search process where deemed necessary by faculty members in the Department.

iii. To ensure relevancy and currency, the Dean (or designate) is responsible for the approval of minimum faculty qualifications within their Faculty. In the case of a Department that does not operate under the authority of a Faculty Council, the head of the Department is responsible for the approval of all minimum faculty qualifications within their Department.

iv. For master's programs, the Dean (or designate) of the Faculty of Graduate Studies, in consultation with the Dean(s) of the disciplinary Faculty (Faculties), is responsible for the approval of minimum faculty qualifications recommended by the Department(s).

2. The Establishment and Approval of Minimum Faculty Qualifications

a. For programs that fall within a Department operating under the authority of a Faculty Council, the minimum qualifications required for faculty appointments will be determined by a majority of faculty members in their Department and recommended to the Dean (or designate) for approval. The Dean may consult the Faculty Council on proposed changes to minimum qualifications.

b. For programs that do not fall within a Department operating under the authority of a Faculty Council, the minimum qualifications required for faculty appointments will be determined and recommended by its Faculty Council to the Dean (or designate) for approval.

c. For Departments not operating under the authority of a Faculty Council, the minimum qualifications required for faculty appointments will be determined by a majority of the

faculty members in the Departments, and recommended to the head of the Departments for approval.

d. For master's programs, the minimum faculty qualifications required will be determined by a majority of faculty members in the Department(s) responsible for the program and recommended to the Dean (or designate) of the Faculty of Graduate Studies for approval.

    i. The Dean (or designate) of the Facuty of Graduate Studies will consult the Dean(s) of the disciplinary Faculty (Faculties) on the minimum faculty qualifications recommended by the Department(s). The Dean of the Faculty of Graduate Studies may consult the Graduate Studies Council on proposed minimum qualifications.

e. Lists of minimum qualifications for all initial appointments to faculty positions within any Departments including the determinations of required credentials, scholarly experiences and areas of expertise necessary for specific faculty appointments and assignments, are the purview of the Departments.

f. Each Department will review its list of qualifications for faculty positions - either for particular competitions or for a minimum qualification table - within its area of jurisdiction. Information to be provided should include, but is not limited to, the following:

    i. Name of Faculty (if the Department operates under the authority of a Faculty Council)

    ii. Name of Department

    iii. Name of Discipline/Program/Course (where applicable)

    iv. Qualifications Required

        1) Academic Credentials

        2) Professional Designation

        3) Teaching Qualifications

        4) Employment Experience

        5) Service and Community Engagement

        6) Research and Scholarship

3. Repository

    a. The current list of minimum qualifications for faculty members in each Department, either in the form of qualifications set for competitions or in the form of minimum qualification tables, will be stored and made available by their respective Dean's Office or, in the case of a Department that does not operate under the authority of a Faculty Council, the head of the Department.

## C. RELATED POLICY

AC13 *Minimum Qualifications for Faculty Members Policy*

## Appendix 6.3 Faculty Curriculum Vitae

### PROPOSED KPU'S MASTER OF OPERATIONS AND SUPPLY CHAIN MANAGEMENT PROGRAM - INTERESTED FACULTY

**PhD/Doctoral Facuty**

| Name | Department | Credential |
|---|---|---|
| Amir Azaron | Graduate Business Diploma | PhD (Systems Engineering), PhD (Industrial Engineering), MS (Industrial Engineering), BS (Industrial Engineering) |
| Brad Anderson | Business | DBA, BA, MSc (Medical Science), BSc (Biochemistry) |
| Farnoosh Bagheri | Business Post Bacs | PhD (Industrial Engineering), MSc (Industrial Engineering), BSc (System Analysis & Planning - Industrial Engineering) |
| Luis Fernando Villalba | Graduate Business Diploma | Post Doctoral Certificate (New Technologies, Law and Social Sciences), Post Doctoral Certificate (Globalization and Human Rights), Post-Doctoral Degree (Education/Management), PhD (Business Administration & Economics), MDL (Entrepreneurship in the Developing World), MAT (Education), MA (Latin American Studies/Economics), BSc (Finance & Economics) |
| Marcelo Machado | Graduate Business Diploma | Executive Program (Leading Strategic Change), Executive Program (Sustainability - Leading Sustainable Corporation), Certificate (Innovation & Entrepreneurship), PhD (Technology & Knowledge Management), M.Eng (Production & Systems Engineering), B.Eng (Electrical Engineering) |
| Mazyar Zahedi-Seresht | Business Post Bacs | PhD (Operations Research), MBA, MSc (Operations Research), BSc (Applied Mathematics) |

**Masters Level Faculty**

| Name | Department | Credential |
|---|---|---|
| Alban Gandais * | Business Post Bacs | MSc (Administration), MMgt |
| Bess Wong * | Graduate Business Diploma | Doctoral Candidate, Exec. MBA (Innovation Leadership), BA (French as a Second Language), PMP, SCMP |
| Carlos Calao | Business | MBA (Financial Services), BA (Economics), CPHR |
| Darren Anderson | Business Post Bacs | MBA, BSc (Industrial Engineering) |
| Enrico Tanafranca * | Business Post Bacs | MBA, PIDP, BSc (Education with Major in Mathematics), BA (Economics), Certificate in Teaching |
| Merwise Khalwati | Business | MBA, MSc (Electrical Engineering), B.Eng (Computer Engineering) |
| Nishant Kalia | Business Post Bacs | MBA, B.Eng (Electronics and Electrical Communication) |
| Ralph Ferens | Business | MBA, BA (Economics), CPHR, CPIM |
| Tara Immell * | Graduat Business Diploma | PhD Candidate, Maters Certificate in University Teaching, MS (Sustainable Agriculture), BA (Mathematics and Computer Science) |

* Indicates faculty who are PhD/Doctoral candidates, OR have taken doctoral courses

# Amir Azaron

## I. Personal Details

Business Graduate Department [Regular Faculty]
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Linkedin: https://ca.linkedin.com/in/amir-azaron-8a39b68b

## II. Educational Background

| Degree | University | Field | Place | Date |
|---|---|---|---|---|
| Ph.D. | Hiroshima University | Systems Engineering | Hiroshima-Japan | Sep. 2005 |
| Ph.D. | Tarbiat Modarres University | Industrial Engineering | Tehran-Iran | Jul. 2000 |
| M.S. | Sharif University of Technology | Industrial Engineering | Tehran-Iran | Sep. 1995 |
| B.S. | Amirkabir University of Technology | Industrial Engineering | Tehran-Iran | Sep. 1993 |

## III. Employment History

Instructor, Melville School of Business, Kwantlen Polytechnic University, Vancouver, Canada (Sep. 2017 - present)
Sessional Lecturer, Sauder School of Business, University of British Columbia, Vancouver, Canada (Jan. 2020 - present) [Part-Time Position]
Humboldt Experienced Researcher Fellow, Institute for Material Handling and Logistics (IFL), Karlsruhe Institute of Technology (KIT), Karlsruhe, Germany (Mar. 2023 - May 2023)
Senior Lecturer, Beedie School of Business, Simon Fraser University, Vancouver, Canada (Jan. 2018 – Dec. 2019) [Part-Time Position]
Visiting Associate Professor, Beedie School of Business, Simon Fraser University, Vancouver, Canada (Jan. 2016 - Dec. 2017)
Research Associate, Department of Mechanical and Industrial Engineering, Ryerson University, Toronto, Canada (Jul. 2015 - Dec. 2015)
Associate Professor, Department of Industrial Engineering, Istanbul Sehir University, Istanbul, Turkey (Oct. 2012 - May 2017)
Lecturer, Michael Smurfit Graduate School of Business, University College Dublin, Dublin, Ireland (Jul. 2009 - Sep. 2012)
Associate Professor, Department of Financial Engineering and Engineering Management, Reykjavik University, Reykjavik, Iceland (May 2010 - Apr. 2012) [Part-Time Position]
FWO Visiting Fellow, Research Center for Operations Management, Katholieke

Universiteit Leuven, Leuven, Belgium (Nov. 2010 - Feb. 2011)
Humboldt Research Fellow, Institute for Matrerial Handling and Logistics (IFL), Karlsruhe Institute of Technology (KIT), Karlsruhe, Germany (Apr. 2008 - Jun. 2009)
Research Associate, Department of Process Modelling and Simulation, National Institute of Engineering, Technology and Innovation (INETI), Lisbon, Portugal (Nov. 2008 - Apr. 2009)
Killam Postdoctoral Fellow, Department of Industrial Engineering**,** Dalhousie University, Halifax, Canada (Sep. 2006 - Mar. 2008)
Guest Researcher, Division of Production Economics, Department of Management and Engineering, Linköping University, Linköping, Sweden (Feb. 2007 - May 2007)
Research Associate, Cork Constraint Computation Centre (4C), Department of Computer Science, University College Cork, Cork, Ireland (Jan. 2006 - Sep. 2006)
Monbukagakusho Scholar, Department of Artificial Complex Systems Engineering, Hiroshima University, Hiroshima, Japan (Oct. 2002 - Oct. 2005)
Assistant Professor, Department of Industrial Engineering, University of Bu-Ali-Sina, Hamadan, Iran (Aug. 2000 - Oct. 2002)
Visiting Scholar, Department of Industrial Engineering, Dalhousie University, Halifax, Canada (Aug. 1999 - Feb. 2000)
Lecturer, Department of Industrial Engineering, University of Bu-Ali-Sina, Hamadan, Iran (Jan. 1998 - Aug. 2000) [Part-Time Position]
Productivity Director, Mostazafan & Janbazan Foundation, Tehran, Iran (Jan. 1995 - Sep. 1998)

## IV. Awards and Recognition

Humboldt Experienced Researcher Fellowship, Karlsruhe Institute of Technology, Germany (2023)
Teaching Recognition Letter, Beedie School of Business, Simon Fraser University, Canada (2018)
Research Recognition Letter, Michael Smurfit Graduate School of Business, University College Dublin, Ireland (2011)
Research Recognition Letter, Michael Smurfit Graduate School of Business, University College Dublin, Ireland (2010)
FWO Visiting Fellowship, Katholieke Universiteit Leuven, Belgium (2010 - 2011)
CIENCIA Post-Doctoral Fellowship, National Institute of Engineering, Technology and Innovation, Portugal (2008 - 2009)
Humboldt Post-Doctoral Fellowship, Karlsruhe Institute of Technology, Germany (2008 - 2009)
Killam Post-Doctoral Fellowship, Dalhousie University, Canada (2006 - 2008)
SI Scholarship, Linköping University, Sweden (2007)
Monbukagakusho Scholarship, Hiroshima University, Japan (2002 - 2005)
Doctoral Bursary, Tarbiat Modarres University, Iran (1995 - 2000)

## V. Membership of Professional Bodies

Institute for Operations Research and the Management Sciences (INFORMS)
Canadian Operational Research Society (CORS)

## VI. Research Interests

Supply chain modelling and optimization; Managing projects and operations under uncertainty; Modelling manufacturing systems under congestion; Reliability evaluation and optimization of time-dependent systems; Application of artificial intelligence and metaheuristics to optimization problems; Production planning and scheduling

## VII. Publications

### (a) Selected Peer Reviewed Journals


1. Eghbali, M., Tavakkoli-Moghaddam, R., Azaron, A., Dehghan-Sanej, K. (2022). An Extended ε-Constraint Method for a Multi-Objective Finite-Horizon Markov Decision Process. *International Transactions in Operational Research*, 29, 3131-3160.
2. Rekabi, S., Ghodratnama, A., Azaron, A. (2022). Designing pharmaceutical supply chain networks with perishable items considering congestion. *Operational Research*, 22, 4159-4219.
3. Azaron, A., Venkatadri, U., Farhang Doost, A. (2021). Designing profitable and responsive supply chains under uncertainty. *International Journal of Production Research*, 59 (1), 213-225.
4. Ghodratnama, A., Arbabi, H., Azaron, A. (2020). A bi-objective hub location-allocation model considering congestion. *Operational Research*, 20, 2427-2466.
5. Ghodratnama, A., Arbabi, H., Azaron, A. (2019). Production planning in industrial townships modeled as hub location-allocation problems considering congestion in manufacturing plants. *Computers & Industrial Engineering*, 129, 479-501.
6. Eghbali, M., Tavakkoli-Moghaddam, R., Esfahanian F., Sepeheri, M., Azaron, A. (2019). A Markov decision process for modeling adverse drug reactions in medication treatment of type 2 diabetes. *Journal of Engineering in Medicine*, 233 (8), 793-811.
7. Zanddizari, M., Tavakkoli-Moghaddam, R., Azaron, A. (2019). Modeling stock-out loss and overstocking loss generated by bullwhip effect. *Scientia Iranica*, 26 (3), 1913-1924.
8. Eghbali, M., Tavakkoli-Moghaddam, R., Esfahanian F., Sepeheri, M., Azaron, A. (2018). Pharmacological therapy selection of type 2 diabetes based on the SWARA and modified MULTIMOORA methods under a fuzzy environment. *Artificial Intelligence in Medicine*, 87, 20-33.
9. Nelson, R.G., Azaron, A., Aref, S. (2016). The use of a GERT based method to model concurrent product development processes. *European Journal of Operational Research*, 250 (2), 566-578.

10. Yaghoubi, S., Noori, S., Azaron, A., Fynes, B. (2015). Resource allocation in multi-class dynamic PERT networks with finite capacity. *European Journal of Operational Research*, 247 (3), 879-894.
11. Ghodratnama, A., Tavakkoli-Moghaddam, R., Azaron, A. (2015). Robust and fuzzy goal programming optimization approaches for a novel multi-objective hub location-allocation problem: A supply chain overview. *Applied Soft Computing*, 37, 255-276.
12. Yaghoubi, S., Noori, S., Azaron, A. (2013). Lead time control in multi-class multi-stage assembly systems with finite capacity. *Computers & Industrial Engineering*, 66 (4), 808-817.
13. Kheirkhah, A., Azadeh, A., Saberi, M., Azaron, A., Shakouri, H. (2013). Improved estimation of electricity demand function by integration of artificial neural network, principal component analysis and data envelopment analysis. *Computers & Industrial Engineering*, 64 (1), 425-441.
14. Kazemipoor, H., Tavakkoli-Moghaddam, R., Shahnazari-Shahrezaei, P., Azaron, A. (2013). A differential evolution algorithm to solve multiskilled project portfolio scheduling problems. *The International Journal of Advanced Manufacturing Technology*, 64 (5-8), 1099-1111.
15. Ghodratnama, A., Tavakkoli-Moghaddam, R., Azaron, A. (2013). A fuzzy possibilistic bi-objective hub covering problem considering production facilities, time horizons and transporter vehicles. *The International Journal of Advanced Manufacturing Technology*, 66 (1-4), 187-206.
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17. Yaghoubi, S., Noori, S., Azaron, A., Tavakkoli-Moghaddam, R. (2011). Resource allocation in dynamic PERT networks with finite capacity. *European Journal of Operational Research*, 215 (3), 670-678.
18. Mousavi, S.M., Tavakkoli-Moghaddam, R., Azaron, A., Mojtahedi, S.M.H., Hashemi, H. (2011). Risk assessment for highway projects using jackknife technique. *Expert Systems with Applications*, 38 (5), 5514-5524.
19. Azadeh, M., Saberi, M., Anvari, M., Azaron, A., Mohammadi, M. (2011). An adaptive network based fuzzy inference system–genetic algorithm clustering ensemble algorithm for performance assessment and improvement of conventional power plants. *Expert Systems with Applications*, 38 (3), 2224-2234.
20. Azaron, A., Tang, O., Tavakkoli-Moghaddam, R. (2009). Dynamic lot sizing problem with continuous-time Markovian production cost. *International Journal of Production Economics*, 120 (2), 607-612.
21. Azaron, A., Perkgoz, C., Katagiri, H., Kato, K., Sakawa, M. (2009). Multi-objective reliability optimization for dissimilar-unit cold-standby systems using a genetic algorithm. *Computers & Operations Research*, 36 (5), 1562-1571.
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23. Azaron, A., Kianfar, F. (2009). Due date assignment for multistage assembly systems. *Optimization Letters*, 3 (2), 199-210.
24. Eskandarzadeh, S., Tavakkoli-Moghaddam, R., Azaron, A. (2009). An extension of the relaxation algorithm for solving a special case of capacitated arc routing

problems. *Journal of Combinatorial Optimization*, 17 (2), 214-234.
25. Tavakkoli-Moghaddam, R., Safaei, N., Azaron, A. (2009). Designing a fuzzy system for controlling the armament fire in dynamic siege. *Expert Systems with Applications*, 36 (9), 11691-11698.
26. Azaron, A., Brown, K.N., Armagan Tarim, S., Modarres, M. (2008). A multi-objective stochastic programming approach for supply chain design considering risk. *International Journal of Production Economics*, 116 (1), 129-138.
27. Azaron, A., Fatemi Ghomi, S.M.T. (2008). Lower bound for the mean project completion time in dynamic PERT networks. *European Journal of Operational Research*, 186 (1), 120-127.
28. Azaron, A., Katagiri, H., Sakawa, M. (2007). Time-cost trade-off via optimal control theory in Markov PERT networks. *Annals of Operations Research*, 150 (1), 47-64.
29. Azaron, A., Katagiri, H., Kato, K., Sakawa, M. (2007). A multi-objective discrete reliability optimization problem for dissimilar-unit standby systems. *OR Spectrum*, 29 (2), 235-257.
30. Azaron, A., Tavakkoli-Moghaddam, R. (2007). Multi-objective time-cost trade-off in dynamic PERT networks using an interactive approach. *European Journal of Operational Research*, 180 (3), 1186-1200.
31. Perkgoz, C., Azaron, A., Katagiri, H., Kato, K., Sakawa, M. (2007). A multi-objective lead time control problem in multistage assembly systems using genetic algorithms. *European Journal of Operational Research*, 180 (1), 292-308.
32. Azaron, A., Sakawa, M., Tavakkoli-Moghaddam, R., Safaei, N. (2007). A discrete-time approximation technique for the time-cost trade-off in PERT networks. *RAIRO-Operations Research*, 41 (1), 61-81.
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34. Azaron, A., Modarres, M. (2007). Project completion time in dynamic PERT networks with generating projects. *Scientia Iranica,* 14 (1), 56-63.
35. Azaron, A. (2006). Bicriteria shortest path in networks of queues. *Applied Mathematics and Computation,* 182 (1), 434-442.
36. Azaron, A., Katagiri, H., Kato, K., Sakawa, M. (2006). Longest path analysis in networks of queues: Dynamic scheduling problems. *European Journal of Operational Research*, 174 (1), 132-149.
37. Azaron, A., Katagiri, H., Kato, K., Sakawa, M. (2006). Modelling complex assemblies as a queueing network for lead time control. *European Journal of Operational Research*, 174 (1), 150-168.
38. Azaron, A., Tavakkoli-Moghaddam, R. (2006). A multi-objective resource allocation problem in dynamic PERT networks. *Applied Mathematics and Computation*, 181 (1), 163-174.
39. Azaron, A., Katagiri, H., Sakawa, M., Kato, K., Memariani, A. (2006). A multi-objective resource allocation problem in PERT networks. *European Journal of Operational Research*, 172 (3), 838-854.
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*Computation*, 176 (2), 609-620.
41. Tavakkoli-Moghaddam, R., Moslehi, G., Vasei, M., Azaron, A. (2006). A branch-and-bound algorithm for a single machine sequencing to minimize the sum of maximum earliness and tardiness with idle insert. *Applied Mathematics and Computation*, 174 (1), 388-408.
42. Azaron, A., Katagiri, H., Kato, K., Sakawa, M. (2006). Reliability evaluation of multi-component cold-standby redundant systems. *Applied Mathematics and Computation*, 173 (1), 137-149.
43. Azaron, A., Katagiri, H., Kato, K., Sakawa, M. (2005). Reliability evaluation and optimization of dissimilar-component cold-standby redundant systems. *Journal of the Operations Research Society of Japan*, 48 (1), 71-88.
44. Azaron, A., Katagiri, H., Sakawa, M., Modarres, M. (2005). Reliability function of a class of time-dependent systems with standby redundancy. *European Journal of Operational Research,* 164 (2), 378-386.
45. Azaron, A., Modarres, M. (2005). Distribution function of the shortest path in networks of queues. *OR Spectrum*, 27 (1), 123-144.
46. Azaron, A., Perkgoz, C., Sakawa, M. (2005). A genetic algorithm approach for the time-cost trade-off in PERT networks. *Applied Mathematics and Computation,* 168 (2), 1317-1339.
47. Tavakkoli-Moghaddam, R., Aryanezhad, M.B., Safaei, N., Azaron, A. (2005). Solving a dynamic cell-formation problem using metaheuristics. *Applied Mathematics and Computation*, 170 (2), 761-780.
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50. Azaron, A., Fatemi Ghomi, S.M.T. (2003). Optimal control of service rates and arrivals in Jackson networks. *European Journal of Operational Research,* 147 (1), 17-31.
51. Azaron, A., Kianfar, F. (2003). Dynamic shortest path in stochastic dynamic networks: Ship routing problem. *European Journal of Operational Research,* 144 (1), 138-156.

**(b) Selected Book Chapters and Conference Proceedings with Peer Review**

1. Azaron, A., Venkatadri, U., Farhang Doost, A. (2019). Designing profitable and responsive supply chains under uncertainty. *IFAC PapersOnLine*, 52 (13), 2816-2820.
2. Azaron, A., Venkatadri, U., Farhang Doost, A. (2018). A stochastic approach for designing supply chain networks under uncertainty. *IFAC PapersOnLine*, 51 (11), 1465-1469.
3. Yaghoubi, S., Noori, S., Azaron, A. (2015). The Markovian multi-criteria multi-project resource-constrained project scheduling problem. *Handbook on Project*

*Management and Scheduling*, 2, 838-862. Berlin: Springer.

4. Yaghoubi, S., Azaron, A. (2013). Modeling multi-stage assembly systems with finite capacity as a queueing network. Proceedings of the *2013 IEEE International Conference on Industrial Engineering and Engineering Management*, 728-732.
5. Azaron, A. (2013). A multi-objective stochastic programming model for designing supply chain networks. *IFAC Proceedings Volumes*, 46 (9), 1956-1960.
6. Venkatadri, U., Bose, S., Azaron, A. (2012). A metaheuristic approach for supply chain network design problems. *Lecture Notes in Business Information Processing*, 115, 114-122. Berlin: Springer.
7. Azaron, A., Furmans, K., Modarres, M. (2010). Multi-objective stochastic programming approaches for supply chain management. *Lecture Notes in Economics and Mathematical Systems,* 638, 1-14. Berlin: Springer.
8. Azadeh, A., Saberi, M., Javanmardi, L., Azaron, A. (2008). Developing expert system on decision making unit efficiency. Proceedings of the *2008 IEEE International Symposium on Industrial Electronics*, 809-816.
9. Azaron, A., Perkgoz, C., Kato, K., Katagiri, H., Sakawa, M. (2004). Time-cost trade-off in PERT networks using a genetic algorithm. Proceedings of the *47th IEEE International Midwest Symposium on Circuits and Systems*, 3, 57-60.
10. Azaron, A., Tavakkoli-Moghaddam, R., Mehrad-Pay, L. (2003). Optimal control of service rate in a service center with laps. Proceedings of the 2nd *National Industrial Engineering Conference*, Yazd, Iran. (Program Committee Member)

## VIII. Professional Contribution

### (a) Editorial Board Member

1. International Journal of Industrial Engineering Computations (2011 - present)
2. Iranian Journal of Management Studies (2012 - present)
3. Iranian Journal of Operations Research (2014 - present)
4. Sharif Journal of Industrial Engineering and Management (2018 - present)

### (b) Papers Reviewed for Journals

1. Advances in Engineering Software
2. Annals of Operations Research
3. Applied Mathematical Modelling
4. Applied Mathematics and Computation
5. Applied Stochastic Models in Business and Industry
6. Asia-Pacific Journal of Operational Research
7. Computers & Industrial Engineering
8. Computers & Mathematics with Applications
9. Computers & Operations Research
10. Engineering Optimization
11. European Journal of Operational Research
12. IEEE Transactions on Reliability

13. International Journal of Production Economics
14. International Journal of Production Research
15. Journal of Intelligent & Fuzzy Systems
16. Journal of the Operational Research Society
17. Networks
18. Omega - The International Journal of Management Science
19. Operations Research
20. Operations Research Letters
21. Reliability Engineering & System Safety

**(c) Research Proposals Reviewed**

1. Czech Science Foundation Grant Proposal (2013)

## IX. Teaching Experience

Logistics and Operations Management (Undergraduate Level (W1 2024): University of British Columbia (Canada))
Sustainable Operations (Graduate Level (Summer 2024): Kwantlen Polytechnic University (Canada))
Project Management (Graduate Level (Summer 2024): Kwantlen Polytechnic University (Canada))
Business Statistics (Undergraduate Level (Summer 2024): Kwantlen Polytechnic University (Canada))
Business Mathematics (Undergraduate Level (Summer 2024): Kwantlen Polytechnic University (Canada))
Project Management (Graduate Level (Spring 2024): Kwantlen Polytechnic University (Canada))
Business Statistics (Undergraduate Level (Spring 2024): Kwantlen Polytechnic University (Canada))
Business Mathematics (Undergraduate Level (Spring 2024): Kwantlen Polytechnic University (Canada))
Logistics and Operations Management (Undergraduate Level (W1 2023): University of British Columbia (Canada))
Sustainable Operations (Graduate Level (Fall 2023): Kwantlen Polytechnic University (Canada))
Project Management (Graduate Level (Fall 2023): Kwantlen Polytechnic University (Canada))
Business Statistics (Undergraduate Level (Fall 2023): Kwantlen Polytechnic University (Canada))
Business Mathematics (Undergraduate Level (Fall 2023): Kwantlen Polytechnic University (Canada))
Logistics and Operations Management (Undergraduate Level (S2 2023): University of British Columbia (Canada))
Sustainable Operations (Graduate Level (Summer 2023): Kwantlen Polytechnic

University (Canada))
Project Management (Graduate Level (Summer 2023): Kwantlen Polytechnic University (Canada))
Business Statistics (Undergraduate Level (Summer 2023): Kwantlen Polytechnic University (Canada))
Business Mathematics (Undergraduate Level (Summer 2023): Kwantlen Polytechnic University (Canada))
Logistics and Operations Management (Undergraduate Level (W1 2022): University of British Columbia (Canada))
Sustainable Operations (Graduate Level (Summer 2022): Kwantlen Polytechnic University (Canada))
Project Management (Graduate Level (Summer 2022): Kwantlen Polytechnic University (Canada))
Business Statistics (Undergraduate Level (Summer 2022): Kwantlen Polytechnic University (Canada))
Business Mathematics (Undergraduate Level (Summer 2022): Kwantlen Polytechnic University (Canada))
Project Management (Graduate Level (Spring 2022): Kwantlen Polytechnic University (Canada))
Project Management (Post-Bacc Level (Spring 2022): Kwantlen Polytechnic University (Canada))
Business Statistics (Undergraduate Level (Spring 2022): Kwantlen Polytechnic University (Canada))
Business Mathematics (Undergraduate Level (Spring 2022): Kwantlen Polytechnic University (Canada))
Logistics and Operations Management (Undergraduate Level (W1 2021): University of British Columbia (Canada))
Quantitative Methods for Business Management (Post-Bacc Level (Fall 2021): Kwantlen Polytechnic University (Canada))
Applied Decision Analysis (Undergraduate Level (Fall 2021): Kwantlen Polytechnic University (Canada))
Quantitative Methods for Business Management (Post-Bacc Level (Summer 2021): Kwantlen Polytechnic University (Canada))
Business Statistics (Undergraduate Level (Summer 2021): Kwantlen Polytechnic University (Canada))
Business Mathematics (Undergraduate Level (Summer 2021): Kwantlen Polytechnic University (Canada))
Project Management (Post-Bacc Level (Spring 2021): Kwantlen Polytechnic University (Canada))
Quantitative Methods for Business Management (Post-Bacc Level (Spring 2021): Kwantlen Polytechnic University (Canada))
Logistics and Operations Management (Undergraduate Level (W1 2020): University of British Columbia (Canada))
Applied Decision Analysis (Undergraduate Level (Fall 2020): Kwantlen Polytechnic University (Canada))
Quantitative Methods for Business Management (Post-Bacc Level (Summer 2020):

Kwantlen Polytechnic University (Canada))
Business Statistics (Undergraduate Level (Summer 2020): Kwantlen Polytechnic University (Canada))
Business Mathematics (Undergraduate Level (Summer 2020): Kwantlen Polytechnic University (Canada))
Logistics and Operations Management (Undergraduate Level (W2 2019): University of British Columbia (Canada))
Quantitative Methods for Business Management (Post-Bacc Level (Spring 2020): Kwantlen Polytechnic University (Canada))
Business Statistics (Undergraduate Level (Spring 2020): Kwantlen Polytechnic University (Canada))
Data and Decisions I (Undergraduate Level (Fall 2019): Simon Fraser University (Canada))
Applied Decision Analysis (Undergraduate Level (Fall 2019): Kwantlen Polytechnic University (Canada))
Business Mathematics (Undergraduate Level (Summer 2019): Kwantlen Polytechnic University (Canada))
Business Statistics (Undergraduate Level (Summer 2019): Kwantlen Polytechnic University (Canada))
Business Mathematics (Undergraduate Level (Spring 2019): Kwantlen Polytechnic University (Canada))
Business Statistics (Undergraduate Level (Spring 2019): Kwantlen Polytechnic University (Canada))
Applied Decision Analysis (Undergraduate Level (Spring 2019): Kwantlen Polytechnic University (Canada))
Data and Decisions I (Undergraduate Level (Fall 2018): Simon Fraser University (Canada))
Business Statistics (Undergraduate Level (Fall 2018): Kwantlen Polytechnic University (Canada))
Applied Decision Analysis (Undergraduate Level (Fall 2018): Kwantlen Polytechnic University (Canada))
Data and Decisions I (Undergraduate Level (Summer 2018): Simon Fraser University (Canada))
Data and Decisions II (Undergraduate Level (Summer 2018): Simon Fraser University (Canada))
Business Statistics (Undergraduate Level (Summer 2018): Kwantlen Polytechnic University (Canada))
Data and Decisions II (Undergraduate Level (Spring 2018): Simon Fraser University (Canada))
Business Mathematics (Undergraduate Level (Spring 2018): Kwantlen Polytechnic University (Canada))
Business Statistics (Undergraduate Level (Spring 2018): Kwantlen Polytechnic University (Canada))
Applied Decision Analysis (Undergraduate Level (Spring 2018): Kwantlen Polytechnic University (Canada))
Data and Decisions II (Undergraduate Level (Fall 2017): Simon Fraser University

(Canada))
Business Mathematics (Undergraduate Level (Fall 2017): Kwantlen Polytechnic University (Canada))
Business Statistics (Undergraduate Level (Fall 2017): Kwantlen Polytechnic University (Canada))
Data and Decisions II (Undergraduate Level (Summer 2017): Simon Fraser University (Canada))
Linear Algebra (Undergraduate Level (Spring 2017): Istanbul Sehir University (Turkey))
Manufacturing Planning and Control (Undergraduate Level (Spring 2017): Istanbul Sehir University (Turkey))
Managerial Decision Making (Master's Level (Spring 2017): Istanbul Sehir University (Turkey))
Simulation (Undergraduate Level (Fall 2017): Istanbul Sehir University (Turkey))
Decision Analysis in Business (Undergraduate Level (Summer 2016): Simon Fraser University (Canada))
Data and Decisions II (Undergraduate Level (Summer 2016): Simon Fraser University (Canada))
Operations Management (Undergraduate Level (Spring 2016): Simon Fraser University (Canada))
Simulation in Management Decision Making (Undergraduate Level (Spring 2016): Simon Fraser University (Canada))
Stochastic Processes (Master's Level (Spring 2013, Spring 2014 and Spring 2015): Istanbul Sehir University (Turkey))
Analysis of Production Systems (Undergraduate Level (Spring 2014 and Fall 2014): Istanbul Sehir University (Turkey))
Inventory Control (Undergraduate Level (Fall 2012, Fall 2013 and Spring 2015): Istanbul Sehir University (Turkey))
Project Management (Undergraduate Level (Fall 2013 and Fall 2014): Istanbul Sehir University (Turkey))
Simulation (Undergraduate Level (Spring 2013): Istanbul Sehir University (Turkey))
Optimization Applications (Master's Level (Fall 2012): Istanbul Sehir University (Turkey))
Supply Chain Management (Master's Level (Spring 2013): Warsaw University of Technology (Poland: under Erasmus Staff Mobility))
Project Management Lifecycle (Master's Level (Fall 2009 - Spring 2012): University College Dublin (Ireland))
Project Management Tools and Techniques (Master's Level (Fall 2009 - Spring 2012): University College Dublin (Ireland))
Planning & Decision Making Techniques (Master's Level (Fall 2011): University College Dublin (Ireland))
Simulation (Master's Level (Fall 2010 and Fall 2011): Reykjavik University (Iceland))
Advanced Probability (Master's Level (Fall 2011): Reykjavik University (Iceland))
Optimization Applications (Master's Level (Spring 2010 and Spring 2011): Reykjavik University (Iceland))
Supply Chain Management (Master's Level (Spring 2010): Reykjavik University (Iceland))

Project Management (Undergraduate Level (Summer 2010): Kaplan Singapore (Singapore))
Industrial Statistics (Undergraduate Level (Summer 2007): Dalhousie University (Canada))
Probability Theory (Undergraduate Level (Fall 2000 - Spring 2002): University of Bu-Ali-Sina (Iran))
Operations Research I: Linear Models (Undergraduate Level (Fall 2000 - Spring 2002): University of Bu-Ali-Sina (Iran))
Operations Research II: Integer and Non-Linear Models (Undergraduate Level (Fall 2000 - Spring 2002): University of Bu-Ali-Sina (Iran))

## X. Grant Funding and/or Applications

1. Natural Science and Engineering Research Council (NSERC Discovery: Canada), "Investigating the Effects of Customer Satisfaction on Design and Profitability of Supply Chains". Position: Co-applicant. (2016 - 2021)
2. Fundação para a Ciência ea Tecnologia (FCT: Portugal), "Design and Planning of Energy Efficient and Resilient Supply Chains" (PTDC/SEN-ENR/102869/2008). Position: Co-applicant. (2010 - 2013)
3. National Fund for Scientific Research (FWO: Belgium), "Advanced Resource Planning in the Healthcare Sector: Impact of Time-Varying Demand" (GP04810N). Position: Co-applicant. (2010 - 2011)
4. Iran National Science Foundation (INSF: Iran), "Supply Chain Design under Uncertainty" (GN42000659). Position: Principal Investigator. (2008 - 2009)
5. Killam Trusts (Canada), "Multiobjective Stochastic Programming Approaches for Supply Chain Design Problem". Position: Principal Investigator. (2006 - 2008)
6. Planning and Budget Organization of Iran, "Time-Cost Trade-Off in PERT Networks". Position: Principal Investigator. (2002 - 2004)

## XI. Masters and Ph.D. Supervision

**M.S. in Project Management (University College Dublin: Ireland)**
Mark Feighery “A Feasibility Study into an Identified Business Opportunity Surrounding the Establishment of a Website Servicing the Fitness Industry in Ireland” (Supervisor: 2009 - 2010)
Padraig Farrell “Project Management Methodology in a Small IT Company” (Supervisor: 2009 - 2010)
Paul Gilligan “Riding the Wave: Can Ireland Become a Renewable Powerhouse?” (Supervisor: 2009 - 2010)
John McCarthy “Investigating the Role & Relevance of Print Media in the 21st Century and the Feasibility of Launching a New Literary & Cultural Magazine in the Irish Market” (Supervisor: 2009 - 2010)
Paul McElvanna “Stakeholder Management and the European Water Framework Directive in Ireland: An Investigation” (Supervisor: 2009 - 2010)

Cormac O'Keeffe “Bluetooth: An Effective Communication Tool in Supermarkets” (Supervisor: 2009 - 2010)
Mark Williams “An Investigation into Defining a Project Lifecycle Model for an Offshore Wind Farm Development” (Supervisor: 2009 - 2010)
Richard Graham Nelson “The use of a GERT Based Method to Model Concurrent Product Development Processes” (Supervisor: 2010 - 2011)
Qing Song “Project Management Techniques Application of a Chinese Construction Project” (Supervisor: 2011 - 2012)
Diarmuid O'Regan “Project Scheduling - A Practical Approach for the Nuclear Energy Sector” (Supervisor: 2011 - 2012)

**M.S. in Industrial and Systems Engineering (Istanbul Sehir University: Turkey)**
Morteza Ahmadivala “A Simulation Based Approach for Reliability Evaluation and Optimization of Time-Dependent Systems - A Case Study of Production Systems (Barin Plast Company)” (Supervisor: 2013 - 2016)
Ashkan Eshghi “Multiobjective Approaches for Multi-Period Supply Chain Design Problems with Stochastic Production Times” (Supervisor: 2013 - 2016)

**M.S. in Industrial Engineering (Mazandaran University of Science & Technology: Iran)**
Laleh Mehrad-Pay “Optimal Control of Service Rate in a Service Center with Laps” (Supervisor: 2001 - 2003)

**M.S. in Industrial Engineering (Kharazmi University: Iran)**
Maedeh Sadat Fatemi Mohammadi "Developing Multi-Objective Models for Designing Supply Chains in Pharmaceutical Industries Considering Congestion" (Advisor: 2018 - 2021)

**Ph.D. in Industrial Engineering (Islamic Azad University, Science and Research Branch: Iran)**
Morteza Vasei “Designing Efficient and Responsive Supply Chains under Uncertainty” (Supervisor: 2017 - )

**Ph.D. in Industrial Engineering (University of Tehran: Iran)**
Maryam Eghbali Zarech “Modeling the Medical Treatment of Diabetes Patients Using Markovian Decision Processes” (Advisor: 2014 - 2018)

**Ph.D. in Industrial Engineering (Iran University of Science & Technology: Iran)**
Saeed Yaghoubi “Resource Allocation in a Multi-Project System under Stochastic and Dynamic Conditions” (Advisor: 2007 - 2012)

**Ph.D. in Management (University College Dublin: Ireland)**
Ali Nazarpour “Estimating the Needed Flexibility in Supply Chain by Linking it to the Uncertainty Experienced by the Company” (Chair: 2011 - 2015)

## XII. Masters and Ph.D. External Examiner

**M.S. in Operations Management (École Polytechnique Fédérale de Lausanne (EPFL): Switzerland)**
Bastian Velasquez Verschuur "Incorporation of the human judgment factor into the demand forecasting of the SPIM" (Jul. 2013)

**Ph.D. in Industrial Engineering (Institut National des Sciences Appliquées (INSA) de Lyon: France)**
Zeinab Sazvar "Replenishment policies for deteriorating items under uncertain conditions by considering green criteria" (May 2013)

## XIII. Administrative Duties

Chair of Subcommittee on Quantitative Courses at Senate Standing Committee on Curriculum, Kwantlen Polytechnic University (Sep. 2020 – present)
Member of Standing Committee on Research & Scholarship, Melville School of Business, Kwantlen Polytechnic University (Mar. 2024 – present)
Co-Chair of Data Analytics Competency Committee, Melville School of Business, Kwantlen Polytechnic University (Nov. 2020 – Apr. 2022)
Member of Curriculum Committee, Melville School of Business, Kwantlen Polytechnic University (Oct. 2019 – Oct. 2021)
Member of Ad Hoc Committee of Faculty Council, Melville School of Business, Kwantlen Polytechnic University (Nov. 2020 – Jan. 2021)
Member of ECON Minor Committee, Melville School of Business, Kwantlen Polytechnic University (Jan. 2018 - Dec. 2019)
Member of College Board, College of Engineering and Natural Sciences, Istanbul Sehir University (Jun. 2013 - Jun. 2015)

## XIV. Language Skills

Farsi (Mother Tongue)
English (Advanced)
French (Intermediate)
Japanese (Intermediate)

# Dr. Brad C. Anderson

5530 Moreland Drive
Burnaby, BC, V5G 1Z8

brad.anderson@kpu.ca
Phone: 604-313-5501

Possessing a DBA, MBA and MSc, Brad has 25 years experience spanning high-tech industries and post-secondary education. Highlights include:

- Created new course unique to business education focused on developing organizational and managerial wisdom
- Co-developed post-baccalaureate programs for the School of Business

## Professional Experience

KWANTLEN POLYTECHNIC UNIVERSITY (Surrey, BC) 2022 – Present
*School of Business*

**Chair, Entrepreneurial Leadership**
Reporting to Associate Dean, responsible for scheduling and coordinating department activities

- Forecast HR needs and organized faculty search and selection
- Founded the department's quality team – a first-of-its-kind initiative at the university
- Oversaw program review

KWANTLEN POLYTECHNIC UNIVERSITY (Surrey, BC) 2009 – Present
*School of Business*

**Business Instructor**
Reporting to Associate Dean, responsible for developing & delivering undergraduate courses in business including operations management, marketing & business analysis/decision making

- Created & taught a new course unique in business education: BUSI 2110 Developing organizational and managerial wisdom.
- Active collaborator in the re-visioning of the ENTR department, including development of revised courses
- Co-developer of post-baccalaureate programs
- Departmental representative on Faculty Council, Curriculum Committee, Professional Development Funds Committee, Standing Committee on Education Quality
- Developed and implemented peer-to-peer professional development sessions

INTEGRATIVE CONSULTING SERVICES (New Westminster, BC) 2007 – 2010
*A consultancy specializing in the outsourcing of pharmaceutical product development*

**President**
As founder of the company, responsible for all aspects of the business

- Developed & sold commercial strategic analyses on topics vital to the firm's customers
- Business strategy development with foreign corporations

SYREON CORPORATION (Vancouver, BC) 2006 – 2007
*An international, full-service contract research organization*

# Dr. Brad C. Anderson

5530 Moreland Drive
Burnaby, BC, V5G 1Z8

brad.anderson@kpu.ca
Phone: 604-313-5501


**Business Development Associate**
Reported to Vice President, responsible for generation of proposal and budgets to bid on contracts and management of customer/sub-contractor relations

- Maximized corporate earnings by leading marketing activities bidding on $10 million of projects, winning >85% of sales
- Arbitrated disputes with a major sub-contractor accounting for over 25% of revenues by developing activity-monitoring systems
- Decreased turn-around time for proposal creation from weeks to hours by creating automated tools and processes

XILLIX TECHNOLOGIES (Richmond, BC) 2002 – 2006
*An international medical device manufacturer developing novel cancer detection technologies*

**Clinical Researcher**
Reported to VP Clinical Affairs, responsible for managing clinical development and market research

- Identified market risks/success factors by leading analyses of new markets
- Improved sales force effectiveness by developing threat-assessment reports on competitors

INTELLIGENE EXPRESSIONS (Edmonton, AB) 1999 – 2002
*A multinational contract drug manufacturer*

**Project Manager**
Reported to the VP Operations, responsible for managing manufacturing department

- Maximized profitability by managing operations of drug-manufacturing facility generating $2 million/year, representing 100% of corporate revenues
- Decreased product deficiencies >90% by developing training programs and performance-based metrics
- Developed HR manual for production staff

## Education

- **Doctor of Business Administration**, Athabasca University, AB 2019
- **Master of Business Administration**, University of British Columbia, BC 2006
- **Master of Science,** (Medical Science), University of Calgary, AB 1998
- **Bachelor of Science,** (Biochemistry), University of Calgary, AB 1995

## Community Leadership

- **President**, Strata Corporation LMS1346 2010-Present
- **Board member**, Alcohol-Drug Education Services 2007-2009
- **Treasurer**, Strata Corporation BCS1347 2005-2009

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## Publications

Amrani, A., Verdaguer, J., Anderson, B., Utsugi, T., Bou, S., & Santamaria, P. (1999). Perforin-independent beta-cell destruction by diabetogenic CD8(+) T lymphocytes in transgenic nonobese diabetic mice. *The Journal of Clinical Investigation*, *103*(8), 1201–1209.

Anderson, B. C. (2008a). *The RFP: Writing Effective Requests for Proposals for the Clinical Trial Industry*. Vancouver.

Anderson, B. C. (2008b). *The RFP Template: A Template for Writing an RFP to Select a CRO*. Vancouver.

Anderson, B. C. (2012). *Hammer of Amahté: Book I of the Triumvirate Trilogy*. Lulu Publishing Services.

Anderson, B. C. (2013a). *In the Ravager's Shadow: Book II of the Triumvirate Trilogy*. Lulu Publishing Services.

Anderson, B. C. (2013b). Time for a Change: An Argument for the Application of a Phronetic Research Approach to Studying Canadian Healthcare. In *The 1st Annual Research & Knowledge Mobilization Day @ Kwantlen* (p. 16). Surrey, Canada.

Anderson, B. C. (2014). *The Light the World Needs: Book III of the Triumvirate Trilogy*. Lulu Publishing Services.

Anderson, B. C. (2017). Naive Gods. In H. Trenholm & M. Rimar (Eds.), *Lazarus Risen*. Ottawa, ON: Bundoran Press.

Anderson, B. C. (2018). Future Mating Habits of the Urban-bound Vampire. *Strange Ways Magazine*, *1*.

Anderson, B. C. (2019a). *Developing Organizational and Managerial Wisdom* (1st ed.). Surrey, Canada: Kwantlen Polytechnic University.

Anderson, B. C. (2024). *Developing Organizational and Managerial Wisdom - Audio plus text version* (2nd ed.). Surrey, Canada: Kwantlen Polytechnic University.

Anderson, B. C. (2019b). *Duatero*. Ottawa, ON: Bundoran Press.

Anderson, B. C. (2019c). Sisyphean Gambit. *Prairie Fire*, *40*(1).

Anderson, B. C. (2019d). *Values, Rationality, and Power: Developing Organizational Wisdom--A Case Study of a Canadian Healthcare Authority*. Bingley, United Kingdom: Emerald Group Publishing Limited.

Anderson, B., Park, B.-J., Verdaguer, J., Amrani, A., & Santamaria, P. (1999). Prevalent CD8+ T cell response against one peptide/MHC complex in autoimmune diabetes. *Proceedings of the National Academy of Sciences*, *96*(16), 9311–9316.

Anderson, Brad. (2007a). *Ahead of the Curve: Trends, Predictions and Survival Guide for the North American Contract Research Industry*. Vancouver.

Anderson, Brad. (2007b). *Shifting from Tactics to Strategy: The New Age of Clinical-Development Outsourcing*. Vancouver.

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Anderson, Brad. (2008a). CRO Market View: What Lies Ahead of the Curve? *Contract Pharma*, *March*, 56–61. Retrieved from http://www.contractpharma.com/issues/2008-03/view_features/cro-market-view/

Anderson, Brad. (2008b). How We Fail to Use CROs Effectively (And What You Can Do About It). *Applied Clinical Trials*, *August*, 42–48.

Anderson, Brad. (2009). Top 5 Mistakes of RFP Writing. *Applied Clinical Trials*, *June*, 64–68. Retrieved from http://www.appliedclinicaltrialsonline.com/appliedclinicaltrials/CRO/Sponsor/Top-5-Mistakes-of-RFP-Writing/ArticleStandard/Article/detail/602043

Verdaguer, J., Amrani, A., Anderson, B., Schmidt, D., & Santamaria, P. (1999). Two mechanisms for the non-MHC-linked resistance to spontaneous autoimmunity. *Journal of Immunology*, *162*(8), 4614–4626.

Verdaguer, J., Schmidt, D., Amrani, A., Anderson, B., Averill, N., & Santamaria, P. (1997). Spontaneous Autoimmune Diabetes in Monoclonal T Cell Nonobese Diabetic Mice. *Journal of Experimental Medicine*, *186*(10), 1663–1676.

Verdaguer, J., Yoon, J. W., Anderson, B., Averill, N., Utsugi, T., Park, B. J., & Santamaria, P. (1996). Acceleration of spontaneous diabetes in TCR-beta-transgenic nonobese diabetic mice by beta-cell cytotoxic CD8+ T cells expressing identical endogenous TCR-alpha chains. *Journal of Immunology*, *157*(10), 4726–4735.

## Personal Information

**Name**: Farnoosh Bagheri

**Phone**: 604 366 8336

**E-mail**: farnoosh.bagheri@kpu.ca

**Status**: Canadian Citizenship

## Education & Degrees

| Date | Degree | Specialization or Major | Institution |
|---|---|---|---|
| December 19th, 2016 | PH.D | Industrial Engineering - Productivity and System management | Iran University of Science and Technology (IUST) |
| July 21st, 1997 | M.Sc. | Industrial Engineering | Isfahan University of Technology (IUT) |
| December 21st, 1993 | B.Sc. | System Analysis & Planning - Industrial Engineering | Iran University of Science and Technology (IUST) |

## Teaching Responsibilities

| Dates | University | Course Name | Course Code |
|---|---|---|---|
| 2022 - Now | Kwantlen Polytechnic University (KPU) | Quantitative Methods for Business Management<br>Operations Management<br>Business Mathematics<br>Business Statistics | BUSM 5130<br>OSCM 5100<br>BUQU 1130<br>BUQU 1230 |
| 2020 - Now | University Canada West (UCW) | Operations Management<br>Supply Chain Management | OPMT 620<br>OPMT 621 |
| 2020 - Now | Yorkville University (YU) | Business Mathematics<br>Business Statistics<br>Business Decision Analysis<br>Productions and Operations Management | BUSI1003<br>BUSI1013<br>BUSI1023<br>BUSI2113 |

| | | | |
|---|---|---|---|
| 2001 - 2018 | University of Science and Culture (USC) | Applied Multivariate Techniques<br>Design of Experiments (DOE)<br>Statistical Quality Control (SQC)<br>Statistics and Probability<br>Quality Management | --- |

## Other Teaching Activities

| Date | Activity | Description |
|---|---|---|
| 2022 | Redesign of OPMT 620 course | We reviewed and redesigned the curriculum of the operations management course. As a result, its design and assignments were used in the following terms at UCW university. |
| 2018 | Design the "Systems Engineering" | We prepared the proposed plan for the "Systems Engineering" course. We received permission from the Ministry of Science, Research and Technology to hold the course at USC university's master's level of Industrial engineering. |
| 2022 | Design the “supply chain management” program. | We started to work on Supply Chain Management” program to be established in Quantitative department. |

## Professional Certifications

| Date | Certificate | Organization/ Institution | Specialization |
|---|---|---|---|
| December 2019 | ISO9001:2015 - Lead Auditor | SAI GLOBAL (QM Academy) | Lead Auditor |
| September 2017 | HACCP | ACS United State | HACCP |
| May 2009 | IPMA Project Excellence Model | TDI (Technology Development Institute) | IPME Award Assessor |
| May 2006 | EFQM | EFQM (European Foundation for Quality Management) | European Excellence Assessor |
| July 2011 | Lean Six Sigma | MIC (Moody International) | Six Sigma |

## Undergraduate & Graduate Supervision at Other Institutions

| Date | Name | Project |
|---|---|---|
| 2022 | Ervay, B. | A New Approach To Pricing Petrolum Products (Diesel), By Focusing On Power Plant Consumption. |
| 2019 | Darvishi, s. | Performance Evaluation of Applied Academic Universities Using Fuzzy Data Envelopment Analysis |
| 2019 | Kahidi, M. | A proposed approach to increase acceptability and acceptance level of health tourism websites using fuzzy DEMATEL and ANP methods |
| 2019 | Tavakoli, H. | Providing a model for choosing effective financing methods for knowledge based companies based on multivariate techniques (Case Study of Tehran Science and Technology Parks |
| 2019 | Pouransari, F. | Applying Data Mining-Text Mining to Analyze the Repairable Equipment Reliability in Oil and Gas Industries (A case study: Jam Petrochemical Company). |
| 2019 | Niazkhani, F. | An Appraoch to Identify and Prioritizing the factors affecting on Internet service improvement in two Irancell and Hamrah'e Aval Companies based on Customers Preferences using Multivariate Techniques. |
| 2018 | Golshan, A. | Developing an approach to monitor the multi-way contingency table-based processes by considering a relationship between Neighborhood cells. |
| 2018 | Oji, M. | Assessment of Satisfaction of Professors, Staff and Students of Engineering in Workshops and Laboratories and Presentation of Scenarios to Improve Utility (Case study in Science and Culture university). |
| 2018 | Hashem, R. | Modeling and Forecasting risks in Oil, Gas and Petrochemical projects with Fuzzy Logistic Regression and Optimization the model with Metaheuristic algorithm. |
| 2018 | Tavakoli, H. | Analysis of Effective Financing Techniques for Knowledge based Organizations Based on Multivariate Techniques (Case Study: Tehran Science and Technology Parks) |
| 2017 | Laari, M. | Development of a method for analyzing fluctuating data using piecewise regression and clustering technique. |
| 2017 | Khoshnevisan, M., | Phase-II monitoring of the non-metric processes based on high dimensional contingency tables. |
| 2017 | Hesaraki, Z. | Applying meta-heuristic algorithms to estimate high dimensional contingency table-based processes in Phase-I. |
| 2016 | Yousefnejad, A. | A Robust Generalized Linear Model based Approach to Monitor the Statistical Processes in Health-care in Phase II. |
| 2016 | Ahangar, S. | Predicting Bearing Defects Using the Support Vector Machines Approach. |
| 2016 | Sabahi, M. | Developing a multivariate approach to monitor the health-care systems based on SEM and classification methods. |
| 2016 | Hooshangi, A. | Developing Health-care Processes Based on Process Mining with Focus on Activities. |

| | | |
|---|---|---|
| 2016 | Solymanzadeh, M. | Recognition factors and key sub-factors of success in the Six Sigma quality program and its evaluation on performance indicators in selected hospitals in Tehran. |
| 2015 | Derakhsk, Sh. | Applying ANN to predict the customer utility using combined QFD and Conjoint analysis model. |
| 2013 | Abedi, L | Measuring the productivity of the total factors with the data analysis approach (case study: Iran's cement industry). |
| 2012 | Hoseinzadeh, N. | Presenting a model for customer satisfaction with a fuzzy balanced scoring card (case study: electronic payment company) |
| 2011 | Ketabchi, A. | Evaluate Tehran's Javanmardan Park based on the theory of planned behaviour. |

- Above mentioned items show the supervision of my graduate students.
- More than **180** supervision of undergrad students from 2001 to 2018 at USC university.

## Publications & Scholarly Activity

### Refereed Publications

| **Refereed Articles (Published) (including Publication Date, Title of the Articles, and Publisher)** |
|---|
| Hashemi, R., Kamranrad, R., Bagheri, F. (2020). A Fuzzy DEMATEL – Fuzzy Binary Logistic Regression Approach to Evaluate and Prioritize Risks and Simulated Annealing optimization algorithm (A case study in Energy Projects). International Journal of Managing Projects in Business 13 (5), 1025-1050 |
| Bagheri, F., Noorossana, R., Najmi, M. (2019). The extent of EFQM effectiveness in routine and non-routine organizations based on multivariate techniques: an empirical study. Operational Research - An International Journal (ORIJ), Vol 19, No 1. |
| Bagheri, F., Laari, M., Kamranrad, R., & Jalili, M. (2018). An integrated heuristic method based on piecewise regression and cluster analysis for fluctuation data (A case study on health-care: Psoriasis patients). Journal of Industrial and Systems Engineering, 11(2), 175-189. |
| Laari, M., Kamranrad, R., & Bagheri, F. (2018). A mathematical programming-based approach in piecewise regression optimization by simultaneous considering variables. International Journal of Quality Engineering and Technology, 7(2), 152-163. |
| Bagheri, F., Noorosana, R. (2016). A statistical model for determination of the type of knowledge management approach based on organization processes. Transactions of FAMENA Journal, Vol 40, No 3. |
| Golshan, A., Bagheri, F., Kamranrad, R. (2020). Phase-II Monitoring of the Multi-Way Contingency Tables with the Dependence between Neighborhood Cells. To Submit for Quality and Reliability Engineering International. |
| Kazemi, H., Bagheri, F., & Nasrabadi, S. N. (2017). Evaluating the Performance of Research Centers by organizational Excellence Model Approach; Case Study: National Research Institute for Science Policy. Journal of, 8(4). |

| **Refereed Articles (In Press) (including Anticipated Publication Date, Title of the Articles, and Publisher)** |
|---|

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|---|
| Bagheri, F., (1997) Application of A.H.P in facility layout. |

| **Refereed Books, Monographs, Compilations, Manuals (including Publication Date, Title of the Articles, and Publisher)** |
|---|
| Bagheri, F. (2007). Introduction of Precision Measurement and Quality Control Equipment, Eghbal Publication, 978-964-4062-54-4. |
| Bagheri, F., Alizadeh, M. (2009), IPMA project management excellence model, Iranian Students Booking Agency Publication, 978-964-6445-20-8. |
| Bagheri, F. (2010), EFQM business excellence, Farmanesh Publication, 978-600-5597-27-1. |
| Bagheri, F, Dezfuli, M. (2012), Key Performance Indicators, Iranian Students Booking Agency Publication, 978-600-102-325-5. |

| **Refereed Chapters, Cases, Readings, Supplements (including Publication Date, Title of the Articles, and Publisher)** |
|---|
| |
| **Refereed Conference Proceedings (including Publication Date, Title of the Articles, and Publisher)** |
| Bagheri, F., Pouransari, F., Kamranrad, R. (2019). Applying Data-Text Mining Techniques to Analyze the Reliability of Oil and Gas Industry Equipment. 5th International Conference of Industrial and System Engineering, Mashhad, Iran. COI No: ICISE05_024, https://www.civilica.com/Paper-ICISE05-ICISE05_024.html |
| Mozafari, P., Bagheri, F., Taghavi, M. (2016). Evaluation and System Dynamics Modeling of Knowledge Management Flows in Performance of Organizations: A Case Study in PADYAV Consulting Engineering Company. The International Conference on Management and Accounting. |
| Bagheri, F., Soleymanzadeh, M. (2016). Recognition factors and key sub-factors of success in the Six Sigma quality program and its evaluation on performance indicators in selected hospitals in Tehran. The 2nd Conference of International Industrial Engineering and Management, Tehran, Iran. https://civilica.com/doc/504671 |
| Noorosana, R., Bagheri, F., Moeini, Z., Bakhtyari, M. (2015). Training in human resource management and evaluating regional power companies in Iran's power industry based on the PCA technique. The 2nd national industrial engineering research conference. https://civilica.com/doc/430767 |
| Bagheri, F., Abedi, L. (2014). Measurement and ranking of cement companies' efficiency using the DEA (Data Envelopment Analysis) method. The 6th international data coverage conference. COI No: DEA06_184, https://www.civilica.com/Paper-DEA06-DEA06_184.html |
| Jafari, A., Bagheri, F., Hoseinzadeh, N. (2014) Proposing a solution to increase customer satisfaction with ANP, Fuzzy BSC and Fuzzy TOPSIS approach (case study: electronic payment company). The first national conference on the development of monetary and banking management. https://civilica.com/doc/236881 |
| Bagheri, F., Moeini, Z., Salmani, H., Afshar heravi, M., (2013) Investigating the effect of in-service training on job performance with the system dynamics method. The 9th International Industrial Engineering Conference. |
| Derakhsh, Sh., Bagheri, F., Kamranrad, R. (2015). Applying Artificial Neural Network in Predicting the Customer satisfaction based on a Combined Quality Function Deployment and Conjoint Analysis Model. 5th International Conference on Quality Management, Tehran, Iran. |

Bagheri F., Moeini Z., Hadiseh S., (2013), The effect of in-service training on job performance by systems dynamics method, 9th Iranian International Industrial Engineering (IIIE) conference, Tehran, Iran.

## Industry-Scholarly Activity

| Date | Organization | Description of Scholarly Output |
|---|---|---|
| 2000 -2001 | Yazd Steel Industry | Identifying downstream industries of alloy steel (as a partner and responsible for identifying downstream metal industries) |
| 2007 | BIPC Co. | Assessing society's opinion in order to the SCR performance of petrochemical. |
| 2012 | Iran Central Iron Ore Co. | Assess and Diagnosis of performance and productivity of Central Iron Ore - Bafq and provide potential solutions to solve detected problems. |

## Conference Presentations

| Date | Conference Organization | Title of Presentation |
|---|---|---|
| **2009** | **The 1st national conference on planning the path to excellence with EFQM** | **How to apply the EFQM model in Iranian companies effectively.** |
| **2010** | **The 2nd national conference on planning the path to excellence with BEM** | **An integrated approach for action plans in excellence companies.** |
| **2015** | **Quality Management Society Of Iran (QMSI)** | **Process management in non-routine organizations.** |

# Employment History

## Work Experience (Academic and non-academic)

| Dates (start-end) | Job Title & Company | Job Responsibility |
|---|---|---|
| 2012 - 2018 | Strategic Planning Director – ACECR | Develop strategic planning for ACECR and its subsidiary organizations (more than 60 companies consist of research institutes, universities, manufacturing,…) |
| 2015 -2017 | The director of the Industrial Engineering department of USC university | developing curriculum and assessing faculties performance |
| 2008 - 2010 | Research and study department manager | We negotiated with companies to make a contract for conducting their requested research by universities and faculties. |

| | | |
|---|---|---|
| 2002 - 2019 | Lead assessor – INQA Award | Assessing the performance of more than 40 companies |
| 2007 | Lead assessor – International Mecca Award | Assessing the Specialty Hospital of Jordan. |
| 2001 - 2002 | Quality Assurance manager of Niloo Tile Co. | Establishing quality management system based on ISO 9001. |

## Consulting, including Industry Engagement

| Date | Company | Project Responsibilities |
|---|---|---|
| 2002 - now | QMS, BEM, and Strategic Planning Consultant of several companies (more than **40 companies**) | Providing QMS and strategic planning consulting service to different industries, including Petrochemical, Automobile, Food, Ceramic, etc. |

## Executive or Professional Education

| Date | Organization | Module/ Course Taught |
|---|---|---|
| 2001 -2020 | More than 70 companies. | Strategic Planning, Quality management system, ISO/TS 16949, EFQM, …. |
| • I have held more than **220** training courses and workshops such as Strategic Planning, Quality Management Systems, ISO9001, ISO/TS 16949, EFQM, SPC, FEMA, QFD, QS9000, …. for many service and manufacturing companies. | | |

## Other Scholarship

## Software Development

| Date | Name of Software | Description |
|---|---|---|
| **2018** | **ACECR SP Software** | **This software was designed to make a dashboard to monitoring the progress of KPIs of an organization. It was designed for a parent company.** |

## Scholarly Work-In Progress

| **Papers under Review** |
|---|

| |
|---|
| Kamranrad, R., Bagheri, F. (2022). Context-tree Approach for Monitoring the Multi-Way Contingency Tables based Processes with the Dependence between Neighborhood Cells. Under review in International Journal of Industrial Engineering: Theory, Applications, and Practice. |
| Kamranrad, R., Khoshnevisan, M., Bagheri, F. (2020). A Correspondence Analysis Based Technique for Phase II Monitoring of High Dimensional Contingency Tables (A Real Case in Health-Care). in International journal of Quality and Reliability Management. |
| Yousefnejad, A., Bagheri, F., Kamranrad, R. (2020). The Robust based Wald and Rao Score Test control charts for Phase II Monitoring of the Binary Logistic profiles under Contaminated Data (A Case Study: Diabetic Patients). Under review in international journal of reliability quality and safety engineering. |
| Hesaraki, Z., Bagheri, F., Kamranrad, R. (2021). Meta-heuristic Algorithms to Estimate the Log-linear model Parameters based on High dimensional Contingency Tables. Journal of Industrial and Production Engineering. |

## Other Scholarly & Professional Activities & Achievements

### Supervision of Researchers

| Date | Name | Project |
|---|---|---|
| **2022** | Prediction of the success of the oocyte retrieval by using data mining techniques | Prediction of the success of the oocyte retrieval by using data mining techniques (case study: infertile women referred to Avicenna center) (In collaborating with Ebn – Sina research institute). Supervising the section of data mining analysis. |

### International Involvement

| Date | Name | Description |
|---|---|---|
| **2007** | **MECCA Award** | **I was the Technical Committee Member of this award which was based on Business Excellence Model and designed for Middle East countries. This award included all Middle East countries and many professional assessors participated in this process.** |

### Professional Development

| Date | Activity | Description |
|---|---|---|
| **2020** | **University Faculty Certificate** | **This was a workshop by Yorkville university to improve faculty skills to teach on campus.** |
| **2022** | **Certificate of Teaching Excellence (CTE)** | **I am participating in this program which is provided by UCW and consist of eight modules. It help us to have more effective approaches to learning and teaching at university.** |

### Executive or Professional Education Completed

| Date | Organization | Module/ Course or Activity Completed |
|---|---|---|
| 2018 | USC university | Developing the strategic planning |
| | | |

# Service

## On-Campus/ Institutional Service

| Date | Activity/ Role | Description |
|---|---|---|
| 2022 | New Faculty Orientation/ mentor | Guide the new faculty to be more familiar with UCW university rules, policies, and instructions. |
| 2022 | New Student orientation/ presenter | Participate in the meeting of new students of UCW and presenting Syllabus details and answer their questions. |
| 2022 | Course lead | The second course lead of operations management |

**Committee Work**

| Date | Committee | Role |
|---|---|---|
| 2022 | DoQS event team | Coordinating the different events for faculty of DoQS. |
| 2022 | Policy Club | The member of the Policy Club and review the university policies. |
| 2022 | Research Ethic Board member | Review research proposals to ensure compliance with ethical standards and the protection of research participants' rights, welfare, and privacy. They evaluate the risks and benefits of the proposed research and ensure informed consent and ethical conduct throughout the study. |
| 2022 | IEDI committee | Promotes an inclusive environment by developing policies, providing education, and supporting marginalized groups. They advocate for equity, conduct assessments, and engage with external communities to foster collaboration. |

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Ref: Application for teaching in the upcoming – Masters in Operations and Supply Chain Management

# Higher Education Experience

**Since 08/2005—Present.**
**School of Business.**
**Capilano University**
**North Vancouver, British Columbia (Canada)**

- Regular Permanent Faculty. Responsible for teaching Advanced International Strategic Management, Innovation Management, International Business and Logistics and Advanced Readings in International, Intercultural Communication, Management in the Bachelor's of International Business and Logistics. Responsible for teaching the following courses in the Graduate School- the Post Baccalaureate North American Business Program: International Business Strategy

- Faculty. 9/ 2014—2020. Continuing Studies and Executive Education at Capilano University. Responsible for teaching and developing company—specific, customized Executive Education modules for BCMEA- Sustainable Shipping. (British Columbia Maritime Employers Association).

- Former Coordinator of the Paraguay Community-Based Tourism Training Development Program funded by the Canadian International Development Agency. Former Convenor of the Latin American Management Program. Field School trips, research or programming and exploratory development program trips: Argentina, Paraguay, Chile, Uruguay, China, Swaziland, South Africa, Italy, Japan. Recent and upcoming academic trips (Spring and Summer of 2024): Paraguay, Spain, France, and the United States, Italy and Poland.

- Areas of Research/ Applied Development Work or Professional Development: Corporate Social Responsibility, Corporate alliances, Private-Public alliances, Green and Clean Technologies, Business and Sustainability, International Entrepreneurship and Digital Transformation, Innovation Management, Product Management and Development, blockchain and cryptocurrencies.

**01/2019—Present. Seasonal Faculty- Part-time—School of Business**

**School of Business. Kwantlen Polytechnic University**
**Surrey, British Columbia (Canada)**

Responsible for research, teaching and providing an exemplary class experience in the following programs at KPU: Graduate Diploma in Green Business Management and Sustainability and the Graduate Diploma in Global Business Management. I taught the following courses:

1) GRMT 6100- Sustainability and Business Administration
2) GRMT 6120- Ecological Economics
3) GRMT 6130- Principles of Green and Clean Technologies for Business and Society's Sustainability
4) BUSM 6180- Graduate Capstone Experience Practicum.

**04/2016—12/ 2018. Associate Dean—School of Business**
**School of Business. Kwantlen Polytechnic University**
**Surrey, British Columbia (Canada)**

Kwantlen Polytechnic University. Associate Dean- School of Business. This is a management leadership position for the attainment of the School of Business and University Vision, Mission and Goals. The position requires outstanding interpersonal skills and a record of effective relations. A high body of knowledge is also required in order to lead academic programs, curriculum committee as well as the development and redevelopment of new and existing programs. The role required representation of the School of Business in external, internal committees as well as community, industry and government forums.

Main Responsibilities:

- Oversee the ACBSP accreditation process.
- Responsible for the implementation of Post Baccalaureate Programs of the School of Business.
- Responsible of the Development of new Graduate Diploma programs in the School of Business including course development. Green Business and Sustainability and Global Business Management.
- Responsible for academic articulation of the Graduate Diploma programs into master's with academic institutions in France, Switzerland and Argentina
- Chair the Standing Committee on Education Quality of the School of Business
- Chair -Meeting of Department Heads every month. Responsible for preparation for such meetings as well as the strategic and operational follow up.
- Chair of Curriculum Committee of the School of Business
- Co-Chair Standing Committee for Long-Term Planning- School of Business
- Provide leadership and supervision to the Academic Program Review Process of all programs in the School of Business
- Liaise with Academic Support systems of the University to provide Faculty and Students with an excellent university experience.
- Work closely with KPU International in faculty exchanges, student exchange programs as well as academic articulation for undergraduate and graduate programs.

**From January, 2015 to December of 2015.**

**ITD—Institute of Technology and Development Canada.**
**Vancouver, British Columbia (Canada)**

- Instructor. Responsible for developing the Green Business Management Program and teaching the following courses: Natural Resource Management, Green Marketing, Green IP and Knowledge Management, Law, Society and the Environment and Principles of Green Technologies.

**From 08/2007 to 2009**

**University of the Fraser Valley.**
**Abbotsford, British Columbia (Canada)**

- Lecturer: University of the Fraser Valley/ Lucerne University—Leadership in the Context of Globalization Seminar. **2011- to 2014.**

- Seasonal Instructor: Development in the Third World, Latin American Studies Program. Soc 250 Sociology of Development: The Third World Experience. Soc 263 Processes of Development and Underdevelopment: Latin America.

**From 01/2004 to 5/2004**

**Gainesville College.**
**Watkinsville, Georgia (USA)**

- Adjunct Faculty. Responsible for teaching two different levels of Spanish Language and Culture, and Economics.

**01/1999-08/2001**

**Business and Social Sciences Department.**
**Georgia Perimeter College.**
**Dunwoody, GA (USA)**

- Adjunct Faculty. Responsible for teaching the following courses: Principles of Macro and Microeconomics, World History I and World History II.

**01-05/1997**

**The University of Kansas.**
**Lawrence, KS (USA)**

- Graduate Teaching Assistant. Responsible for teaching Environmental Policy (U.S. and International) at the Environmental Studies Program.

**05-06/1997**

**Graduate School.**
**Universidad Nacional de Asunción**

**Asunción, Paraguay (South America)**

- Visiting Professor. Responsible for teaching a master's level course on Latin American Economics of Natural Resources and Environmental Accounting, as well as project design.

**08-12/1997**

**The University of Kansas.**
**Lawrence, KS (USA)**

- Graduate Teaching Assistant. Responsible for teaching Poverty, Inequality, Growth and Sustainable Development for the Center for Latin American Studies.

**08-11/1994**

**The University of Kansas.**
**Lawrence, KS (USA)**

- Graduate Teaching Assistant. Responsible for teaching at least two undergraduate level courses at the Economics Department.

**06-07/1994 and 06-07/1993**

**The University of Kansas.**
**Lawrence, KS (USA)**

- Instructor. Responsible for teaching Spanish at the Upward Bound Program of the School of Education.

**08/1993-05/1994**

**The University of Kansas.**
**Lawrence, KS (USA)**

- Graduate Teaching Assistant. Responsible for teaching Historical Economics of Latin America and Colonial Latin America at the Center for International Studies Program.

**01-05/1993**

**The University of Kansas.**
**Lawrence, KS (USA)**

- Graduate Teaching Assistant. Responsible for teaching at least two undergraduate level courses at the Department of Spanish and Portuguese.

**01/1991-12/1992**

**Universidad del Pacífico.**
**Asunción, Paraguay (South America)**

- President, Chancellor/Professor. Responsible for founding the university, lobbying for university approval, and developed curriculum for the School of Business. Responsible for supervision of

the general development of systems of academic quality controls of the university as well as responsible for the original human resources and operational plans.

- In 2022-2024. Developed with a team of specialists an MBA program for the School of Business that ladders into a master's program for double degree in Madrid, Spain.

# Other Teaching Experience

**From 09/2004 to 7/2005**

**Robert F. Hall C. Secondary School.**
**Caledon East, Ontario (Canada)**

- Intermediate and Senior levels Ontario certified teacher. Responsible for teaching Economics and Business (marketing, entrepreneurial studies and organizational behavior) as well as planning and assessing.

**From 08/2001 to 06/2004**

**Athens Academy.**
**Athens, Georgia (U.S.A)**

- Upper School Certified teacher. Responsible for teaching four different levels of Spanish Language and Social Science, as well as planning and assessing.

# Professional Experience Outside Education

**From 09/2009 to 2023**

**Essentia Stevia Corp**
**Burnaby, BC--(Canada)**

- CEO and President. Responsible for creating and implementing the company´s strategy. Opened markets for stevia extract in Latin America and Europe. Developed company's own formulations and provided license for market and production for companies in the United States and Latin America. The company was also responsible for the distribution of stevia extract products in Latin America from GLG Life Tech (Vancouver, British Columbia) with production in China.
- Responsible for Representing the company and Canada at the America's Stevia Federation.
- Developed organic fertilizer products (two of them patented), and obtained organic fertilizer certification under the following regimes: NOP (USA), COR (Canada), JAS (Japan) and the EU. (October of 2018)

**From February of 2012 to Present.**

- Honorary Consul of the Republic of Paraguay to British Columbia, Canada

- Currently advising the government on creating strategic alliances between the public and private sector on the use of electric energy for the development of blockchain and cryptocurrencies. Actively participating in the GEF—Global Environmental Facility Meetings.

**01/1998-08/2001**

**Burntstone Holding Co. LLC.**
**Athens, GA (USA)**

- Managing Partner. Responsible for establishing and managing The Burntstone Holding LLC in Athens, Georgia as well as for its strategic planning and dealing with International investors.

**02/1995-12/2001**

**The Global Environmental Facility**
**United Nations**
**Washington D.C. (USA)**

- Political and Operational Focal Point of Paraguay to the Council. As a representative of Paraguay to the Council meetings of the GEF I was responsible for analyzing and negotiating the quarterly environmental/developmental programs to be presented to the council.

**04/1994-12/1996**

**The International Bank for Reconstruction and Development**
**(World Bank)**
**Washington D.C. (USA)**

- Executive Director. Represented Argentina, Bolivia, Chile, Peru, Paraguay, and Uruguay at the Executive Board of the World Bank. As a representative of Paraguay to the Board, I reported directly to the Ministry of Finance in Asuncion. My main responsibility was to analyze the development programs for Board approval, including those projects presented by the International Financial Corporation, as well as an integral part of portfolio management and project programming and selection. Between 1992 and 2000 I served as a Mediator to MIGA – Multilateral Investment Guarantee Agency of the World Bank Group on as-needed-basis.

**01/1991-12/1992**

**Central Bank of Paraguay**
**Asunción, Paraguay (South America)**

- Chief Monetary Programmer. Responsible for generating weekly, monthly, and yearly monetary programs for the country. I was Section Chief of the Monetary Program. Technical Assistant Coordinator for the United Nations, the Inter-American Development Bank and World Bank programs at the Central Bank. Responsible for implementing financial reform programs.

# Education

**09/2024-08/25**

**Post-Doctoral Certificate.**

International Post-Doctoral Programme In New Technologies, Law and Social Sciences.

**At the "Institute of Research and European Studies – Bitola (North Macedonia)", the "Mediterranea International Centre for Human Rights Research" of the Universitá "Mediterranea" di Reggio Calabria (MICHR, Italy) and the "Department of Civil, Economic and Private Institutional Law" of the Cracow University of Economics (Poland).**

**09/2023-08/24**

Post-Doctoral Certificate- Completed.

-International Post-Doctoral Programme in Globalization and Human Rights.

**At the "Institute of Research and European Studies – Bitola (North Macedonia)", the "Mediterranea International Centre for Human Rights Research" of the Universitá "Mediterranea" di Reggio Calabria (MICHR, Italy) and the "Department of Civil, Economic and Private Institutional Law" of the Cracow University of Economics (Poland).**

**08/2016-6/2023**

**CEA-University Centre.**
**Madrid, Spain.**

- Post-Doctoral Degree- Area: Education/ Management.

- **A Participative Organizational Ethnographic Study on the Ecosystem of Program Review Processes (and initiatives of improvement) In British Columbia, Canada: A Reflection on Processes, People, By-laws, Managing Change and Lessons Learned- 2016-2019. Case Studies: ENTR- Entrepreneur Leadership and HRMT- Human Resource Management Programs.**

- **-08/2010—08/2015**

- **UNADES—Asunción, Paraguay. Doctorado en Ciencias de la Educación—EdD in Education Science.**

**July of 2014**

**The University of Kansas (Lawrence, KS)/ UNIDA**
**Lawrence, KS (USA)/Asunción, Paraguay (South America)**

- Ph.D. Business Administration and Economics. ADB from University of Kansas/ Applied Research and Final Defense at UNIDA-Paraguay.

**July of 2012**

**Instituto Superior de Educación y Desarrollo (ISEAD)**
**Adscripto a la Universidad Complutense.**

**Madrid, Spain**

- MDL Master's in Development and Leadership. Concentration: Entrepreneurship in the Developing World. Degree awarded: July of 2012.

**2001-2004**

**Piedmont College.**
**Athens, GA (USA)**

- MAT in Education with teaching certification. (Economics, Business and History) Degree awarded in July of 2004.

**1989-1990**

**The University of Kansas.**
**Lawrence, KS (USA)**

- Masters of Arts (M.A.) Latin American Studies/ Economics. Areas of specialization: Public finance, Latin American economics, American and Latin American history, econometric studies on external debt and private sector growth, economic development and macroeconomics. Degree awarded: May, 1990.

**1984-1987**

**University of Maryland.**
**College Park, MD (USA)**

- Bachelor of Science in Finance and Economics. Area of specialization: Administration of Corporations. Emphasis on decision making of financial intermediaries and strategic planning, Macroeconomics, microeconomics and Economic Development. Degree awarded: December, 1987 - Cum Laude Graduate.

# Most recent award

One of the Ten Most Influential Hispanic Canadians. Award given by the Canadian Minister of Heritage. November 1st, 2019. Vancouver, British Columbia.

# Academic publications and presentations

November of 2023

Aprendizaje Colaborativo y Ciudadanía Global: Un Estudio Transcultural. (Collaborative Learning and Global Citizenship: A Transcultural Study. Jornadas de Innovación en Educación Digital Universidad Rey Juan Carlos. Madrid, Spain. (A publication and Presentation).

May of 2023

- **A Participative Organizational Ethnographic Study on the Ecosystem of Program Review Processes (and initiatives of improvement) at the School of Business at Kwantlen Polytechnic University- British Columbia, Canada: A Reflection on Processes, People, By-laws, Managing Change and Lessons Learned- 2016-2019. Case Studies: ENTR- Entrepreneur Leadership and HRMT- Human Resource Management Programs. In draft form.**

**June of 2017**

Green and Clean Technologies: Sustainable Soils with Diamagnetic and Paramagnetic Fertilization.
Publisher: Ediciones y Arte S.A. Asunción, Paraguay.

**Recent Conferences and Professional Training— and Scholarly Activities.**

Scholarly Activity: Professional Development-- Kwantlen Polytechnic University— Melville School of Business – Graduate Program. Research on Sustainable Food Systems with the purpose of working on a second post-doctoral fellowship. August of 2022.

Scholarly Activity: Kwantlen Polytechnic- School of Business- Graduate Program. Full Program Assessment Proposal. Presented at the February 16th, 2021 Faculty Meeting.

Proposal for a Master of Business Administration in diplomacy & statecraft at University Canada West, Vancouver, BC. Master of Diplomacy & Global Governance at University Canada West, Vancouver, BC. Subject matter expert. January- 2020- December- 2020. Part of PD work.

Training on Teaching New Business Programs with upcoming technologies (Blockchain) at EIG—Business School-- Granada, Madrid- Spain- February 13th-19th of 2020. Funded by KPU- Professional Development Program.

Unida- University- Asunción, Paraguay - Zoom presentation- "Challenges and opportunities for change of a economics model after Covid-19. May 8th, 2021

Universidad Autónoma de Asunción- Asunción, Paraguay. Zoom presentation- New Trends in Ecological Economics Natural Resources and Political Economy " May 1st, 2020.

Lecture: Blockchain and the Growing Business Applications--November 11th, 2019: Unity.com -Belleview, Washington.

INSEEC- Global Business School. International Week- Paris and Bordeaux. Lectured on Green Business Management in British Columbia, Canada as well as Digital Business Transformation. February 5th-9th, 2018.

Universidad Autónoma de Asunción. Lecture: Green Business and Sustainability- Canada- Case Study.—October 8th, 2017- Asunción, Paraguay.

ACBSP- Accreditation Council for Business Schools and Programs. Regional Conference. Bogota, Colombia. June – 8th-11th, 2018.

ACBSP- Accreditation Council for Business Schools and Programs. Regional Conference. Bogota, Colombia. October- 1-3rd, 2017.

ACBSP- Accreditation Council for Business Schools and Programs. Annual Conference. Evaluator's Training. Anaheim, California. June 22nd- 27th, 2016.

ACBSP- Accreditation Council for Business Schools and Programs. International Conference. Standards and Criteria Workshop. Cancun, Mexico. November 2-6, 2016.

ACBSP- Accreditation Council for Business Schools and Programs. Region 7. Western Council. Standards and Criteria Workshop. Point Loma Nazarene University. San Diego, California. October 19th-21st, 2016.

Paper Presentation: Emerging Design Models of Green Business Programs. Universidad Europea de Madrid. May 5th, 2017. Madrid, Spain.

Paper Presentation: Green Business Management and Sustainability Graduate Program- Kwantlen Polytechnic University: A Model to Assess. British Columbia Articulation Conference- Capilano University. May 27th, 2017. North Vancouver, BC.

Paper Presentation: Green Business Soils and the Challenge to Sustainability: A Scientific and Business Approach. UNIDA University. June 10th, 2017. Asuncion, Paraguay.

Conference: A New Pacific Nexus: Canada, Latin America and Asia. The Law Courts. Vancouver, British Columbia. March 30th, 2017.

Conference: Second Annual Conference in Cyber Security and Digital Forensics. Kwantlen Polytechnic University. Richmond, British Columbia. May 27th, 2017.

Workshop: ACBSP- Accreditation Council for Business Schools and Programs. Professional Development. Program Learning Outcome Development and Evaluation Tools Selection. Kwantlen Polytechnic University. Surrey, BC. February 17th-18th, 2017.

Past publications and presentations available upon request.

# Special Skills

**Languages**

- Excellent command of English and Spanish.
- Good command of Guaraní and Portuguese.
- Basic knowledge of French.

**Interests**

- They are clustered around travelling and social and economic development issues. I have been to Paraguay, Argentina, Brazil, Chile, Uruguay, Bolivia, Mexico, China, Japan, Italy, Austria, Germany, and Venezuela researching stevia and stevia related agricultural production.
- More recently, my academic interest keeps on growing around micro-credentialing, academic badges, new and emerging technologies including IoT, Energy internet, entrepreneurship initiatives in Green and Clean technologies.
- I have spent time doing development work in Business Entrepreneurship in the Developing World, one of my specialties.

# Membership to Organizations

- Toronto Hispanic Chamber of Commerce.
- Canadian Council of the Americas (B.C. Chapter)
- Vancouver Board of Trade
- United States Hispanic Chamber of Commerce
- Latin American Studies Association
- Economic History Association (Lawrence, Kansas)
- Ontario College of Teachers- Licenced and Certified.
- British Columbia College of Teachers. Licenced and Certified.
- American Chamber of Commerce. Western Region Canada.
- GRULAVAN—Association of Latin American Consuls Accredited to British Columbia.

# References Upon Request.

## Date of this résumé: January, 2024

# Marcelo Machado- Resume

Coquitlam. British Columbia. Canada• (604) 833.0269 • mmachado@gmail.com

My industry and consulting experience informs my research interests in digital transformation, entrepreneurship, and sustainable innovation. I am committed to developing a robust body of contents, teaching materials for the new master's in operations, supply chain, and logistics, while leveraging my teaching expertise to deliver the level of teaching excellent KPU is famous for. My interdisciplinary background in innovation, sustainability, and digital technologies complements my core focus, positioning me to pursue novel this novel educational enterprise at KPU.

## Education

**Executive Program** Leading Strategic Change (2024)
Northwestern Kellog School of Management – Chicago - IL

**Executive Program** Sustainability - Leading Sustainable Corporation (2022)
Said School of Business – Oxford University - UK

**Certificate** Innovation and Entrepreneurship (2021 -2022)
School of Engineering – Stanford University - USA

**Doctor of Philosophy** PhD - Technology & Knowledge Management (2005)
Advanced Institute of Science and Technology - Japan

**Master of Engineering** M. Eng. - Production & Systems Engineering - Strategy & Innovation (2001)
Santa Catarina University, Brazil

**Bachelor of Engineering** B. Eng. - Electrical Engineering (1996)
Santa Catarina University, Brazil

## Awards

**Mumbokagakusho Scholarship** Japan's most coveted and prestigious scholarship for academia (2005)

**21st Century Center of Excellence Award** Knowledge &Research Intensive Technology Creation (2005)

**Visiting Professor Recognition** Munich University of Applied Sciences (2012 & 2013)

## Select Academic Work Experience

**Faculty** Kwantlen Polytechnic University
June 2007 - Present

As a tenured faculty, I have taught graduate and post-baccalaureate courses covering a range of topics including Managing Innovation, Digital Transformation & Change Management, Sustainable Operations, and Project Management, and the Graduate Capstone Course.

I developed numerous courses for post-secondary and executive education in the areas of Innovation and Entrepreneurship, Knowledge Management, Digital Transformation and Change management methodologies. All intensive in experiential learning, particularly service learning with industry partners.

As department chair I oversaw strategic, operational, and academic aspects of two separate departments (i.e., Entrepreneurial Leadership and Operations & Technical Management) for 6 years in total.

My experiences in academia also include several strategic initiatives. To illustrate that, I am currently involved in efforts to create a sustainability hub at KPU, I was the school of business UNSDG champion for a term, and now I am working on a strategy to layer AI into our business programs.

## Select Industry Work Experience

**Senior Consultant & Innovation Manager** Helix Commerce International Inc.
2006 – 2010

Led the business development and Innovation consulting activities for the company in the province of British Columbia. Engaged with clients and presented the company's consulting services through customized and compelling proposals for consulting services.

**Consultant – Research & Development – New Product Development** EOK Consulting
2006 – 2011

I mentored technology start-ups in accelerating the commercialization of their products and services while providing guidance in crafting business cases for multiple funding rounds from governmental sources. I also assisted technology-based companies in enhancing their new product development processes and finding better product- market fit.

**Chief Advisor to the CIO** City of Manaus - Brazil
2005 – 2006

City of Manaus is the largest metropolis in the Brazilian state of Amazonas with a population of over 2 million residents.

I facilitated the creation of a comprehensive technology roadmap for the city, ensuring alignment with organizational goals and objectives. I also oversaw the implementation of a portfolio of strategic initiatives, including budgeting, resource allocation, and project timelines. I managed vendor relationships, negotiating contracts and service level agreements (SLAs) to ensure the delivery of high-quality services. Furthermore, I played a key role in developing policies and procedures for IT service management in accordance with ITIL standards. Lastly, I actively participated in the recruitment and formation of teams responsible for systems development, maintenance, and support.

**Project Lead** Xerox of Brazil - Manaus
2002 – 2004

Xerox had two manufacturing operations in Brazil, Manaus being the larger of them supplying products for the Latin American Market.

I led cross-functional teams developing and delivering productivity and cost reduction projects working closely with the division's comptroller and the industrial director. The projects effectively employed leading reengineering and quality assurance approaches and frameworks.

**Senior Advisor to the CEO** FUCAPI Instituto of Technology - Brazil
1999 – 2002

FUCAPI was a leading, independent, research institute in Brazil focusing mostly on IT and Telecommunications solutions and that later included a technology college providing undergrad and graduate programs.

https://www.linkedin.com/in/maamachado/

I led a team in charge of coordinating a complete review of the institute's strategy. We performed an environmental analysis, facilitated the development of strategies and strategic goals, we helped divisions, and departments deploying those goals. We met goals with a strategic plan, and the plan with metrics based on the balanced scorecard methodology and a multi-year budget.

**Industrial Engineer** Sharp of Brazil - Manaus
1994 – 1999

Sharp of Brazil was a Brazilian joint venture with the Japanese Sharp Corporation. It was an operation with four separate manufacturing units, and one of the largest producers of TV Sets in Brazil at the time.

I was a project manager in charge of the whole product development lifecycle. Starting with coordinating the engineering (technical) product development process, but also including developing the manufacturing process, working with quality assurance to assess the reliability of the product, collaborating with purchasing to source and secure parts and supplies, also collaborating with logistics, and distribution, tech. support and customer service throughout the lifecycle of the product.

## Select Publications

**Machado, M.** (2024) "Turbocharging the Innovation Process with Generative AI: A Hands-On Approach" Presented at Fiftieth International Society for Professional Innovation Management (ISPIM) Conference, Tallinn, Estonia, June 9-12.

**Machado, M.** (2024) "The Sustainability of AI or AI for Sustainability; Why not Both: A Field Survey" Paper Presented at Twentieth International Conference on Technology, Knowledge, and Society, Valencia, March 7-9.

**Machado, M.;** Rocha, A., A.; Tartarotti, R., S., N. (2023) "Sustainable Development as a Wicked Problem: The Case of the Brazilian Amazon Region". *European Journal of Sustainable Development*. Volume 12(4). Pp. 1-14.

**Machado, M.;** Rocha, A., A.; Tartarotti, R., S., N. (2023) "Sustainable Development as a Wicked Problem: The Case of the Brazilian Amazon Region" Paper Presented at 11th International Conference on Sustainable Development (ICSD), Rome, September 5-7.

**Machado, M.;** Hatakeyama, K. (2023) "Digital transformation as an Enabler of Sustainability in Supply Chain and Logistics: Evidence from the Field?" Paper to be Presented at Portland Conference on Engineering and Technology Management (PICMET), Monterrey Mexico, July 21-24.

**Machado, M.;** Khare, V.; Orduz, A., C.; Gonzalez, O.G. (2022). "AI for Sustainable Business Processes?" Paper Presented at International Society for Professional Innovation Management (ISPIM) Conference, Copenhagen, June 5-8.

Kuae, H.; **Machado, M. (2021).** "How can reciChain consortium project foster circular economy with blockchain?" Paper Presented at International Society for Professional Innovation Management (ISPIM) Conference, Online, June 20-23.

Daily, S.; Yang, J. **Machado, M. (2020)** "Artificial Intelligence (AI) Development and Adoption: Testing AI Innovation in Health Care." Paper Presented at International Society for Professional Innovation Management (ISPIM) Conference, Online, June 7-11.

**Machado, M.** (2019) "Silicon Valley North? An Analysis of Vancouver's Technology Startup Scene." Paper Presented at International Society for Professional Innovation Management (ISPIM) Conference, Florence, June 16-19.

https://www.linkedin.com/in/maamachado/

**Machado, M.;** Hatakeyama, K (2018) "From Technology Transfer to Disruptive Innovation." Paper Presented at Portland Conference on Engineering and Technology Management, Honolulu, August 19-23.

**Machado, M.** (2017) "Massive Open Online Research: A Collaborative Approach to Tackle Wicked Research Issues." Paper Presented at the 33rd International Academic Conference, Vienna, August 28-31.

**Machado, M.** (2017) "From Collective Intelligence to Collective Wisdom: Enhancing the Effectiveness of Large Online Collaboration Projects with Big Data" Paper Presented at the 14th International Conference on Knowledge, Technology and Change, Toronto, May 26-28.

**Machado, M.**; Hatakeyama, K. (2016) "An Integrated Approach Bridging PLM, ERP and SCM in the Automobile Industry" Paper Presented at the International Conference on Transdisciplinary Engineering, Curitiba Brazil, October 3-6.

**Machado, M.** (2016). "Integrating Big Data and Collective Intelligence: The Wisdom of the Crowds Helping to Deliver Big Data's Full Potential." Paper Presented at the 16th International Conference on Knowledge, Culture and Change in Organizations. Honolulu USA, April 18-20.

**Machado, M.**; Verghese, G; Peltola, T. (2014) "Massive Online Open Research: An Approach to Deal with Wicked Problems." Paper Presented at the PICMET conference, Kanazawa Japan, July 27-August 1.

**Machado, M.**; Ericsson, E. Verghese, G. (2014) "New Product Development Effectiveness: A Pathway to Sustainable Competitive Advantage". Paper Presented at the PICMET conference, Kanazawa, July 27-August 1.

https://www.linkedin.com/in/maamachado/

# Mazyar Zahedi-Seresht

zahedi_s@yahoo.com linkedin.com/in/zahediseresht 778-318-7363

## Education

***Ph.D.,*** October 2017, Operations Research, Kharazmi University, Tehran, Iran
***MBA, Master*** of Business Administration, University of Tehran, Tehran, Iran
***M.Sc.,*** March 2003, Operations Research, University of Tehran, Tehran, Iran
***B.Sc.,*** December 2000, Applied Mathematics, University of Birjand, Birjand, Iran

## Courses & Certifications

***Advanced Machine Learning & Data Analysis Projects Bootcamp,*** 2020, Udemy
***Canadian Investment Funds Course (CIFC),*** 2020
***Machine Learning A-Z™: Hands-On Python & R in Data Science***, 2020, Udemy
***Relational Database Design and SQL,*** 2019, British Colombia Institute of Technology, Vancouver, Canada
***Introduction to Visual Analytics with Tableau,*** 2019, British Colombia Institute of Technology, Vancouver, Canada
***Python Fundamentals for Data Analysis,*** 2019, British Colombia Institute of Technology, Vancouver, Canada
***Microsoft Excel Advanced,*** 2018, British Colombia Institute of Technology, Vancouver, Canada
***Statistics for Data Analysis,*** 2018, British Colombia Institute of Technology, Vancouver, Canada

## Experience

***Faculty Member*** ***January 2023 -Present***

*Kwantlen Polytechnic University (KPU)*

Courses:

- Supply Chain Management
- Quality Management
- Innovation & Supply Chain Management
- Business Mathematics

***Associate Professor*** ***December 2019-Present***

*University Canada West (UCW), Vancouver, Canada*

Courses:

- Operations Management
- Supply Chain Management
- Logistics and Transportation Management
- Procurement and Inventory Management
- Quantitative Skills for Business (Data Analysis)
- Business Mathematics
- Business Statistics
- Algebra and Trigonometry
- Pre- Calculus

***Supply Chain Management- Curriculum Development Team Lead*** ***January 2023 – July 2023***
*University Canada West (UCW), Vancouver, Canada*

- Curriculum development team for three key courses: Supply Chain Management, Logistics and Transportation Management, and Procurement and Inventory Management

***Operations Management-Course Lead and Curriculum Development Team Lead*** ***May 2021-Present***
*University Canada West (UCW), Vancouver, Canada*

***Postdoctoral Researcher*** ***January 2019 - June, 2020***
*University of Economics Prague (department of Economics and Management), Prague, Czech*

***Operations Research Specialist*** ***April 2014- Present***
*University of Economics Prague, Prague, Czech*

- Member of University of Economics Prague research team (Department of Economics and Management)

***Lecturer*** ***September 2012- March 2018***

*Pazhohesh Higher Education Institute, Tehran, Iran*

Courses:
- Operations Research I &II
- Calculus
- Operations Management
- Business Mathematics
- Mathematical modelling

***Lecturer*** ***January 2013- September 2016***

*Azad University- West branch, Tehran, Iran*

Courses:
- Operations Research I &II
- Business Mathematics
- Applied Mathematics for Industrial Engineering
- Operations Management
- Linear Algebra
- Statistical Analysis with R
- Excel and its Application in Operations Research
- Mathematical modelling

***Lecturer*** ***September 2011- January 2012***

*Hormozgan University, Bandar Abbas, Iran*

Courses:
- Operations Research I &II

***Head of Industrial Engineering Department & Lecturer*** ***September 2005- January 2012***

*Mahan Higher Education Institute, Tehran, Iran*

- Curriculum developer
- Scheduling
- Supports and facilitates the professional development
- Support student research projects
- Work with faculty to develop their professional development plan

***Lecturer*** ***September 2003- January 2005***

*Iran University of Science and Technology- Behshahr Branch, Behshahr, Iran*

Courses:
- Operations Research I &II

***Lecturer*** ***September 2002- January 2003***

*Payam-e-Noor University, Tehran,, Iran*

Courses:

- Operations Research I &II

## Projects

***Data Science team Lead*** ***January 2014- March 2018***

*Mapna Company, Tehran, Iran*

- Participated in meeting with high-level managers to understand their requirements in order to optimize their operations
- Designed complex stochastic deterministic mathematical models, and solved new proposed model with GAMS and CPLEX
- Ranked subsidiary companies with different scenarios inputs and outputs by Data Envelopment Analysis (DEA) mathematical models to find efficient subsidiary companies and provided plan to improve inefficient ones.
- Developed project success index calculated based on five project success criteria determined by two-round Delphi questionnaire survey.
- Developed hub and spoke location model in order to minimize the transportation cost, lost demand penalty and facility set up costs. Heuristic solution was employed to solve the problem in large scale.
- Developed robust mathematical model for multi-scenarios problem and applied Monte Carlo simulation method to extract weight for feasibility and optimality factors in the goal-programming model
- Identified manager reporting requirement and used Tableau reporting platform to develop new reports.
- Prepared sales report and trend analysis to forecast sales with using R programming & Excel.

***Marketing Research (Interview and Survey)*** ***July 2021- October 2021***

*Alpha Company, Canada*

The scope of this project was to conduct primary market research within North America to validate the problem assumptions and collect information such as market demand, size, product pricing and product lifetime for product design reference.

***Survey Creation*** ***July 2021- October 2021***

*Karma Teachers Company, Canada*

We were looking to develop a multiple-choice survey that can be used to generate accurate data, which can be used for decision-making. Using communications best practices, we developed a questionnaire that generated usable data for decision-making.

## Publications

- Khosravi S., Bozorgi A., Akbari Jokar MR., Zahedi-Seresht M., Jablonsky J., Post-pandemic redesigning hub-and-spoke transportation networks with congestion and flow-based cost function, European Journal of Operational Research, Under Review.
- Sadeghi Bigham, B.; Abbaszadeh, O.; Zahedi-Seresht, M.; Khosravi, S.; Zarezadeh, E. Optimal Robot Pose Estimation Using Scan Matching by Turning Function. *Mathematics* 2023, *11*, 1449.
- Eskandari, M.; Sadeghi Bigham, B.; Zahedi-Seresht, M. Lower Bound for Sculpture Garden Problem: Localization of IoT Devices. *Appl. Sci.* 2023, *13*, 2597.
- Zahedi-Seresht M., Khosravi S., Jablonsky J., Zaykova P., A model for ranking units for multi-scenario inputs and outputs in Data Envelopment Analysis, Computers & Industrial Engineering, 2021 (152).

- Zahedi-Seresht M., Jahanshahloo G.R., Jablonsky J., A robust Data Envelopment Analysis model with different scenarios, Applied Mathematical Modelling, 2017(52). 306-319
- Zahedi-Seresht M., Jahanshahloo G.R., Jablonsky J., Asghariniya S., A new simple Monte Carlo based procedure for complete ranking efficient units in DEA Models, Numerical Algebra, Control and Optimization (NACO) Journal, 2017;7(4), 403-416
- Zahedi-Seresht M., Mehrabian S., Jahanshahloo G.R.' A new method for ranking distribution companies with several scenarios data by using DEA/MADM. International Journal of Applied Operational Research, 2016; 6 (3)
- Jahanshahloo G.R., Zahedi-Seresht M., Utilizing Monte Carlo method for ranking extreme efficient units in Data Envelopment Analysis, Journal of New Researches in Mathematics, 2015(1), 23-40.
- Zahedi-Seresht M., Akbari Jokar M.R., khosravi S., Afshari H., Construction project success ranking through the Data Envelopment Analysis, Journal of Data Envelopment Analysis and Decision Science, 2014, 1-13
- Zahedi-Seresht M., Khosravi S., A method for ranking non-extreme efficient DMUs, 44th International Conference on Computers and Industrial Engineering (CIE44), Istanbul, Turkey 2014, 14-16
- Zahedi-Seresht M., SDS Method as a solution for any LP problems without Artificial variable(s), The Journal of Advances in Theoretical and Applied Mathematics (ATAM), 2007;2 (2), 175-179
- Zahedi-Seresht M., Eshaghi Gordji M.,Matrix Ratio Test for finding Basic Feasible Solution without using artificial variable(s), The International Journal of Pure and Applied Mathematics(IJPAM), 2005;19(2), 249-252
- Zahedi-Seresht M., Eshaghi Gordji M., Big matrix method for finding unboundedness of one of the primal or dual feasible region in LP problems, The International Journal of Pure and Applied Mathematics (IJPAM), 19 (3), 2005, 337-342

## Books

- Zahedi-Seresht M., Khosravi S., Project Control and Management, Negah-e-Danesh (Publisher), Tehran, 2016
- Zahedi-Seresht M., Operations Research II (Integer Linear Programming, Network Flows, Non-Linear Programming, Dynamic Programming, Game theory ), Negah-e-Danesh (Publisher), Tehran, 2010
- Zahedi-Seresht M., Khosravi S., Operations Research I (Linear Programming, Network Flows, Transportation and Assignment), Negah-e-Danesh (Publisher), Tehran, 2009
- Zahedi-Seresht M., More Practices on Operations Research, Poran Pajoohesh (Publisher), 2007
- Zahedi-Seresht M., Operations research I (For Industrial Engineering), Hafiz (Publisher), 2006
- Zahedi-Seresht M., Numerical Analysis I, Hafiz (Publisher), 2005
- Zahedi-Seresht M., Operations research I (For Management), Hafiz (Publisher), 2005
- Zahedi-Seresht M., Ebrahimi Bagha D., Poorbahri O., Hassankhani H., Solution Manual Of Pre-Calculus , Hafiz (Publisher), 2003
- Zahedi-Seresht M., Ebrahimi Bagha D., Poorbahri O., Hassankhani M., Calculus I, Hafiz (Publisher), 2002
- Zahedi-Seresht M., Ebrahimi Bagha D., Poorbahri O., Hassankhani M., Pre-Calculus, Hafiz (Publisher), 2002
- Zahedi-Seresht M., Abbasi S., Solution Manual of Linear Programming by M.Bazaraa, Nashre Ketabe Daneshgahi (Publisher), 2000

## Book Reviews

- Note on book: Operations Research: An Introduction (Seventh Edition) by Hamdy Taha
- Note on book: Operations Research: Applications and Algorithms by Wayne L. Winston

## Computer Skills

- Scientific Applications: CPLEX, GAMS, MS SQL, R, Python, Tableau.
- Office Applications: Microsoft PowerPoint, Access, Excel, Word, Visio.

# Alban Gandais, MMgt, M.Sc.A.


## CONTACT

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Email:
KPU: alban.gandais@kpu.ca
Calcivis: agandais@calcivis.com

LinkedIn:
www.linkedin.com/in/agandais


## EDUCATION

CMQ/OE, ASQ, USA
2022-present

Pre-doctoral programme (PgCert) in Doctoral Business Research Methods (DBA), University of Edinburgh Business School (EBS), Heriot Watt University, United Kingdom
2021-present

Mater of Science in Administration (M.Sc.A.), Concordia University, Canada
1992-1994

Master of Management (MMgt), E.S.S.C.A. School of Management, France
1988-1992

## PROFESSIONAL MEMBERSHIPS

American Statistical Association (ASA), Association for Supply Chain Management (ASCM), International Institute of Business Analysis (IIBA), Institute of Business Forecasting (IBF).

## PROFESSIONAL PROFILE

Currently serving as Executive Director, Insights, Forecasting, Product & Marketing Strategy with CALCiViS Ltd. (Boston, USA) and regular part-time instructor, in the Operations and Technical Management (OTM) department at the Melville School of Business - Kwantlen Polytechnic University (KPU).

As a practitioner with 25+ years of experience in the financial, telecommunications equipment and services, software, pharmaceutical, and medical devices industries, my relevant operations and supply chain management (OSCM) experiences include *new products and services development* at Bell Canada, Lucent Technologies, 3M Oral Care, Boehringer Ingelheim, CALCiViS (product and service concept evaluation, testing and selection, quantitative methods and financial analysis for new products), as well as *forecasting, aggregate planning and sales and operations planning*, *supply chain customer accommodation, satisfaction measurement and management*, *quality management*, *supply chain information flow services development and enterprise application software implementation* (ERP, CRM), *sourcing and procurement* (digital signal processor sourcing with Broadcom and Intel), and *electronic payment systems for international trade finance*.

Since completing my graduate business studies, the specific area of expertise I developed in Canada and internationally (France, Germany, South Korea, Switzerland, UK, USA) as a practitioner, revolves around advanced OSCM-related analytics (service quality measurement and modeling, predictive models of market response, new product forecasting) with an emphasis on their applications in the *healthcare delivery services*, *pharmaceutical* (anesthesiology, oncology, pulmonology, orthopedics), *medical testing (*hereditary cancer syndrome testing), and *medical devices industries* (biomaterials, regenerative materials, dental CAD/CAM, dental implants, digital impression systems, oral and maxillofacial CBCT imaging, orthodontics, and medical image management software).

As a post-secondary educator in the Operations and Technical Management (OTM) program at the Melville School of Business - Kwantlen Polytechnic University (KPU) since 2019, I have been teaching: *Business Planning and Performance for Technical Businesses* (TMAS 5100), *Consulting and Client Management Practices* (TMAS 5130), *New Product and Services Development* (TMAS 5150), *Marketing Analytics and Information Management* (MRKT 3240), *Supply Chain and Logistics Management* (ENTR 3230), and *Sustainable Operations* (TMAS 5140).

# PROFESSIONAL EXPERIENCE

## Executive Director, Insights, Forecasting, Product & Marketing Strategy | Calcivis Ltd. (Boston, USA and Edinburgh, UK)

2015-Present

Responsible for leading primary and international market research activities, and driving forecasting, marketing strategy formulation and planning for U.S. market entry. CALCIVIS is an innovative medical imaging device and biotechnology company focused on revolutionizing the management of dental caries. Headquartered in Edinburgh, Scotland, CALCIVIS brings together novel biotechnology approaches and world-class device development expertise and is at the forefront of applying biotechnology to dentistry. The CALCIVIS imaging system will, for the first time, allow the real-time detection and visualization of calcium ions released by demineralizing caries and erosive lesions in routine dental practice.

## Instructor (Part-Time), Operations and Technical Management (OTM) | Melville School of Business - Kwantlen Polytechnic University (Surrey, Canada)

2019-Present

- Instructing *Business Planning and Performance for Technical Businesses* (TMAS 5100), *Consulting and Client Management Practices* (TMAS 5130), *New Product and Services Development* (TMAS 5150), and *Sustainable Operations* (TMAS 5140) in the Technical Management and Services (TMAS) program (Operations and Technical Management), *Marketing Analytics and Information Management* (MRKT 3240) in the Bachelor of Business Administration in Marketing Management program, and *Supply Chain and Logistics Management* (ENTR 3230) in the Bachelor of Business Administration Entrepreneurial Leadership program.
- Develops a doctorate thesis proposal which focuses on technology-based product & service diffusion modelling (forecasting, decision and marketing sciences, and operations management). The doctoral thesis proposal will be a key element of an application to a Doctorate in Business Administration (DBA) program. Application is currently scheduled for H2 2024.

## Senior Consultant, New Product Demand Forecasting | HysensBio (Seoul, Korea)

2023

Responsible for developing a long-range demand forecast for the world's first physiological dentin regenerative technology. Developed by HysensBio, the CPNE7 functional peptide activates the odontoblasts involved in dentin regeneration, regenerating physiological dentin like the dentin of natural teeth.

## Senior Director & Consultant, Epidemiology-Based Forecasting, Asthma, COPD & IPF Drug Markets | Boehringer Ingelheim (Hartford, USA)

2015-2016

Responsible for internal/external pharmaceuticals commercialization analytics, secondary research (epidemiology & CDC data), qualitative & quantitative market research (PCPs, pulmonologists, and patients), quantitative (latent class) market segmentation modelling, product positioning and forecasting activities for three new pharmaceuticals indicated for asthma, COPD and idiopathic pulmonary fibrosis (IPF).

## NPI Research Lead, Global Consumer Oral Health Product Messaging & Positioning Research | Wrigley (Reading, UK)

2014

Managed multi-country product positioning, messaging, and branding research studies with oral healthcare practitioners. Formulated product marketing, strategy, and forecasting inputs for the CMO and senior global marketing leadership.

## Senior Director, Global Cone Beam Computed Tomography (CBCT) Imaging Product Development Research | Acteon Group (Merignac, France)

2013

Managed a multi-country (Germany, France, Italy, Japan, USA) conjoint analysis of the global oral and maxillofacial cone bean computed tomography (CBCT) market, estimated the size and growth of the market, developed a demand forecasting model and a simulation decision support system for product development, pricing and market planning.

## Consultant, Market Sizing, Product Positioning & Demand Forecasting in the Dental Implant and CAD/CAM Screw-Retained Bars Prosthetics Markets | Straumann Group (Basel, Switzerland)

2012-2013

Led international (Brazil, China, France, Germany, Netherlands, UK, USA) quantitative market research studies in the soft tissue-level dental implant and CAD/CAM screw-retained bars and bridges markets. Developed market size and growth estimates. Formulated product forecasts for product positioning & pricing strategy scenarios.

## Senior Director & Consultant, Global Market Research, Life Sciences & Healthcare | AFG Research (Vancouver, Canada and Kehl, Germany)

2011-2013

Managed large-scale, international, qualitative, and quantitative research studies across a portfolio of healthcare industry clients (dental, oncology, orthopedics, radiology, OB|GYN). Led an interdisciplinary team of 4 market research analysts (consumer behavior, statistics, econometrics, finance, and geospatial information systems), focused on new product optimization, positioning, pricing, segmentation, and branding research. Developed and managed the introduction of two conjoint analysis-based market research methodologies to facilitate market simulations and forecasting for new product introduction (*hybrid-conjoint* and *treatment allocation-based conjoint*). Managed the launch of a new geospatial service offering dedicated to U.S. dental professionals (service definition, content, and social media strategy). Business development and research presentations to clients (Marketing & Executive Teams, CMOs, CEOs).

## Business Development Director, B2B Panel / Dental Industry Omnibus Industry, Publications | AFG Research (Alameda, USA and Vancouver, Canada)

2008-2010

Managed the introduction of 30+ market research & secondary research publications in partnership with dental industry manufacturers (3M ESPE, Align Technology, Colgate, DENTSPLY, P&G, etc.), international medical and trade associations (Brazil, Canada, China, Germany, USA), dental distributors and financial analysts (Credit Suisse, Morgan Stanley). Defined customers' needs, tested various market research publications formats, elaborated pricing strategy, oversaw distribution using several digital platforms, optimized digital sales strategy, and identified cross-selling opportunities. Led an interdisciplinary team of 3

market research analysts responsible for research design and delivery. Managed 20+ quantitative research studies across multiple therapeutic areas, including with oncologists (USA), general dentists for new restorative materials (France), orthodontists for a market tracking study and a new aesthetics orthodontic treatment product introduction (USA), oral surgeons and prosthodontists for a new trabecular implant market, optimization and pricing study (Germany & USA). Developed and managed the introduction of four healthcare specialty panels (orthodontists, oral implantologists, dental laboratories and dental hygienists) and one global omnibus program (general dentists and specialists in 20 countries) targeted at the dental industry. Defined dental manufacturers' market research needs, articulated value proposition, elaborated pricing, branding, communications and go-to-market strategy, supervised panel and omnibus market launch with top-100 dental manufacturers in Australia, Canada, France, Germany, Japan, Netherlands, Switzerland, UK and the USA.

## Segmentation Research Lead, Hereditary Cancer Syndrome (HCS) Testing & Oncology Market | Myriad Genetics (Salt Lake City, USA)

2009-2010

Led qualitative and market research studies and developed a segmentation of the U.S. oncologists market for a new hereditary cancer syndrome (HCS) test. Collaborated with Marketing, Sales and Senior Management to implement the segmentation model across the organization.

## Consultant, New Product Introduction (NPI) Research & Planning | 3M Oral Healthcare (St. Paul, USA and Munich, Germany)

2006-2008

Managed 50+ primary qualitative and quantitative research studies across all 3M Oral Healthcare's product categories (dental restorative materials, finishing and polishing category, intraoral cameras and digital impression systems, endodontics materials, chairside CAD/CAM systems and dental prosthetics). Led an interdisciplinary team of 3 market research analysts (statistics, econometrics, finance) dedicated to supporting 3M ESPE's international dental market research studies (Australia, Brazil, France, Italy, Germany, India, Japan, Netherlands, Poland, Russian Federation, South Korea, Spain, UK, USA). Provided insight guidance to the dental division's product, category, and marketing teams with respect to international market segmentation, new product introduction, optimization, positioning, and pricing. Developed and managed the introduction of two standardized market research methodologies to facilitate early concept test and value proposition assessment for new dental products.

## Senior Global Product Manager, TAOS & Internetworking Systems | Alcatel - Lucent (Alameda, USA)

2001-2005

TAOS is the embedded software technology for Edge Access platforms deployed in over 40 million dial-up and DSL ports worldwide. Customers include the largest Internet Service Providers (ISPs) in the world (AT&T, Deutsche Telekom, British Telecom, Telstra, etc.). Defined and planned for three new software release in relation with key customer account teams worldwide. Interfaced with software and hardware engineering teams to bring new software releases to market. Managed customer transition to a fee-based software upgrade model with key customer account teams globally (Australia, Brazil, Canada, China, France, Germany, Italy, Japan, Saudi Arabia, UAE, the UK, and USA). Communicated new software releases (upgrade and maintenance releases), software roadmap and generated marketing collateral to the field. Negotiated with hardware vendors (e.g., Intel) terms and conditions for digital signal processor hardware and software to be used in the next-generation hardware platform.

## Associate Director, Marketing, Electronic Commerce Services | Bell Canada Electronic Commerce Services Division (Montreal and Toronto, Canada)

2000

Managed a team of 3 product managers: hosting services, web site creation services & e-catalogs and e-marketing. Elaborated and refined product strategy with key suppliers and distribution channels. Provided guidance to the BU Operations on new product introductions. Defined pricing strategy for all services. Directed communications and multi-channels sales activities. The launch of all services involved the identification, selection and negotiation with more than 20 suppliers, comprehensive service definition, channel training, providing input to communications teams, implementing ordering, billing, and support process.

## Associate Director, Marketing, Strategy and Alliances | Bell Canada Electronic Commerce Services (Montreal, Canada) & Bell Canada Consumer Internet Services Division (Ottawa, Canada)

1999

Negotiated and managed the implementation of distribution agreements with e-com services suppliers. Defined the division's financial model and pricing strategy for all products and services. Directed research activities on the Canadian electronic commerce products and services market. Implemented and led a professional web marketing consulting team for key corporate accounts. On special assignment to improve service and reduce costs of a 250-agent call center servicing a base of 500,000 Internet service users (the largest call center in Canada at the time). Directed and coordinated a team of 6 project managers. Conducted a root-cause analysis of customer service event and prioritized improvement opportunities. Led the implementation of 12 initiatives encompassing all areas of service: agent training, customer communications, electronic service deployment for both technical support and business office transactions, billing processes rationalization, IVR and CTI system changes, Internet network and applications changes. Coordinated the marketing plan for Bell Canada's Consumer Internet Service. Defined customer acquisition & retention forecasts with upper management. Elaborated pricing and bundling strategy. Identified product improvement directions and developed tactical plans in key service areas: sales and distribution channels, marketing campaigns, customer service and technical support, billing, network and Internet applications.

## Product Manager, Consumer Internet Services | Bell Global Solutions (Montreal, Ottawa and Toronto, Canada)

1998

Defined and implemented marketing acquisition and retention strategies and tactics for a 200,000-subscriber consumer Internet service provider (ISP). Managed pricing strategy and product positioning to stimulate growth and increase customer retention. Conducted market segmentation, forecasted sales and profitability, evaluated service re-price, IS/IT and customer service impacts, coordinated advertising campaigns. Managed targeted customer retention programs through predictive churn model development, coordination of call center agent training, implementation of Internet usage stimulation programs, e-mail marketing programs, product introduction in integrated rewards program. Evaluated and implemented co-promotions with the wireless customer division. Formulated, evaluated, and implemented large-scale marketing acquisition programs. Implemented outbound telemarketing programs.

## Research & Database Marketing Manager, Internet Services | Bell Global Solutions (Montreal, Ottawa and Toronto, Canada)

1997

Managed market research and database marketing programs to guide the marketing team in the areas of customer acquisition and retention, program development, and service features evolution. Implemented a

customer value management program, and managed multiple ad-hoc market research studies (customer defection, potential ISP customer survey, and competitor customers' price sensitivity survey). Led company-wide research aimed at understanding customer contribution across telecommunications product lines (local, long distance and wireless services). Managed the design and implementation of a comprehensive marketing data warehouse combining information from all areas of operations (Internet network, customer care, billing, and distribution channels).

### Senior Research Analyst, Quality Measurement | Bell Canada (Montreal, Canada)

1994-1996

Responsible for the development and implementation of service quality measurement programs within Bell Canada. Interfaced with customer value and loyalty measurement experts to develop a comprehensive measurement methodology to facilitate the implementation of Customer Value Management at Bell Canada.

## EDUCATION

### Manager of Quality/Organizational Excellence Certification (CMQ/OE, American Society for Quality, USA)

2022-present (in-progress)

Reviews the domains of the CMQ/OE Body of Knowledge and prepares for the ASQ CMQ/OE exam.

### Pre-Doctoral Programme (PgCert) in Doctoral Business Research Methods (DBA) | Edinburgh Business School, Heriot Watt University (Edinburgh, UK)

2021-present (in-progress)

Takes courses in doctoral business research methods (general, qualitative, quantitative). Recipient of a doctoral degree tuition allocation grant from the Faculty Development Fund at Kwantlen Polytechnic University (KPU).

### Comparative Effectiveness Research Training and Instruction (CERTaIN) Professional Certificate: Patient-Centered Outcomes Research (PCOR) and Comparative Effectiveness Research (CER) | The UoT MD Anderson Cancer Center UTHealth Graduate School of Biomedical Sciences (Houston, USA)

2018-2020

### Focus Group Moderator Training | The Burke Institute (Cincinnati, USA)

1996

### Master of Science in Administration (M.Sc.A.), Marketing Option | Concordia University (Montreal, Canada)

1992-1994

Concentration: analytics, quantitative market research methods, multivariate data analysis, product and marketing management. Thesis: *An Experimental Study of the Number of Levels Effect in Metric Conjoint Analysis* (ISBN 0-315-97660-8). Recipient of a research grant from Concordia's Faculty of Commerce.

### Master of Management (MMgt) | E.S.S.C.A. School of Management (Angers, France)

1988-1992

Concentrations: econometrics, business statistics, financial mathematics, marketing management, business & IP law. Founded in 1909, École Supérieure des Sciences Commerciales d'Angers (E.S.S.C.A.) is a member of the *Conférence des Grandes Ecoles* (CGE) that delivers a master's degree in management (MMgt) accredited by the French Ministry of Higher Education. It has 16,000 alumni worldwide, four campuses (Angers, Paris, Budapest, and Shanghai), an international curriculum with an international partner network of 279 institutions in 55 countries. It received the *European EPAS* accreditation for programs excellence, its international scope, and its strong links to the corporate world. E.S.S.C.A. is among 130 business schools worldwide that hold *Triple Crown accreditation* from the *Association to Advance Collegiate Schools of Business* (AACSB), the *Association of MBAs* (AMBA), and *EQUIS* awarded by the EFMD (European Foundation for Management Development).

### High school diploma | Lycée Alain (Alençon, France)

1987-1988

Concentration: mathematics and physics (Honors)

## HOBBIES

Sailing (ASA certified skipper since 2003), downhill and cross-country skiing, mountain biking.

**BESS WONG, DBA CANDIDATE, EMBA, PMP, SCMP** Tsawwassen, BC, Canada ▪ Mobile: 403-616-8698
bwong@tylhconsulting.com ▪ www.linkedin.com/in/besswong

A highly analytical forward-thinking leader with more than 20 years (including 12 years in a leadership capacity and 13 years in teaching capacity) of progressive business strategy and organizational performance improvement leadership experience driving business plan development, supply chain management, operations and financial management, organization design, change management and resource allocation. Demonstrate success developing and implementing shared vision focusing on strategic planning, governance, and corporate performance. Creative and resourceful problem solver with innate ability to look at the business at a strategic level and decompose requirements to meet operational needs. Collaborative and articulate communicator with success building trusted relationships and partnerships with stakeholder groups and empowering staff as mentor and coach within diverse high-performing environments.

### CORE QUALIFICATIONS

- ❖ Curriculum Design
- ❖ Strategy Design & Delivery
- ❖ Leadership & Team Building
- ❖ Full Lifecycle Project Management
- ❖ Organization Design
- ❖ Policy & Program Development
- ❖ Supply Chain Management
- ❖ Operations Management
- ❖ Financial Management

### CAREER HIGHLIGHTS

- ➢ Experienced academic leader in overseeing the development of supply chain management and project management programs
- ➢ Led several business transformation initiatives projects enabled by technology. Championed culture and process changes driving staff engagement, training, and communications. Increased staff knowledge of new tools and techniques ensuring proper documentation and improving organizational performance and productivity.
- ➢ Led organizational restructuring collaborating with multiple functional groups including Business Units, Human Resources, Labour Relations, and Union Representatives to strategically align Facility Management operations in the City of Calgary.

## ACADEMIC EXPERIENCE – INTERNATIONAL

**INSEEC GRANDE ECOLE**, Paris, France
**GUEST LECTURER**
Mar 2024 to Mar 2024

- Invited to join INSEEC Grande Ecole's international week from March 18 to March 22, 2024
- Custom design the Business Ethics & Social Responsibility course
- Created the curriculum, course content, learning activities and outcomes, course assessments and course evaluation
- Delivered 24 contract hours onsite to INSEEC Grande Ecole in Paris and Bordeaux campuses
- Assessed students' performance, provide feedback and submit final grades

**OSTBAYERISCHE TECHNISCHE HOCHSCHULE (OTH)**, Regensburg, Germany
**GUEST LECTURER**
Mar 2024 to Apr 2024

- Invited to join OTH Regensburg as their guest lecturer from March 25 to April 29, 2024
- Students profile: undergraduate and graduate students
- Custom design the Global Sourcing course as an elective for their Bachelor of Arts in Business and Master of Arts in Logistics degrees
- Create the curriculum, course content, learning activities and outcomes, course assessments and course evaluation
- Deliver 42 contract hours onsite to OTH Regensburg students
- Assess students' performance, provide feedback and submit final grades

## ACADEMIC EXPERIENCE

**UNIVERSITY OF CALGARY, CONTINUING EDUCATION**, Calgary, AB
**CONTRACT INSTRUCTOR, PROJECT MANAGEMENT – CONTINUING EDUCATION**
Aug 2023 to Present

- Develop a project management course manual for students
- Deliver the course online using the internal learning management system

**AUSTRALIAN INSTITUTE OF BUSINESS**, Adelaide, Australia
**CONTRACT FACILITATOR, PROJECT MANAGEMENT – MBA**
April 2023 to Present

- Deliver the project management course via an online delivery mode through AIB internal learning management system
- Provide timely feedback to students' inquiries
- Evaluate students' course work and provide constructive feedback

**KWANTLEN POLYTECHNIC UNIVERSITY, MELVILLE SCHOOL OF BUSINESS (MSOB)**, Surrey, BC
**REGULAR FULL-TIME INSTRUCTOR, BUSINESS GRADUATE PROGRAM**
Apr 2021 to Present and May 2018 to Jun 2018

- Graduate Business Management Diploma
  - Vetted courses: Project Management, Managing Innovation, Sustainable Operations, Strategic Planning, International Operations and Trade, and Graduate Capstone Experience Practicum
- Post-Baccalaureate Diploma in Operations and Supply Chain Management
  - Vetted courses: Project Management, Productivity, Innovation & Lean Systems, and Supply Chain & Logistic Management, Quality Management, Applied Operations & Supply Chain Management Project
- Delivered the Project Management course in the 2018 summer session
- *Faculty primary responsibilities*
  - Prepare course syllabi, course materials, assignments, exams, and assign grades
  - Ensure content was current, relevant, and reflective of best practices in the field
  - Evaluate student performance progress and provide appropriate and timely feedback according to the School of Business protocols
  - Provide coaching and mentoring support to students regarding their enquiries
- *Faculty service responsibilities*
  - Participate in School of Business by taking on internal services and-or committee roles
  - Participate in activities that contribute to teaching and learning, and enhancing the student experience
- *Other initiative responsibilities*
  - Work with the Work Integrated Coordinator from the MSoB to develop the practicum opportunities to connect students and employers for the OSCM 5150 Applied Project course
  - Work with Lead Advisor – Work Integrated Learning from the Office of the Provost & Vice-President, Academic for the new Student Learning Assistants (SLA) Program to identify exceptional students to expand students' opportunities to be career ready.
  - Supervise one (1) SLA student in the 2024 Summer semester and three (3) SLA students in the 2023 Fall semester to create a series of integrated project and reporting
  - Placed 2 SLA students to a Lower Mainland organization for a practicum opportunity

**ADMINISTRATIVE RESPONSIBILITIES**

- BGP Search Committee (May 2021 to Present)
  - Review applicants' resumes and shortlist them for interviews
  - Determine the interview questions
  - Serve in the interview panel to interview candidates
  - Provide recommendation to the final candidate(s)
  - Recommend vetted courses for the qualified candidate(s)
- Senate Standing Committee – Policy (September 2023 – Present)
  - Provide advice to the Board of Governors on matters such as educational goals, objectives and strategies of the University, priorities for implementation of new programs, evaluation of programs and educational services, etc
  - Set policies and procedures for appeals by students on academic matters and establishing a final appeal tribunal for these appeals
- Interim Academic Chair, Operations and Technical Management (OTM) Department (May 2023 to August 2023)
  - Oversaw routine departmental business such as scheduling courses, providing mentoring support to faculty and constructive inputs to the program review
  - Collaborated on MSoB strategic plans/initiatives, program planning and goal setting
  - Developed annual strategic plan and determine major goals to ensure evidence-based decisions to promote continuous improvement and program and curriculum excellence
  - Provided support to students, faculty and staff to promote positive student engagement and recruitment
  - Supported and encouraged faculty to adopt and incorporate innovation in their pedagogy, professional development and research
  - Analyzed faculty need, faculty ability and skill and appropriate modality of delivery
  - Active participation in the OTM PAC (Program Advisory Committee) and solicited feedback from the industry
  - Connected members to students' events and engagement opportunities
  - Served as a guest speaker in the OTM Student Club
  - Allocated appropriate classroom loading assignments and make changes accordingly to the demand
  - Analyzed faculty needs, ability and skills, provide resource gap analysis and recommend to the Associate Dean for next step of the recruitment strategies
  - Communicated with the faculty of their assignments
  - Adjusted the course schedule based on the students' enrollment and communicate it with the faculty of the changes
  - Ensured consistency and transparency of our work practices and processes

  - Provided leadership in coaching and mentoring faculty
- OTM Search Committee (May 2021 to December 2023)
- Associate Vice President Enrollment & Registrar Search Committee (September 2023 to December 2023)
- Special Search Committee, EOI (November 2023 to December 2023)
  - Reviewed applicants' resumes and shortlist them for interviews
  - Determined the interview questions
  - Served in the interview panel to interview candidates
  - Provided recommendation to the final candidate(s)
  - Determined vetted courses for the qualified candidate(s)
- OTM Scheduling Committee (May 2021 to December 2023)
  - Review students' admission demand and course offerings for each semester
  - Review faculty availability and their vetted courses then schedule them
  - Coordinate with the administrative staff for room bookings and scheduling
  - Assisted the Chair (from May 2021 to April 2023) to
    - prepare the annual resources gap analysis, present it to the Associate Dean and provide recommendations of the recruitment strategies
    - develop MS Excel spreadsheets for course scheduling activities
    - provide quality control ensuring course schedule and faculty assignments were accurate
    - Communicate with the faculty of their schedule
- Faculty Council Representative – Business Graduate Program (May 2022 to December 2023)
  - Represent the Business Graduate Program
  - Participate in discussion regarding administrative policies, procedures, curriculum, faculty concerns and the over-arching School of Business' strategic plan
- Mentor (September 2021 to Present)
  - Provide coaching and mentoring support to new instructors
  - Serve as a peer reviewer to provide feedback on their teaching methods and course set up in Moodle
- Curriculum Review (September 2021 to March 2023)
  - Led the OSCM 5130 Innovation in Supply Chain Management and OSCM 5120 Quality Management course outlines review
  - Collaborated with the teaching teams to identify gaps and discuss opportunities to enhance students' learning outcomes
  - Led the OSCM course sequencing path review with the faculty
  - Liaised with Student Advising on changes and updated university calendar and other relevant documents for the new academic year 2023/2024

**SUPPLY CHAIN CANADA**, VANCOUVER, BC & ONLINE
Sep 2010 – Present

**CONTRACT INSTRUCTOR, SUPPLY CHAIN MANAGEMENT**

PROGRAMS: SUPPLY CHAIN MANAGEMENT PROFESSIONAL (NATIONAL PROGRAM), DIPLOMA IN SUPPLY MANAGEMENT TRAINING (NATIONAL PROGRAM) AND DIPLOMA IN PROCUREMENT AND SUPPLY CHAIN MANAGEMENT (ONTARIO PROGRAM)

- Courses in session: Procurement and Supply Management, Evaluating Supply Chain Costing Data, Introduction to Operations Management and Business Planning
- Courses taught previously: Introduction to Procurement, Introduction to Logistics and Introduction to Marketing
- Develop lessons plan and deliver lectures in a classroom and-or online in D2L – Brightspace
- Ensure content is current, relevant, and reflective of best practices in the industry
- Respond to and resolve student complaints, appeals and academic integrity issues
- Monitor online discussion, mark assignments, quizzes, and exams and provide feedback via email or in D2L
- Provide continued feedback and consultation about initiatives, services to continually enhance the student experience
- Work collaboratively with the association and other contract instructors
- Assist in leadership of academic programs and curriculum and facilitate program changes
- Support and develop programs related to the changing demographic of students through interactions with the association and awareness of ongoing trends
- Structure, build and initiates services and programs to support student satisfaction

**INSTRUCTOR & SEMINAR DEVELOPER SUPPLY CHAIN MANAGEMENT PROFESSIONAL**

- SEMINARS DELIVERED: STRATEGIC PROCUREMENT, PROJECT MANAGEMENT IN SUPPLY CHAIN AND CODE OF BUSINESS CONDUCT & ETHICS
- ELIGIBLE FOR THREE (3) SCMP PROFESSIONAL DEVELOPMENT UNITS
- Custom-designed seminars' material on my own to meet current industry best practice

**UNIVERSITY OF FREDERICTON, SCHOOL OF BUSINESS**, Fredericton, NB

**CONTRACT CURRICULUM DEVELOPER & INSTRUCTOR**
Aug 2023 to Dec 2023

- Developed Global Value Chain course content within the Bachelor of Business Administration (BBA) program

**SASKATCHEWAN POLYTECHNIC UNIVERSITY, SCHOOL OF BUSINESS**, Moose Jaw, SK
Dec 2018 – Jul 2019

**INSTRUCTOR, POST GRADUATE BUSINESS MANAGEMENT PROGRAM**

- COURSES DELIVERED: BUSINESS LEADERSHIP, STRATEGIC MANAGEMENT, PROJECT MANAGEMENT, AND HUMAN RESOURCES MANAGEMENT
- Developed courses, lessons plan, rubrics, and assessments
- Marked the assessments and provided feedback
- Responded to and resolved student complaints, appeals and academic integrity issues
- Provided coaching and mentoring support to students regarding their enquiries
- Worked collaboratively with the faculty and publishers
- Participated in and contributed to department & committee meetings and administrative work

**CURRICULUM DEVELOPER, SUPPLY CHAIN MANAGEMENT PROGRAM**

- Served as a subject matter expert and led the new SCM program and courses development of Introduction to Procurement and Introduction to Supply Chain Management
- Engaged stakeholders and worked closely with the Academic Chair to define and develop the future direction of the SCM program consistent with the Faculty and Industry's expectations
- Anticipated program problems and developed/recommended resolution strategies in resolving issues & problems
- Developed the curriculum and assessments based on the academic model and as guided by the industry's subject matter experts
- Liaised with various publishers to determine learning resources and built strategic partnerships

## PROFESSIONAL INDUSTRY EXPERIENCE

**LANGLEY SCHOOL DISTRICT 35**, LANGLEY, BC
July 2021 – December 2021

**MANAGER, PURCHASING AND LOGISTICS**

- Led and coordinated the work of the Purchasing department in the acquisition of services, equipment, supplies and materials required by the schools and various departments within the District
- Developed and implemented purchasing policies, procedures and report
- Established appropriate systems, contracts and controls to ensure the District and Departmental obligations are met
- Negotiated contracts for capital purchase and contract management
- Maintained direct contact with the schools and provided advice as required to Principals and other administrative officials
- Developed and managed the P-Card System
- Monitored and analyzed District spending trends in order to recommend areas for potential savings
- Collaborated with other School Districts and Colleges within BC for cooperative purchasing initiatives
- Managed commercial contracting including use of Facilities agreements
- Led the License-to-Occupy contractual agreements of the schools' daycare and coordinated with the schools and facilities department

**COLLIERS PROJECT LEADERS**, VANCOUVER, BC
Sep 2019 – Apr 2021 *(My employment was ended due to COVID19 layoff)*

**SENIOR MANAGER, INFRASTRUCTURE ADVISORY**

- Specialized in the public procurement practice to lead the strategic procurement advisory and provide procurement advice on capital projects, service contract portfolio and operational activities to streamline the process and gaining efficiencies, and identify savings opportunities, conducting comparative analysis to empower decision-making
- Developed value proposition for the new service line in Strategic Procurement. Led the development of the new service line to provide clients, with a focus in the public sector, a holistic view at the organizational level for planning activities in a total cost of ownership approach to align with the business needs, implement a sound supply chain strategy, and maximize the value of the investment
- Oversaw the delivery of the multiple concurrent projects ensuring client satisfaction and project profitability
- Combined with strategic thinking, commercial and transactional experience, supported clients with the formulation, planning and delivery of procurement services for the complex capital mandates
- Managed and guided the service portfolio; identified the business development opportunities of sales pipelines and the proactive pursuit of the consulting portfolio

**SUNSHINE COAST REGIONAL DISTRICT (SCRD)**, Sechelt, BC
Oct 2016 – Mar 2018

**MANAGER, PURCHASING & RISK MANAGEMENT**

- Served as an advisor to provide executive level support in procurement work planning, risk mitigation, establishing standards, processes, project management and performance management frameworks which allowed the senior leadership the ability to move with agility between a full system's view and tactical management
- Led the Purchasing & Risk Management department, which had two unionized team members as direct reports. Leadership role included all aspects in procurement, risk mitigation, contract management, coaching and mentoring support to the team, driving productivity and performance improvement
- Interpreted and administered collective bargaining agreements and worked collaboratively with human resources to respond to staff issues
- Led the development and implementation of corporate policy, procedures, and guidelines to support organizational strategies and compliant with trade treaties and legislative policies, and code of business conducts
- Oversaw and developed an overarching supply chain strategy for the commodities group such as Fleet, Maintenance, Repair & Operations (MRO), Professional Consulting Services, Information Technology and Capital Construction
- Led the annual procurement workplan for both operational and capital activities at the macro level
- Accountable for the lifecycle analysis for the commodities group to identify cost savings priorities by leveraging common expenditure through collaborative procurement
- Oversaw all the open competition procurement activities from initiation, document and addenda/clarifications review, quality assurance, chairing the consensus meetings, debriefing with the unsuccessful respondents/proponents by collaborating with business units' project managers
- Accountable for major capital contract negotiations, vendor performance and contract management
- Provided leadership oversight and procurement advice on the use of different RFx to support the delivery of multiple concurrent capital and infrastructure projects
- Provided leadership oversight in several projects such as procurement governance, asset recovery, standardization of tools and templates, small purchase guidelines, supplier performance management and contract management
- Led the development and maintenance of the corporate system – Enterprise Resource Planning (ERP), i.e., Unit4 Agresso in the Procure-to-Pay (P2P) module, which the new software would change the landscape in terms of the process and roles and responsibilities perspectives
- Structured the procurement training courses content by standardizing the foundational piece and tailoring some content to suit the targeted audience
- Hosted several engagement sessions to educate staff at all levels in all department, including the senior leadership team in the areas such as procurement knowledge foundation, procurement in the public sector, procurement & sourcing strategy, open competition process, roles & responsibilities, purchasing law in Canada, and case study. These training courses increased both knowledge and acceptance that select personnel within the organization should perform specific procurement processes

**THE CITY OF CALGARY**, Calgary, AB
2009 – 2016

**SENIOR BUSINESS STRATEGIST, CORPORATE PROPERTIES & BUILDINGS, SPECIAL PROJECT OFFICE** (JUN 2016 to Oct 2016)

- Researched internal and other municipalities facility management in terms of size, use, functionality, financial, net operating budget, cost per square foot, and organizational structure
- Determined procurement strategy, number of full-time employees, and environmental/climate initiatives
- Conducted comparison analysis and reporting Collaborated with 3 team members to secure data for analysis

**SPECIAL PROJECT, CORPORATE PROPERTIES & BUILDINGS, FACILITY PLANNING** (JAN 2016 to Jun 2016)

- Analyzed facility financial planning in term of size, availability, and functionality communicating with 4 team members
- Identified gaps and developed scenarios to evaluate current and future conditions to determine the best possible solution
- Established total cost of assets and long term impact of facility planning. Reviewed and analyzed individual components of lifecycle cost including preventative/reactive maintenance, operations costs, renovations, and lifecycle reinvestment
- Identified strategies to reduce costs while improving organizational facility planning and performance

**COORDINATOR, BUSINESS OPERATIONS, CORPORATE PROPERTIES & BUILDINGS, FACILITY MANAGEMENT'S BUSINESS OPERATIONS** (APR 2013 – Dec 2015)

- Led the Business Operations division to support Facility Management in Finance & Administration. Directed 12 administrative unionized staff including 2 Contract Administrators
- Oversaw FM $25M operating budget and $3.9M in recoveries and led FM budget planning analysis and reallocation for 2016 and 2018
- Accountable for service contract portfolio, service level agreements, financial recoveries, and business operational activities. Led the departmental Operations & Maintenance (O&M) portfolio service delivery model. Provided recommendations as to how to improve O&M by using various RFx to support FM critical services for both MRO and professional consulting services
- Played a vital role within strategic and tactical planning in Facilities Management and developed communication, change management strategies, and implementation plans for the Manager
- Took a leadership role in the departmental-wide organizational restructuring coordinating with 7 team members

- Oversaw FM recruitment processes and resolved HR issues with human resources, labour relations and union representatives
- Interpreted and administered collective bargaining agreements and responded to staff issues
- Represented management in the grievance procedure
- Provided project leadership oversight and managed multi-year large & complex projects, and business transformation projects such as:
    - Integrated Operations & Asset Management (IOAM) project, Enterprise Asset Management (EAM - Archibus) system review, FM payroll automation (PeopleSoft), Asset Management Data Governance, Data Warehouse (Business Objects) and Financial System review, Business Performance Benchmarking review, Financial Cost and Line of Service analysis, and Customer Relations Management framework analysis
- Developed strategies and transformed technology capabilities to solve complex business issues to gain efficiencies
- Managed full lifecycle implementation projects. Led pre & project planning, execution & controlling activities for projects' strategic benefits and objectives, using PMI practices, methods, frameworks, and standards
- Established proper Facility Management policies and procedures to respond to a State of Emergency post-2013 Calgary Flood. Analyzed and documented action plans and decision making processes within crisis situations

**ISSUE STRATEGIST, COMMUNITY SERVICES & PROTECTIVE SERVICES – STRATEGIC SERVICES** (APR 2012 – Apr 2013)

- Responsible for project management and procurement activities primarily in the New Central Library (NCL) project
- Key project experience included
    - Worked closely with portfolio leads to integrate the NCL work plan
    - Developed internal and external stakeholder mapping and analysis
    - Consolidated risk register items
    - Reviewed auditor's reports and provided recommendations
    - Provided recommendations on NCL records management to adhere Corporate standards
- Other project experience included
    - Served as a Subject Matter Expert (SME) in the Corporate Project Management Framework (Wave One) in Capital Construction Contract Management for CS&PS
        - Supported project lead to structure Procurement Guiding Document prior to circulate to project team
    - Took leadership role in Public Library Board Recruitment project
        - Provided and supported leadership team with Statement of Requirement, Statement of Work evaluation package
        - Provided coordination support between The City, The Public Library and the Executive Search firm
        - Wrote Council report for the Public Library Board Recruitment
        - Collaborated with the City Clerk's office for the administrative processes
        - Tracked budget and actual procurement activities spending
    - Took leadership role and wrote Vendor Performance Framework, Records Management and Knowledge Management and made presentations to the leadership team
    - Wrote a CS&PS wide Request for Proposal on Landscaping (hard and soft) Architectural activities
    - Provided recommendations on Tangible Capital Asset project management activities

**RESEARCH ANALYST, CORPORATE PLANNING APPLICATIONS GROUP (CPAG), DEVELOPMENT & BUILDING APPROVALS** (JAN 2009 to Apr 2012)

- Business Process and Performance Analysis
    - Developed, analyzed and distributed CPAG performance and operational metrics
    - Facilitated stakeholders engagement, reviewed and documented their needs, expectations, reporting and timelines
    - Provided solutions and coordinated the required resources to undertake client planning needs for reports development
    - Responded to business units issues and opportunities creatively
    - Developed system process diagrams for current and future state for the leadership team
- Key project experience included:
    - Performance Measurement – Accountability
    - CPAG annual work plan
    - Performance benchmarking review & analysis
    - Created standard queries in the Business Object and its automation for reporting
    - Data warehouse/Business Objects system upgrade, configuration, user testing and its workflow
    - POSSE Stream 3 application workflow/process redesign, user testing
    - City/Applicant Time project and its business process redesign
    - Corporate Planning Applications Group SharePoint project

**CANADA SAFEWAY**, Calgary, AB
2003 – 2006

**CATEGORY MANAGER, DELI/FOOD SERVICES, CANADA SAFEWAY LTD** (MAR 2006 to Sep 2008)
*Promoted to Category Manager from Buyer in Mar 2006*

- Accountable for national category management, advertising, promotions (online, air miles, and instore), marketing plan, vendor selection & negotiations, sourcing, and supply chain management. Manage (P&L) for category with revenue stream in excess of $200 million annual sales
- Successfully over-delivered overall categories by 4% in sales for 2007
- Secured & delivered promotional revenues by 26% and 19% in 2008 & 2007 respectively
- Source the meat & cheese suppliers for the premium quality of meat & cheese. Evaluate the bid proposals
- Negotiate short/long term procurement agreements with preferred suppliers ensuring pricing, delivery schedules and terms & conditions are agreed and understood by all parties
- Use key performance indicator and target to track cost, schedule, quality and overall performance of suppliers
- Responsible for and manage the annual marketing budget of the assigned categories
- Implement, forecast and track programs to achieve market plan revenues, costs and market share targets. Manage and design processes to reduce or control costs of products and improve customer service in the retail portfolios.
- Responsible for developing and implementing integrated marketing, strategic plans, pricing and price gap analysis in Western Canada; over 200 stores
- Develop marketing and product launch plans, customer segmentation models and contact strategy. Marketing Communications included advertising, brochure, menu board and materials development, retail development and merchandising for retail. Creation of sales tools and communications materials, creation and delivery of sales training and brand education for organization.
- Liaise with internal customers such as U.S counterpart, product marketing, sales, operations, constructions, advertising, printer and other stakeholders to ensure viability and eventual execution of marketing programs

**BUYER, CANADA SAFEWAY LTD** (MAY 2003 to Mar 2006)
*Promoted to Buyer from Associate Buyer in May 2005*

- Responsible for forecasting and issuing purchase orders. Ensuring adequate inventory level for both regular stock replenishment and promotional requirement
- Utilized internal supply chain management system tools (CICS and SQL, QMF) to analyze the sales history movement and reports to enable more informed forecasting, buying and business decisions
- Performed vendor analysis and monitored performance metrics (cost, quality, supply, delivery and customer service)
- Continuously improved service level and sales turnover results. Successfully in exceeding the set regular service level targets 90% of the time and promotional service level targets 70% of the time while balancing the turns and keeping the old stock levels low in 2005
- Worked with internal customers such as Category Managers, Accounts Payable, Internal Auditor, and vendors to reconcile aged inventory, out-dated products, purchase orders, receiving and invoice for prompt payment

**MAPLE LEAF CONSUMER FOODS**, Calgary, AB
2001 – 2003

**CATEGORY BUSINESS ANALYST, MAPLE LEAF CONSUMER FOODS** (NOV 2001 to May 2003)

- Utilized the internal supply chain management system tool (Cognos Power Play) to analyze sales turnover
- Provided post analysis, interpreted results and variance report on budget versus spending, sales volume, gross profit, accruals, marketing promotions and trade spend standpoint
- Conducted sales analysis and business reviews down to sku level
- Facilitated the regional budgeting process
- Managed and analyzed regional trade spend including marketing funds. Ensured spending was within the assigned budget

**RONZONI FOODS CANADA**, Calgary, AB
1999 - 2001

**REGIONAL TRADE SPENDING ADMINISTRATOR, RONZONI FOODS CANADA** (JAN 1999 to Oct 2001)

- Utilized the internal supply chain management system tools (VISTA, People Soft and RAS) to analyze sales volume, regional trade spending, marketing promotions and conducted business reviews
- Facilitated the regional annual budgeting process
- Managed and ensured the departmental budget was intact
- Provided variance reports from a volume, gross profit, and trade spend standpoint
- Supported the Regional Sales Manager in sales meetings, business reviews, and opportunity gap analysis
- Maintained a price tracking system by account within the region, comparing competitive activity and ensuring regional price strategies are intact

## EDUCATION

**BUSINESS SCIENCE INSTITUTE,** Luxembourg

In partnership with ICN Business School (Nancy, France) and Université Jean Moulin Lyon 3 (Lyon, France)

**EXECUTIVE DOCTORATE OF BUSINESS ADMINISTRATION, SUSTAINABLE INNOVATION MANAGEMENT**
Anticipated graduation: 2026
Thesis topic: An Empirical Study on Sustainable Procurement and Human Rights: Challenges to Playbook

**UNIVERSITY OF FREDERICTON,** Fredericton, New Brunswick, Canada
**EXECUTIVE MASTER OF BUSINESS ADMINISTRATION, INNOVATION LEADERSHIP**

**UNIVERSITE LAVAL,** Quebec City, Quebec, Canada
**BACHELOR OF ARTS, FRENCH AS A SECOND LANGUAGE**

## CREDENTIALS

**PROJECT MANAGEMENT PROFESSIONAL (PMP)**

**SUPPLY CHAIN MANAGEMENT PROFESSIONAL (SCMP)**

## OTHER TRAINING

**YORK UNIVERSITY, OSGOODE HALL LAW SCHOOL (PROFESSIONAL DEVELOPMENT),** TORONTO, ONTARIO, CANADA
**PUBLIC PROCUREMENT LAW & PRACTICE**
**COMPLYING THE NEW TRADE TREATIES REBOOTING PUBLIC SECTOR**

**KWANTLEN POLYTECHNIC UNIVERSITY,** SURREY, BC, CANADA
**INSTRUCTIONAL SKILLS WORKSHOP**

**BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY,** BURNABY, BC, CANADA
**ESG FUNDAMENTALS MICRO-CREDENTIAL**

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**PROFESSIONAL AFFILIATIONS AND ACTIVITIES**
*Member,* **PROJECT MANAGEMENT INSTITUTE**
*Member,* **SUPPLY CHAIN MANAGEMENT ASSOCIATION**

**Carlos E. Calao**
321 Mount Royal Place
Port Moody, BC
V3H 1K2
carlos.calao@shaw.ca
604-939-7899 (residence)
604-349-9256 (business)

## Career History

**McGraw-Hill Ryerson** **Jan 2015 to Present**
- Textbook Support Materials – author (contract)

**Nelson Education Ltd.** **May 2012 to Present**
- Textbook Support Materials – author (contract)

**Kwantlen Polytechnic University (KPU)** **Sept 2008 to Present**
- Faculty; School of Business
- KPU; Past-Senator (2021)
- KPU; Past-Senate Standing Committee on Policy (2021)
- Past-Chair; School of Business: Entrepreneurial Leadership Program
- Past-KPU; Faculty Council Member
- Past-KPU; Curriculum Committee Member

**BMO-Bank of Montreal** **April 2003 to Sept 2009**
**District Manager**

- Overall accountability for 10 retail/commercial branches – North Shore/Sunshine Coast.
- Accountable for delivering BMO's strategic growth plan for the North Shore and Sunshine Coast Regions.
- Risk assessment and control mechanisms

**Vancouver City Savings Credit Union (VanCity)** **March 2001 to April 2003**
**Sr. Manager, Product Group**

- Overall accountability for the development and introduction of new products and services to the VanCity Group of Companies.
- Develop frameworks, product targets and implemented process improvements and re-engineering initiatives.

**Vancouver City Savings Credit Union** **July 1998 to March 2001**
**Sr. Manager, Call Centre Operations**

- Overall accountability for the delivery of full banking services via VanCity's Call Centre and Internet banking platforms.

**Vancouver City Savings Credit Union** **Nov 1995 to July 1998**
**Regional Credit Manager/Branch Manager**

- Increased profitability metrics year over year, achieving status as most profitable branch in 1998.

## Education and Professional Development

**Canadian Institute of Management** (CIM) **Sept 2015 to Present**
Member

**Chartered Professionals in HR, British Columbia and Yukon** **Aug 2012 to Present**
Chartered Professional in Human Resources

**Dalhousie University** **Nov 2003 to Aug 2008**
M.B.A; Financial Services Concentration

**Institute of Canadian Bankers - Fellow** **Nov 2003 to Dec 2007**
Fellowship of the Institute of Canadian Bankers (honours)
Strategic Banking in Canada

**The Institute of Canadian Bankers** **Sept 2003 to Sept 2004**
Investment Funds in Canada
Compliance Officer
Wealth Management

**The Canadian Institute of Financial Planning** **June 1998 to Oct 2000**
Wealth Accumulation
Estate Planning
Strategic Investment Planning
Risk Management

**Simon Fraser University** **Sept 1985 to April 1988**
Bachelor of Arts – Economics

## Community Involvement and Awards

**ACBSP** Teaching Excellence Award; Canadian Council Region 11 - Canada (2021)

**BMO- Bank of Montreal**
Recipient of the 'Best of the Best' award for 2006 (Western Canada Region)

**Vancouver City Savings Credit Union**
Recipient – Director's Annual Award for Corporate and Social Responsibility
Nominated - Quality of Service Award - Management
Nominated - Annual Leadership Award – Management

**Spirit of the Children Society**
Board Member/Treasurer

**VanCity Community Foundation**
Director and member of the Investment and Program Committees

**British Columbia Institute of Technology**
Member of the Advisory Committee – Call Centre Programs

**British Columbia Call Centre Association**
Director

**Holy Trinity School and Parish**
Treasurer and Board Member- Parents Education Committee

DARREN ANDERSON
(403) 970-0723 darren.anderson1000@gmail.com

## HIGHLIGHT OF QUALIFICATIONS

- BSc. Industrial Engineering with a Master's in Business Administration (MBA)
- 23 years of industry experience doing business and technology work
- 6 years post-secondary teaching experience in Business Strategy, Supply Chain Logistics, Operations Management and Data Analytics

## PROFESSIONAL EXPERIENCE

Kwantlen Polytechnic University January 2022 - present
Instructor - Melville School of Business

- Developed curriculum including learning outcomes and course outlines for 11 courses for a Master's in Operations, Supply Chain and Logistics Management
- Taught 3 online courses at KPU including "Sustainable Operations", "Consulting and Client Management Practices" and "Supply Chain Management and Logistics"

Southern Alberta Institute of Technology January 2017 - present
Faculty – School of Business

- Taught various business and supply chain courses including "Introduction to Supply Chain Management", "Principles of Supply Chain Management", "Logistics", "Operational Performance Analytics", "Management Strategy", "Introduction to Business", "Operations Planning", "Operations Management", "Materials Management", "Information Systems", "Project Management"

Supply Chain Canada (SCC) 2020 - 2021
Instructor

- Taught Supply Chain courses for the Supply Management Training (SMT) program

Bow Valley College January 2018 – April 2018
Contract Instructor – Chiu School of Business

- Taught various business and supply chain courses including "Procurement", "Inventory and Materials Management", "Business Strategy" and "Management Information Systems (MIS)"

Ventures Green 2017 - present
Founder and CEO

- Designed and installed renewable energy systems
- Developed an excel model to assess the economics for a 4,000 sf greenhouse
- Developed a 1 acre regenerative farm on Vancouver Island

Talisman Energy (Repsol) May 2012 - March 2016
SAP Process Owner and Global Supply Chain Analyst

- Worked with supply chain, finance and reporting to deliver SAP enhancements and develop KPIs and reports

- Developed and delivered training for the SciQuest Contract Management system

Shell Canada September 2005 – May 2012
Supply Data Lead:
- Led the Technical Deploy team and Supply Business data gathering for the SAP project (50 data objects including products, contracts, vendors and customers)

Supply Chain Process Advisor:
- Supported the demand forecast modeling process and system (AspenTech tool)
- Implemented an Inventory Optimization system for terminals
- Led the Planning and Pricing for the Envelope Optimization (EO) Project

Logistics Analyst, Fuels Transportation West:
- Performed and managed financial reporting for Fuel Transportation West $100M spend for rail, truck and marine
- Negotiated contracts with rail, truck and marine service providers

IntelliTrans Canada Ltd., VP, Supply Chain Consulting 2003-2005
- Acted as Project Manager for a team of 20 developers on the design and development of a multi-million-dollar web-based rail equipment leasing system
- Consulted with GE Rail on a process re-engineering project

Logisight Inc., Vice President of Logistics Services 2001-2002
- Led consulting practice which included consulting work on an inventory optimization project for Ontario Power

PricewaterhouseCoopers LLP 1998-2001
Business Process Improvement/Supply Chain Management Consultant
- Client: Albian Sands Energy (Oil Sands start-up) - Developed a $20M spare parts inventory strategy for maintenance team leads
- Client: CP Rail - Facilitated engineering and maintenance to achieve increased benefits from their SAP system through improved usage, measures and reporting
- Client: Canadian Professional Logistics Institute (CPLI) - Facilitated Customer Focused Diagnostics for Logistics across Canada.

Canadian National Railway (CN) 1996-1998
MBA Recruit
- Worked on various railway projects including a railyard optimization tool, intermodal logistics client optimization and seaway lock costing analysis

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## VOLUNTEER WORK

- Red Cross Emergency Management and Logistics team (2016 to 2022)
- Volunteered with many community association boards (2010 to present)

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## EDUCATION

B.Sc., Industrial Engineering, *University of Manitoba* (1992)
M.B.A., *University of British Columbia* (1996)

# Enrico Basilio Tanafranca

6387 165 St. ☎: 778-990-3994
Surrey, B.C. V4N 1E1 enrico.tanafranca@kpu.ca and **etanafranca@yahoo.com**


## Objective:

***To get hired as Instructor in the Master in Operations and Supply Chain Management (OSCM) Program***

## HIGHLIGHTS OF QUALIFICATIONS AND SKILLS

- Resourceful and innovative professional with more than 18 years of academic career producing powerful learning opportunities for advanced level post-secondary courses in business, industry research and corporate training.
- Recognized for teaching excellence based on academic performance, research, technical skills, and educational fundamentals.
- Pioneering technology in the classroom and e-learning.

Key areas of expertise include:

- **Area of Business Expertise related to Supply Chain Management**

| | |
|---|---|
| • Operations Management | • Quality Management and Quality 4.0 |
| • Lean Six Sigma and Six Sigma | • Continuous Improvement |
| • Data and Business Analytics | • Applied Business Statistics |
| • Innovation and Industry 4.0 | • Consultancy |
| • Project Management | • Management Information System |
| • Sustainability Management | • Strategic Management and Leadership |
| • Logistics and Transportation Management | • Scheduling and Demand Forecasting |

## Certification

- **ASQ Certified Six Sigma Greenbelt**
- Internet and Computer Core (IC3) Authorized Instructor
- Internet and Computer Core (IC3) Certified
- MS Excel and MS Word Specialist (Microsoft Certified)

## EDUCATION AND PROFESSIONAL DEVELOPMENT

- **Master of Business Administration (MBA),** *Far Eastern University*
- **Doctor of Business Administration (12 credits),** Polytechnic University of the Philippines
- ***Provincial Instructor's Diploma Program (PIDP),*** *Vancouver Community College*
- **Bachelor of Science in Education Major in Mathematics,** *Far Eastern University*
- **Bachelor of Arts in Economics**, Far *Eastern University*
- **Database Developer Certificate (In progress),** Langara College, Vancouver, BC
- **Quality Matters Professional Development Course,** USA (Online)
- **Certificate in Teaching Profession (Post Graduate Diploma),** Philippine Normal University
- **Adult Basic Education Literacy (I-CARE Program),** Douglas College

## ACADEMIC EXPERTISE

| | |
|---|---|
| • Measurement and evaluation | • Online instruction |
| • Curriculum development | • Test construction |
| • Course development | • Test analysis |

| | |
|---|---|
| • Program Design and Development | • Program Review and Evaluation |
| • Curriculum mapping | • Classroom strategies management |
| • Case Study Analysis | • Academic leadership |

## ACADEMIC EXPERIENCE

**Post Baccalaureate Business Instructor (Regular Part Time – OSCM/TMAS) January 2022 - Present**
Kwantlen Polytechnic University

- Vetted and teaching the following courses:
  - BUSM 5130 Quantitative Methods
  - OSCM 5120 Quality Management
  - OSCM 5130 Innovation in Supply Chain Management
  - OSCM 5150: Applied Ops & SC Mgt Project
  - TMAS 5130 Consulting and Client Management Practices

**Commerce Instructor** **September 2011 – Present**
*Alexander College, Burnaby, BC, Canada*

- Currently teaching
  - Introduction to Management Science/Quantitative Decision Making (w/ MS EXCEL)
  - Application of Statistics in Business
  - Management Information System (w/ MS ACCESS)
  - Introduction to Canadian Business
- Taught Financial and Managerial Accounting, Introduction to Computer Science
- Currently managing the data analytics of the college's academic performances
- Curriculum development

**Business Instructor** **October 2022 – April 2023**
Yorkville University

- Lecturer on Introduction to Project Management, Operations Management and Business Ethics

**Business Instructor** **September 2021 – December 2022**
Canadian College

**Project Management/ Operations Management Instructor (Contract) November 2019 – January 2020**
*Keystone College*

**Business Management Instructor** **November 2010-May 12, 2011**
*West Bay College, Vancouver, BC, Canada*

- Taught Business Statistics, Entrepreneurship, Corporate Finance, Managerial Accounting and Organizational Behavior

**College Instructor** **August-October 2010**
***Royal College of Business and Technology, Surrey, BC, Canada***

- Taught Probability and Statistics, and Accounting

**University Assistant Professor** **2003 – 2010**
***Far Eastern University, Manila, Philippines***

- Instructed the following courses:
  - o Total Quality Management
  - o Strategic and Operations Management
  - o Business Statistics
  - o Business Mathematics and Investment
  - o E-Commerce and Web Development
  - o Business Analysis
  - o Math of Economics and Econometrics
  - o Business Mathematics
  - o Data Analytics
  - o International Finance
  - o Stock Trading Simulation

**Academic Program Coordinator for Finance and Economics** **2005 – 2006, 2007-2010**
*Far Eastern University, Manila, Philippines*

**College Instructor** **2000 – 2003**
*South Eastern College, Pasay City, Philippines*
- Taught business law courses to college students

## PROFESSIONAL AND INDUSTRY EXPERIENCE

**Freelance Demand Planning, Inventory Management External Auditor And Six Sigma consultant** **2016 – Present**

***Projects Completed***

- Lean System for a university transfer institution
- Continuous Improvement Project for a printing company
- FMEA on packaging operations
- 5S for a carboard manufacturing company in Langley, BC
- Strategic Plan/Lean Six Sigma framework for a medium grocery store
- Kanban for an import base furniture shop in Richmond, BC
- DMAIC on tiles finishing
- DMAIC on wheel alignment process
- House of Quality for NBA jersey retail shop

**Corporate Trainer on MS Excel/ MS Office** **March 2021 – December 2021**
Ontrack Training Vancouver

**Business Analyst/ Operations Adviser** **2010 - 2016**
*Top Arts Tile Inc. Richmond, BC, Canada*
- Serves as contact person for the company
- Advise the company on matters relating to operations management, finance, marketing and human resource management.
- Expense reconciliation and spreadsheet data entry
- Web research and inventory analysis
- Sales and Network promotion
- Inventory audit and supplier management

**Planning and Project Manager/Company Trainer** ***2005-2010***
*Amayin Trading Inc.*
*Las Pinas, Metro Manila, Philippines*
- Managed Company Project
- Conducted employees training and skills need assessment
- Developed training materials and modules
- Developed employees' performance assessment tools
- Trained team trainers and leaders
- Conducted task appraisal
- Developed training programs and created training module schedule
- Advised the company on matters relating to TQM and Strategic operations
- Advised the company on matters relating to new business and investments
- Wrote research for the company on product development, TQM and new venture

**Technical Support Specialist/Business Analyst/Web Administrator** **2000-2003**
*AVT Printing Services, Dasmarinas, Cavite City, Philippines*
- Managed the web of the company
- Advised the company on matters related to sales, research and networking
- Promoted the product and services of the company
- Networked for the company

- Managed the database of the company
- Managed the company's marketing strategies
- Conducted business analytics for the company

## *OTHER PROFESSIONAL SKILLS*

**Data Analysis Skills**

| | |
|---|---|
| • Basic to Advanced MS Excel Skills<br>• Mini Tab for Statistical Analysis<br>• XLStat<br>• Basic to Moderate Macros for Excel<br>• MS Excel Advanced Functions such as Goal seek, data table and Solver<br>• MS Access<br>• Working Knowledge of POM-QM for Windows<br>• Working Knowledge of Power BI | • Pivot, Power Pivot, Power Query and DAX<br>• Tableau<br>• Working knowledge of SPSS<br>• Working knowledge of SAP<br>• Working knowledge JMP<br>• Working knowledge Google Analytics<br>• Working knowledge Salesforce<br>• Working knowledge of Data Mining Using R |

**Computer Skills**

| | |
|---|---|
| • Wordpress and Pinnacle | • Omniture, Coremetrics, SEO |
| • Microsoft Operating System | • IC3 Certified |
| • MS Visio | • MS Excel and Word Specialist (Certified) |
| • Math Lab | • Adobe Acrobat Professional |
| • HTML and Internet technology | • Adobe Photoshop |

# MERWISE KHALWATI

M: 778-877-6305

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merwise.khalwati@gmail.com


**HIGHLIGHTS OF QUALIFICATION: DELIVERING QUALITY PROJECTS WITHIN TIME AND EXCEEDING EXPECTATIONS**

Seasoned professional with teaching, engineering, planning, product management, and systems integration experience. Led, coached, mentored, thought, and trained engineering teams and students, delivering quality results on time.

**Teaching & Learning | Business Strategy Development & Delivery | Project Management | Planning & Engineering**

## EDUCATION

- **Bachelor of Engineering,** Computer Engineering Degree, Concordia University, Montreal, 2003
- **Master of Applied Science**, Electrical Engineering Degree, Concordia University, Montreal, 2006
- **Master of Business Administration,** Management Degree, Simon Fraser University, Vancouver, 2017
- **Instructional Skills Workshop**, Kwantlen University Polytechnic, Richmond, 2018
- **Essential Skills for Managers Workshop,** Kwantlen University Polytechnic, Surrey, 2022

## PROFESSIONAL EXPERIENCE

**KWANTLEN UNIVERSITY POLYTECHNIC**, Surrey, BC **05/2018 – Present**

**Business Instructor – Faculty,** School of Business

Teaching and providing guidance in the areas of Information Systems for Supply Chain Management, Operations Management, Project Management, International Trade Operations, Digital Transformation, and E-commerce and Digital Marketing.

- Developing instructional plans to help students achieve required competencies. Facilitating activities that support course's objectives and expected learning outcomes
- Delivering learning-centered instructions by establishing a classroom environment conducive to learning and student involvement. Planning and preparing for classes and student success effectively.

**MICROSEMI**, Vancouver, BC **07/2016 – 06/2017**

**Product Marketing Manager - Consultant,** Communications Business Unit

Reinforced concurrent technical marketing activities, facilitated the launch of OTN Mobile Fronthaul solution at OFC 2017

- Increased product knowledge and product sales by developing technical collateral including product overview, product brief, press release and a customer case study
- Created and implemented Mobile Fronthaul product strategy, coordinated with research and development department and technical sales team, secured design wins that increased DIGI-G4 revenue by 10%.

**T-MOBILE**, San Francisco, CA **04/2015 – 06/2016**

**Senior Engineer - Consultant**, RAN Systems Design & Strategy

Led, supported and trained Western Region markets' field engineers with 3G & 4G systems design and RAN sites solutions

- Engineered RAN solutions for Ericsson and Nokia 3G and 4G sites to advance network modernization & deployment projects
- Optimized internal IT processes and HW/SW platforms, which improved Radio Frequency Data Sheet (RFDS) creation and Bills Of Material (BOM) review turn around by 100%. Facilitated process improvements integration in the organization
- Prepared and delivered training sessions to field engineers leading to increased knowledge of RFDS creation process

**TELUS**, Vancouver, BC **07/2013 – 03/2015**

**Team Lead/Manager**, Planning & Engineering

Led and mentored a team of 11 engineers for 3G & 4G RAN performance and optimization.

- Optimized Radio Access Network (RAN) parameters throughout BC province, ensuring reliable and optimal performance
- Deployed and oversaw new features and technologies for 3G and 4G RAN, including planning, engineering, RF performance and optimization, small cells deployment, support, trouble management and support, delivering excellent customer service
- Built and led engineering team, communicating objectives, collaborating and increasing employee engagement level from 75% to 84%

**ERICSSON**, Vancouver, BC **11/2009 – 07/2013**

**Senior Engineer, Systems Integration Lead** - RAN iTAC Group
Provided RAN support for wireless carriers, including T-Mobile, Rogers, AT&T. Performed technical lead coordination regarding RAN systems integration, support, and optimization on RAN coverage and capacity.

- Applied RF planning & design, optimization and analysis and adjustment of RAN parameters, reducing dropped call rate, balancing traffic, and resolving cell congestion issues
- Performed systems Integration and Verification (I&V), new product introduction and RAN First Office Applications (FOAs)
- Resolved RAN Customer Service Requests(CSRs) and Trouble Reports(TRs), increasing customer satisfaction
- Implemented systems upgrades, inter-operability tests, features and drive tests, improving user experience
- Led technical writing of Method of Procedure (MoP) documents for systems installation and upgrades

**QUALCOMM**, San Diego, CA **04/2008 – 11/2009**

**Senior Systems Engineer (Consultant)**, Research & Development
Performed systems integration and verification of Qualcomm's MediaFLO network infrastructure. Directed, supported, and managed team of 5 junior engineers

- Defined test specifications and designed user device to server connectivity test case scenarios, ensuring product reliability
- Upgraded and provisioned MediaFLO systems and performed feature tests for FLO TV Network, configuring systems for end to end testing of MediaFLO broadcast and access nodes
- Provided systems support to demos and trials of MediaFLO technology around world and achieved QualStar recognition for signification contribution to MediaFLO Japan project and customer network deployment

**ERICSSON**, Montreal, QC **02/2003 – 03/2008**

**Systems Integration Engineer**, Global Service Delivery Center
Provided RAN systems support to Ericsson's customers' network around the globe. Handled emergencies and performed cellular network outage recovery. Provided off-site and on-site customer systems support.

- Delivered systems support, I&V of Ericsson's RAN and Core, networking equipment.
- Led NEO Project team, managed network I&V, operation, and maintenance of various models of RBSs resulting in 50% faster deployment and 100% product reliability that increased customer satisfaction ratings
- Created research and development reports for Ericsson's network, researched and analyzed of RoHC(Robust Header Compression) for wireless communication systems, contributing to Ericsson's success in moving forward with the technology adoption and implementing it to improve systems bandwidth
- Followed IEEE 802.11 and 802.16 standards closely, created informative analysis documents for research team

**UPLAND TENROX**, Laval, QC **01/2002 – 01/2003**

**Software Designer - Intern**
Designed web-applications with Active Server Pages(ASP) technology for Tenrox Projeca software. Modified and created new features in existing database and performed product integrity tests

- Implemented new workflow features for Projeca software, increasing success rate of marketing calls by 30%

**NORTEL NETWORKS**, Montreal, QC **01/2001 – 06/2001**

**Software Developer (Co-Op Program)**, OC 3/12/48 Express Product Development
Designed software applications for control of optical carrier test platforms using C/C++ and Delphi.

- Implemented automated procedures and simplified testing of optical test benches, saving substantial amount of test time

## PUBLICATION WORK

- Enhanced Uplink Frequency Synchronization Algorithm for OFDMA Systems in a Multi-path Fading Environment, Canadian IEEE Conference Ottawa, March 2006
- Efficient Channel Estimation Scheme for OFDMA Systems in a Time Varying Environment, IEEE VTC, Montreal, Sept. 2006

## PROFESSIONAL DEVELOPMENT

- **Ericsson Training Center Certificates:** Advanced Programming Concepts and Techniques (C, C++), LTE Air Interface and Protocols and Procedures, Advanced Air-Interface Technologies, Signaling and Switching, Ericsson Core Network, Ericsson's MSS Solution, HW/SW Systems Integration and Verification, Creative Thinking and Innovation, Advanced Customer Service Skills, Technical Presentation and Public Speaking
- **Qualcomm Training Center Certificates:** Trends in Design of Mobile and Wireless Platform, WCDMA and UMTS, HSPDA, and HSUPA Technologies, LTE Technology Overview, LTE Protocols and Signaling

## MEMBERSHIPS & DISTINCTIONS

- Winner of "Bourse de recherche en milieu de pratique" Awarded by NSERC and Ericsson **03/2003**
- Achieved Competent Toastmaster and Competent Leader certificates **07/2006**

# Nishant Kalia
# B.Eng. | MBA

Address:16-5858 132 Street, Surrey, BC Ph: (778) 321-3220

## EDUCATION

**Master of Business Administration** *Aug 2017 - Dec 2018*
*Sauder School of Business, UBC*
- **GMAT- 730**, **GPA- 3.6/4**, Investment theory - 97%, Business strategy - 94%, Decision making - 92%
- Awarded top entrance scholarship recognizing strong academic and extracurricular background

**Bachelor of Engineering (Electronics and Electrical Communication)** *2010 - 2014*
*PEC University of Technology*
- **Scored 99.5 percentile** in IIT-JEE and AIEEE (standardised engineering entrance examination in India)

## TEACHING EXPERIENCE

**Instructor – Introduction to Derivatives Trading** *Aug 2018 – Present*
*University of British Columbia, Canada*
- Teaching derivatives trading lab course **every Fall term** to MFRE (Master of Food Resource and Economics) students through **engaging presentations** and **mock trading.**
- Helping students learn and apply **quantitative and qualitative analysis** to make real time futures trading decisions.

**Contract Faculty – Commerce and Business Administration** *Jan 2020 – Present*
*Douglas College, Canada*
- Teaching multiple business courses including **statistics**, supply chain planning, etc. at Douglas College with engaging course content, achieving an **above average course evaluation** consistently over the last 4 years.
- Developing course material to **maximize learning** for the students.
- Evaluating tests and assignments to provide **constructive feedback** to students.

**Contract Faculty (NR2) – Operations and Technical Management** *Mar 2023 – Apr 2024*
*KPU, Canada*
- Taught BUSM 5130 (Quantitative Methods) and OSCM 5110 (IT systems for Operations).
- Developed course material to **maximize learning** for the students.

## INDUSTRY EXPERIENCE

**Associate Director – Procurement Partnerships** *Aug 2022 – Aug 2023*
*University of British Columbia, Canada*
- **Managed a team of 8 procurement professionals** to effectively run process improvement and strategic initiatives across various faculties at UBC **impacting over $500 million of annual spend.**
- Oversaw and led procurement on the following strategic projects:
  - *KPI dashboards for faculties* – Identified KPIs and implemented KPI dashboards to measure the performance of different operational teams such as Procurement Services, Accounts Payables, Financial Services to continuously improve the level of support for the faculties and other stakeholders.
  - *Contract Lifecycle Management software RFP* – Led the RFP to choose the CLM software for UBC. The project involved managing multiple stakeholder groups such as legal, facilities, libraries, etc. to ensure that UBC is able to evaluate and choose the best fit.
  - *Purchase of restricted goods* – Oversaw the project to increase visibility into purchase of restricted goods which helped the Procurement and Operations teams in ensuring that approvals are taken for such purchases and proper due diligence is done before the restricted goods get delivered.
  - *Catalog adoption* – Led a project to increase awareness about supplier catalogs across multiple faculties. This led to an increased adoption of the supplier catalogs which contributed to operational efficiency for UBC Financial Operations department.
- **Established Contract Management function** at UBC to ensure that our stakeholders have support with supplier relationship and performance management post contract execution. This was a new function that I setup at UBC by defining the scope and the responsibilities of the contract management team.
- **Provided guidance and motivated** my team to e[illegible] we achieve desirable outcomes and our targets for each quarter.

**Senior Strategic Sourcing Lead – Software Procurement** *Sep 2021 – Aug 2022*
*Coast Capital Savings, Surrey, Canada*

- **Led over $800K of savings in a 1-year period** while effectively managing the software portfolio.
- **Managed senior business stakeholders** and supported their projects through effective sourcing methodologies to help them meet their requirements and goals within the allocated budget.
- **Implemented Asset Management** (SNOW) tool to improve visibility into the usage of software licenses and hardware assets which led to a reduction in overall spend and better utilization of software licenses and hardware assets.
- Led the project to get all the safety equipment and Covid kits required for return to office after the Covid restrictions were lifted at Coast Capital Savings. This project required a lot of operational expertise to ensure the right products in the right quantities can be delivered at the right time to multiple branch locations.
- Facilitated collaboration and meetings across multiple senior stakeholders for various sourcing projects**.**

**Category Manager – IT and Technology Services Procurement** *May 2018 – Sep 2021*
*TELUS, Vancouver, Canada*

- **Led over $2 million of savings** through successful RFPs and contract negotiations on an annual basis.
- **Managed IT and Professional Services** vendor relations for strategic technologies such as Salesforce, SAP, etc.
- **Led a project to develop category strategy playbooks** for the IT procurement team impacting an annual spend of over $1 billion.
- **Analyzed payment terms data** and benchmarked it against industry standards to drive working capital savings of over $300 million through payment term standardization across different business units.
- **Led spend analysis and risk assessment** of over 100 vendors that helped my team to de-select low importance vendors.
- Worked closely with the operations team on a project to update TELUS logos and stickers on TELUS vehicles. This led to a reduced cost and more sustainable fleet of vehicles at TELUS.
- Identified and measured operational KPIs for TELUS contractors and IT Services suppliers to **measure and improve productivity and efficiency.**
- Facilitated collaboration and meetings across multiple senior stakeholders for various sourcing projects**.**

**Commodity Research Manager** *March - Dec 2016*
*BRK Commodity Traders, India*

- **Created investment contracts** with clients to support tactical asset allocation decisions for a commodity portfolio which generated a return of 16%
- **Led a project to train junior brokers** on all aspects of financial analysis which increased the investment portfolio of the company by 20% due to an improved performance of the brokers in terms of engaging with potential clients

**Analyst - Commodities Market** *July 2014 - March 2016*
*Futures First Info Services Pvt. Ltd., India*

- Identified and analyzed trends using **strong quantitative skills, demand-supply analysis** to execute profitable trades on U.S. and U.K. exchanges in futures contract trading

# Ralph Martin Ferens, BA, MBA, CPHR

Management Professional (Industry Practitioner / Educator / Consultant) focused on Human Resource Management and Operations Management Excellence

**Phone:** 604-328-9092 **Email:** rferens@hotmail.com **LinkedIn:** https://www.linkedin.com/in/ralph-f-8b58b955/

## Experience

2012 – Present

**Management Consultant**
**RMF Management Consulting Group**

Responsible for providing operations management and human resource management technical and applied expertise to companies and individuals

Responsible for identifying organizational opportunities, researching solutions, and implementing strategic and tactical plans

2015 – Present

**Instructor**
**Kwantlen Polytechnic University (KPU) – Melville School of Business**

Responsible for instruction and curriculum design in operations management and general management.

2012 – Present

**Instructor**
**Douglas College – Commerce & Business Administration**

Responsible for instruction and curriculum design in operations management, human resource management, and general management.

2012 – 2015

**Distribution Centre Manager – Lower Mainland & Coastal British Columbia**
**The Coca-Cola Company**

Was responsible for the direction of all facility, warehousing, delivery/customer service functions in the British Columbia Lower Mainland and Coastal regions. Managed 234 employee team (2 direct managers, 15 indirect supervisors, 217 warehouse/delivery drivers), and 6 warehouse/distribution facilities.

2010 – 2012

**Market Unit Operations Director – Service Equipment Operations– Western Canada**
**The Coca-Cola Company**

Was responsible for the direction of all reactive service, scheduled maintenance, installation/removal, asset management, capital management, and related training in Western Canada. Managed a 91-employee team that was spread from BC to Manitoba: 6 Operations Supervisors and 85 Service/Installation Technicians, 6 different collective bargaining agreements. My notable accomplishments in this role include participating in union contract negotiations, managing all equipment preparation and delivery operations for the 2010 Vancouver Olympics, and guiding my team through a merger and corporate restructuring.

2008 – 2010

**Operations Manager – Service Equipment Operations – Lower Mainland**
**The Coca-Cola Company**

Was responsible for maintaining efficient and profitable vending and equipment service operations in Vancouver market. Managed a 68-employee team: 4 Operations Supervisors, 18 Delivery Drivers, and 34 Service Technicians.

2006 – 2008 **Distribution Supervisor – Warehouse and Distribution Operations – Lower Mainland**
**The Coca-Cola Company**

Was responsible for managing a product supply and distribution team: 22 delivery drivers and merchandisers. Was responsible for managing a product supply and distribution team: 22 delivery drivers and merchandisers.

2002 – 2006 **Account Manager – On-Premise Sales – Lower Mainland**
**The Coca-Cola Company**

Was responsible for maintaining sales profit and volume throughout a base of select local key prestige accounts.

## Education

2021 – Present **Chartered Professional in Human Resource Management**
**CPHR of British Columbia and Yukon**

Designation holder and active member in good standing

2016 – 2023 **Certified in Planning and Inventory Management**
**Association for Supply Chain Management**

Educational partner and chapter leader

2009 – 2012 **Master of Business Administration**
**City University of Seattle**

Credential holder / Concentration in Human Resource Management

1995 – 2000 **Bachelor of Arts in Economics**
**Simon Fraser University**

Credential holder / Associate Degree in Liberal Arts

## Skills

C-Suite Communication & Presentation Skills
Strategic Thinking & Design
Employee Development
Subject Matter Expertise (HRM, SCM)
Curriculum Design (Course & Program)
Change Management Skills
Research & Decision-Making
Contract Negotiations
Coaching & Training
Team Management & Leadership Skills
Emotional Intelligence
Labor Relations (Union Management)
Financial Analysis

# Curriculum Vitae

July 2024

Tara Immell
Financial and Environmental Risk Manager
Melville School of Business
Kwantlen Polytechnic University 13485 Central Avenue, Surrey, B.C.

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## EDUCATION

Ph.D. Candidate, ABD, Mathematics Education, Simon Fraser University, 2025
Certificate Candidate, Indigenous Adult Instructor Diploma, Nicola Valley Institute of Technology, 2025
Master's Certificate in University Teaching, Simon Fraser University, 2022

M.S. Sustainable Agriculture, Colorado State University, 2019 – Tax Incentives for Food Donations
Master's Certificate in Finance, Colorado State University, 2016

B.A. Mathematics and Computer Science, Northwestern University, 1991
Substantial Economics Coursework, Project on TCP/IP Protocols Enabling Network Communication

## FINANCE & OPERATIONS INDUSTRY QUALIFICATIONS

International Association for Six Sigma Certification, iassc.org, Lean Six Sigma Certified Green Belt

Association for Supply Chain Management, ascm.org, Certified Supply Chain Professional

Canadian Securities Course, www.csi.ca, Futures and Options Licensing, 2014

Self-Employment Program, www.langara.ca, Langara College, 2012

Association of Finance Professionals, www.afponline.org, Certified Treasury Professional (CTP), 2010

Global Association of Risk Professionals, www.garp.org, Financial Risk Manager (FRM), 2004

## AGRICULTURAL INDUSTRY QUALIFICATIONS

Farm Operation Internship Program, Edible Garden Project, North Vancouver, B.C., 2014

## ACADEMIC EMPLOYMENT

Kwantlen Polytechnic University – Business Instructor, 2020 – present

Simon Fraser University – Finance & Computing Science Lecturer, 2002 - 2024

## ENVIRONMENTAL EMPLOYMENT

Educator and Consultant – Cleanfarms, Stream of Dreams – Environmental Educator, Fall 2022

Tetra Tech Canada & Green Event Services – Field Lead Project Researcher, 2019 - present

Artisan Farmers' Markets – General Manager, 2015 - 2018

## FINANCIAL INDUSTRY EMPLOYMENT

Subject Matter Expert Consultant – Numerous Educational and Industry Institutions, 2002 - present

Thomson Reuters – Financial Markets Client Consultant, 2003 - 2012

UBS Investment Bank – Regional Manager of Financial Systems and Education Director, 1991 - 2000

## ACADEMIC HONOURS AND AWARDS

Recognition Letters from the SFU Beedie School of B[u] 835 [s] for Outstanding Teaching: 2003 – 2019

## RESEARCH INTERESTS

Finance and Operations Risk, Agriculture, Sustainable Behavior, Fin Tech, Environmental Entrepreneurship

## ACADEMIC PUBLICATIONS

2019 The B.C. Farmers' Food Donation Tax Credit: Investigating Usage Among Farmers' Market Vendors

## CORPORATE PUBLICATIONS

Thomson Reuters, Client Connections Web Portal and Quarterly Newsletter, 2008 - 2010
UBS Investment Bank, numerous internal publications from 1991-2000 including:

- A Day in the Life of a Derivative: Credit, Sales, Trading, Risk, Settling, Reporting
- Reengineering Your Operational Workflow: Front, Back and Middle Office Efficiency
- Proprietary Trading Tools: Business Survival Critical Technology

Northwestern University, Using Your NeXT Computer, 1991

## INDUSTRY PUBLICATIONS

2021 Agricultural Plastics in Northern British Columbia. Cleanfarms.
2020 Plastics Recyclability: The Current Landscape and Need for Change. CSA Group/ECCC
2011 Machine-to-machine Communication: What's Science Fiction? What's Fact? Global Treasury News
2006 Best Practices in Online Corporate Governance: Workflow Reengineering. Treasury Insight
2004 Is Your IT Holding Back Your Risk Management Strategy, GTnews, Global Treasury News
2003 A Broadened Perspective of Risk, GTnews, Global Treasury News
2003 The Evolution of Corporate Risk Policies, GTnews, Global Treasury News

## ACADEMIC PRESENTATIONS

2023 Customizing Academic Language Support, Melville School of Business Research Scholars Talk, KPU
2023 Skills Hub: Building Mathematics Skills for Incoming Graduate Business Students, CEE, SFU
2023 From Backpack to Briefcase: Using the Mathematics Learned in School in Finance, U of Manitoba
2022 Partnering to Provide Customized Language Use Support, Accreditation Council for Business, Toronto
2021 Graphical Polls Using Shared Whiteboards. Remote Teaching Forum 2021. CEE SFU
2019 Self-marked On-line Homework: Time Savers or Frustration Creator. DEMOFest, TLC, SFU
2019 Using Informational Interviews to Promote Student Well-being. Teaching Matters Seminar, SFU
2019 Food Donation Tax Credits: Investigating Usage Among Farmers. Sustainability, U of Toronto
2016 Optimal Challenge: Using Informational Interviews to Help Students, Well-being & Teaching, SFU
2016 Using Canvas Etherpad for Student Engagement. DEMOFest 2015, TLC, SFU
2015 Derivatives Demystified. Investment Banking Prep Program. Beedie Career Centre, SFU
2009 Using Thomson Reuters Data in the CFA Global Investment Research Challenge, SFU

## INDUSTRY PRESENTATIONS

2022 Plastic Removal Progress at Metro Vancouver Farmers' Markets. BCAFM AGM, New Westminster
2020 Alternatives to Plastic Packaging", BCAFM AGM, Harrison Hot Springs
2020 Increasing Recycled Plastics, Government of Canada, ECCC, Toronto
2019 Composting Measurement Fun: Collecting Metrics with Students, Coast Waste AGM, Victoria
2016 Connecting with Your Community to Turn Food Waste into Food Security, BCAFM AGM, Kelowna
2016 Rescuing Produce for Economic and Environmental Benefit, BC Food Systems, Prince George
2004 Strategies in Content Management", International Society for Technical Communication, Vancouver

**INDUSTRY CONFERENCES ATTENDED**

2022 Zero Waste. A Future Without Waste: Regenerative and Waste-free by Design, Vancouver
2019 British Columbia Association of Farmer's Market Annual Conference. Kimberley, BC
2017 Advances in Fixed Income and Macro-Finance Research. Bank of Canada, Vancouver
2016 Canadian Agricultural Economics Society & Western Agricultural Economics Association, Victoria
2009 AFP Corporate Risk Forum, Champions Gate, Florida
1993 Teaching and Learning, American Society for Learning & Development, Walt Disney World, Florida

**TEACHING/RESEARCH DEVELOPMENT WORKSHOPS ATTENDED**

2021 Blended Learning Design. Centre for Educational Excellence, SFU, 30 hours
2019 Symposium on Teaching and Learning: Assessing, SFU, 24 hours
2018 SFU's Emerging Thought Leaders Program, SFU/Informed Opinions, 30 hours
2017 Symposium on Teaching and Learning: Voices of Diversity and Inclusion, SFU, 16 hours
2014 Writing, Teaching, and Using Case Studies, SFU, Segal Graduate School, 8 hours
2013 Rethinking Teaching Workshop, SFU, 24 hours
2013 Instructional Skills Workshop, SFU, Teaching and Learning Centre, 24 hours
2012 Teaching Portfolio: A SMART Approach, SFU, Teaching and Learning Centre, 6 hours
2003 Develop Your Vocal Power to Engage Your Audience, SFU, 24 hours

**ACADEMIC SERVICE - PRESENT**

| | |
|---|---|
| 2024 – present | Business Graduate Programs Department Chair, Kwantlen Polytechnic University |
| 2024 – present | Kwantlen Farmers Market Student Internship Coordinator |
| 2022 – present | Accreditation Council for Business Schools and Programs, Region 11 Leadership |
| 2022 – present | Research and Scholarship Committee for Faculty Council |
| 2022 – present | KPU Learning Technologies Advisory Committee |
| 2021 – present | Hiring Committees for Business Graduate Instructors & Sustainability Recruitment |
| 2020 – present | Department Professional Development (PD) Committee Representative |
| 2013 – present | Undergraduate Case Competition Committee,<br>Beedie School of Business, Simon Fraser University |
| 2013 – present | Head Coach: Eller's Collegiate Ethics Case Competition, 1st, 2nd & 4th Place<br>Head Coach: ICBC Business Case Competition Teams, 1st, 2nd, & 3rd Place<br>Head Coach: International Business Development Case Competition, 1st Place<br>Head Coach: Lazaridis Case Competition, 3rd Place & 4th Place<br>Head Coach: Royal Roads Business Case Competition Team, 3rd Place<br>Head Coach: Templeton Business Ethics Case Competition, 2nd Place in Division<br>Head Coach: Van Berkom JMSB Small-Cap Case Competition, 4th Place<br>Assistant Coach: APEX Biz-IT Global Case Challenge (APEX), 2nd Place<br>International Case Competition in Maastricht (ICC@M), 3rd Place<br>Jeux du Commerce (JDC) West – Canada, Academic 1st Place<br>Thammasat Undergraduate Business Competition (TUBC), 3rd Place |

**ACADEMIC SERVICE - PAST**

| | |
|---|---|
| 2024 | Hiring Committee Member for Climate+ Challenge Course Releases, KPU |
| 2024 | Graduate Student 3-Minute Thesis Judge, Simon Fraser University |
| 2024 | Hiring Committee Member for Generative AI Course Releases, KPU |
| 2023 | Hiring Committee Member for Faculty of Science Associate Dean, KPU |
| 2022 | KPU Future Business Leaders Competition Judge, KPU |
| 2022 | Hiring Committee Member for UN SDG Lead at KPU Release, KPU |
| 2022 | Expanding Graduate Diplomas to Graduate Degrees Research Course Release, KPU |
| 2022 | Hiring Committee Member for Graduate Studies Office Research Release , KPU |
| 2012 – 2020 | Executive MBA Student Quantitative Skills Support<br>Indigenous Business and Leadership EMBA, Simon Fraser University |
| 2014 – 2017 | Faculty Mentor for Undergraduate Aboriginal Students<br>Beedie School of Business, Simon Fraser University |
| 2017 | Evaluator for high school admission applications, Beedie School of Business, Simon Fraser University |
| 2014 – 2016 | Head Coach, PRMIA Risk Management Case Competition Team<br>2014: 2nd Place Finish, 2015: 1st Place Finish, 2016: 2nd Place Finish |
| 2013 – 2014 | Canvas Learning Management System Pilot User, Simon Fraser University |
| 2013 | Teaching and Course Evaluation Proof-of-Concept, Simon Fraser University |
| 2012 | Coach, Royal Roads Business Case Competition Team, 3rd Place |
| 2009 | Finance Night Faculty Coordinator<br>Simon Fraser University / University of British Columbia Joint Event |

## TEACHING AT KWANTLEN POLYTECHNIC UNIVERSITY, 2020 - PRESENT

| | Spring | Summer | Fall |
|---|---|---|---|
| **2024** | AGRI 3135: Business of Agriculture<br>GRMT 6100: Sustainability and Business Administration<br>GRMT 6120: Ecological Economics<br>GRMT 6140: Sustainable Operations<br>BUS 6140: Advanced Topics in International Business and Economics | GRMT 6120: Ecological Economics<br>GRMT 6130: Principles of Green and Clean Technologies for Business and Society's Sustainability | |
| **2023** | GRMT 6100: Sustainability and Business Administration<br>GRMT 6120: Ecological Economics<br>GRMT 6140: Sustainable Operations<br>IBUS 6140: Advanced Topics in International Business and Economics | BUSI 2490: International Business<br>GRMT 6120: Ecological Economics<br>GRMT 6130: Principles of Green and Clean Technologies for Business and Society's Sustainability<br>IBUS 6140: Advanced Topics in International Business and Economics<br>BUSM 6160: Strategic Planning | BUSI 2490: International Business<br>GRMT 6120: Ecological Economics |
| **2022** | GRMT 6100: (2 sections) Sustainability and Business Administration<br>RMT 6130: Principles of Green and Clean Technologies for Business and Society's Sustainability | GRMT 6120: Ecological Economics<br>RMT 6130: Principles of Green and Clean Technologies for Business and Society's Sustainability<br>BUS 6140: Advanced Topics in International Business and Economics<br>BUSM 6160: Strategic Planning | AGRI 3135: Business of Agriculture<br>BUSM 6160: Strategic Planning |
| **2021** | GRMT 6100: Sustainability and Business Administration<br>GRMT 6120: Ecological Economics | GRMT 6100: Sustainability and Business Administration<br>GRMT 6130: Principles of Green and Clean Technologies for Business and Society's Sustainability<br>IBUS 6140: Advanced Topics in International Business and Economics | GRMT 6120: Ecological Economics<br>GRMT 6130: Principles of Green and Clean Technologies for Business and Society's Sustainability<br>IBUS 6140: Advanced Topics in International Business and Economics |
| **2020** | | | GRMT 6100: Sustainability and Business Administration<br>GRMT 6120: Ecological Economics |

## TEACHING AT SIMON FRASER UNIVERSITY, 2002 – 2024

| | Spring | Summer | Fall |
|---|---|---|---|
| **2024** | BUS 312: (2 sections)<br>Introduction to Finance<br>CMPT 105W: Social Issues & Communication Strategies in Computing Science | BUS 312: (2 sections)<br>Introduction to Finance<br>CMPT 376W: Professional Responsibility and Technical Writing | |
| **2023** | BUS 221: Personal Finance<br>BUS 316 (2 sections):<br>Derivative Securities<br>ECON 220W (4 sections):<br>Communication in Economics | CMPT 105W: Social Issues & Communication Strategies in Computing Science | BUS 312: (2 sections)<br>Introduction to Finance<br>CMPT 105W: Social Issues & Communication Strategies in Computing Science |
| **2022** | BUS 221 (2 sections):<br>Personal Finance | BUS 221 (2 sections):<br>Personal Finance<br>BUS 316: Derivative Securities | BUS 221: Personal Finance<br>BUS 312: Introduction to Finance<br>BUS 417: Equity Security Analysis |
| **2021** | BUS 221 (2 sections):<br>Personal Finance<br>SD 301: Sustainable World<br>BUS 419:<br>Advanced Derivative Securities | BUS 221 (2 sections):<br>Personal Finance | BUS 221 (2 sections):<br>Personal Finance<br>BUS 312 (2 sections):<br>Introduction to Finance |
| **2020** | BUS 221 (2 sections):<br>Personal Finance | BUS 221 (2 sections):<br>Personal Finance | BUS 221 (2 sections):<br>Personal Finance<br>BUS 312 (2 sections):<br>Introduction to Finance |
| **2019** | BUS 221 (2 sections):<br>Personal Finance | BUS 221 (2 sections):<br>Personal Finance | BUS 221 (2 sections):<br>Personal Finance |
| **2018** | BUS 221 (2 sections):<br>Personal Finance | BUS 221 (2 sections):<br>Personal Finance<br>BUS 498: Directed Studies | BUS 221 (2 sections):<br>Personal Finance |
| **2017** | ACMA 395:<br>Financial Mathematics<br>BUEC 232: Data and Decisions | BUS 316: Derivative Securities | BUS 221: Personal Finance |
| **2016** | BUS 419:<br>Advanced Derivative Securities | BUS 419:<br>Advanced Derivative Securities<br>BUS 498: Directed Studies | BUEC 232 Data and Decisions<br>BUS 498 (2 sections):<br>Directed Studies |
| **2015** | BUS 419:<br>Advanced Derivative Securities<br>BUS 561: Business Communication | | BUS 419:<br>Advanced Derivative Securities |
| **2014** | BUS 417: Security Analysis | BUS 419:<br>Advanced Derivative Securities | BUS 419 (2 sections):<br>Advanced Derivative Securities<br>BUS 561: Business Communication |
| **2013** | BUS 410: Financial Institutions<br>BUS 413: Corporate Finance | BUS 419:<br>Advanced Derivative Securities | BUS 419:<br>Advanced Derivative Securities |
| **2012** | BUS 410: Financial Institutions<br>BUS 418: Intl. Financial Mgmt | | BUS 316: Derivative Securities |
| **2011** | BUS 410 (2 sections):<br>Financial Institutions | | BUS 316: Derivative Securities |

## TEACHING AT SIMON FRASER UNIVERSITY, 2002 – 2024, CONTINUED

| | Spring | Summer | Fall |
|---|---|---|---|
| **2009** | BUS 419: Advanced Derivative Securities | | |
| **2008** | | | BUS 810: Fixed Income Security Analysis & Portfolio Management |
| **2007** | | | BUS 316: Derivative Securities |
| **2003** | | | BUS 316: Derivative Securities |
| **2002** | | | BUS 493: Financial Risk Management |

## RESEARCH ASSISTANT & TEACHING ASSISTANT WORK AT SIMON FRASER UNIVERSITY

**Finance, Statistics, Mathematics, and Economics**

Personal Financial Planning MicroCourse Development (Research Assistant appointment)

Economic Course Development (Research Assistant appointment)

STAT 100 – Chance and Data Analysis (Teaching Assistant, 4 appointments)

ECON 103 – Introduction to Microeconomics (Teaching Assistant, 1 appointment)

MATH 155 – Calculus I (Teaching Assistant, 1 appointment)

MATH 157 – Calculus II (Teaching Assistant, 1 appointment)

ECON 220W – Communication in Economics (Teaching Assistant, 3 appointments)

BUS 312 – Introduction to Finance (Teaching Assistant, 4 appointments)

BUS 606 – Finance (Teaching Assistant, 1 appointment)

FASS 208 –Personal Financial Planning (Teaching Assistant, 2 appointments)

**Sustainability**

Food Systems in the Lower Mainland of British Columbia (Research Assistant appointment)

REM/SD 281 – Sustainable Communities (Teaching Assistant, 2 appointments)

## STUDENT REVIEWS AT SIMON FRASER UNIVERSITY

### SFU Course Instructor Evaluations Results for Undergraduate Business Courses, 2002 - 2019
### Ratings 3.5 and Over Receive Recognition for Excellence in Teaching

| Semester | Course | Course Num | Course Name | Instructor Rating (Out of 4.0) | Response Number |
|---|---|---|---|---|---|
| 02-3 | BUS | 493 | Financial Risk Management | 3.8 | 29 |
| 03-3 | BUS | 316 | Derivative Securities | 3.3 | 30 |
| 07-3 | BUS | 316 | Derivative Securities | 3.4 | 53 |
| 09-1 | BUS | 419 | Advanced Derivative Securities | 3.4 | 25 |
| 11-1 | BUS | 410 | Financial Institutions | 2.9 | 20 |
| 11-1 | BUS | 410 | Financial Institutions | 3.6 | 16 |
| 11-3 | BUS | 316 | Derivative Securities | 3.4 | 36 |
| 12-1 | BUS | 410 | Financial Institutions | 3.3 | 27 |
| 12-1 | BUS | 418 | International Financial Management | 3.5 | 33 |
| 12-3 | BUS | 316 | Derivative Securities | 3.3 | 54 |
| 13-1 | BUS | 410 | Financial Institutions | 3.2 | 21 |
| 13-1 | BUS | 413 | Corporate Finance | 3.2 | 30 |
| 13-2 | BUS | 419 | Advanced Derivative Securities | 3.4 | 25 |
| 13-3 | BUS | 419 | Advanced Derivative Securities | 3.7 | 18 |
| 14-1 | BUS | 417 | Security Analysis | 3.6 | 23 |
| 14-2 | BUS | 419 | Advanced Derivative Securities | 3.7 | 27 |
| 14-3 | BUS | 419 | Advanced Derivative Securities | 3.5 | 31 |
| 14-3 | BUS | 419 | Advanced Derivative Securities | 3.6 | 23 |
| 15-1 | BUS | 419 | Advanced Derivative Securities | 3.1 | 29 |
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| 17-2 | BUS | 316 | Derivative Securities | 3.0 | 44 |
| 17-3 | BUS | 221 | Personal Finance | 3.4 | 23 |
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| 18-1 | BUS | 221 | Personal Finance | 3.7 | 26 |
| 18-2 | BUS | 221 | Personal Finance | 3.5 | 25 |
| 18-2 | BUS | 221 | Personal Finance | 3.6 | 38 |
| 18-3 | BUS | 221 | Personal Finance | 3.6 | 27 |
| 18-3 | BUS | 221 | Personal Finance | 3.5 | 30 |
| 19-1 | BUS | 221 | Personal Finance | 3.6 | 30 |
| 19-1 | BUS | 221 | Personal Finance | 3.6 | 28 |
| 19-2 | BUS | 221 | Personal Finance | 3.5 | 18 |
| 19-2 | BUS | 221 | Personal Finance | 3.8 | 14 |
| 19-3 | BUS | 221 | Personal Finance | 3.3 | 30 |
| 19-3 | BUS | 221 | Personal Finance | 3.7 | 19 |

Student evaluations of teaching suspended due to COVID-19

**INDUSTRY SERVICE**

| | |
|---|---|
| 2022 – present | Metro Vancouver Solid Waste Management Public/Technical Committee |
| 2013 – present | PRMIA Subject Matter Expert Advisory Group on Foreign Exchange Risk |
| 2012 – 2020 | PRMIA Vancouver Chapter Steering Committee ember |
| 2012 – 2017 | PRMIA Risk Management Challenge Judge, Western Canada Championship |
| 2008 – 2010 | CFA Institute Research Challenge, Vancouver, Market Data Technology Support |
| 2008 | TMAC Treasury Management Association of Canada, Derivatives ExpertM |
| 1998 | ISDA Education Committee, London, England |

**NON-PROFIT SERVICE OF VOLUNTEER GRANT WRITING**

| | |
|---|---|
| 2018 | $42,000: Canada Summer Jobs Grants |
| 2018 | $7,400: Vancity Community Partner Grant |
| 2017 – 2018 | $11,000: B.C. Buy Local Grant |
| 2017 | $3,500: Whole Food Community Partner Grant |
| 2017 | $1,200: City of Burnaby EnviroWeek Grant |
| 2017 | $160,000: Google Ad Grants |
| 2016 – 2017 | $16,000: B.C. Buy Local Grant |
| 2015 – 2016 | $2,000: North Shore Community Food Security Grant |
| 2015 | $400: Vancouver Foundation, Neighborhood Small Grant |

**SERVICE AT LARGE**

| | |
|---|---|
| 2018 – present | Capilano 21st Scout Group Treasurer, North Vancouver, BC |
| 2014 – present | Artisan Farmers' Markets Society, Volunteer, North Shore & Burnaby, BC |
| 2009 – present | Scouts Canada Youth Volunteer, North Vancouver, BC |
| 2012 – 2020 | OnTheFarm Vegetables CSA Farm Hand Volunteer, Richmond and Surrey, BC |
| 2009 – 2019 | Cleveland Elementary School PAC Member, North Vancouver, BC |
| 2014 – 2016 | Edible Garden Project Volunteer Farm Intern, North Vancouver, BC |
| 2012 – 2013 | William Griffin Community Garden Volunteer, North Vancouver, BC |
| 2005 – 2010 | Sweet Peas Garden Volunteer, North Shore Neighborhood House, North Vancouver, BC |
| 2004 – 2014 | Strata VR 25 Treasurer, North Vancouver, BC |

**REFERENCES**

Mike Ford, Past Department Chair, Business Graduate Programs, Kwantlen Polytechnic University
mike.ford@kpu.ca

Rui Basto da Silva, Term Lecturer, Competition Coach, and Past Student, Simon Fraser University
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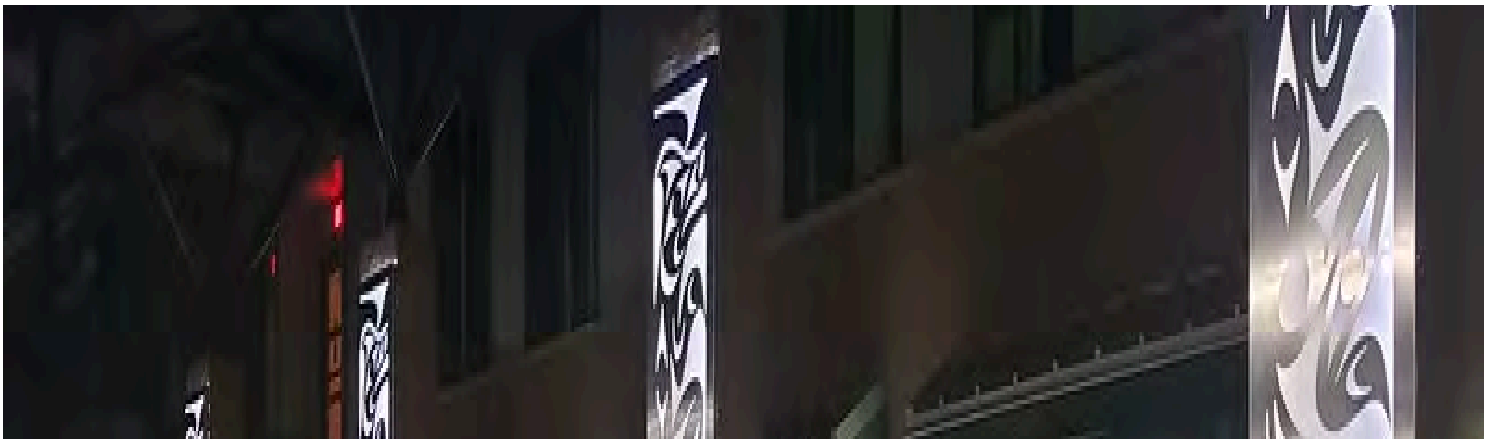
Frank Smith, Professor, Finance and Real Estate Academic Department, Colorado State University
frank.smith@colostate.edu

**Appendix 6.4 KPU Special Hiring Program**



# BC Office of Human Rights - Special Hiring Program

**What is a Special Program?**
The British Columbia Office of Human Rights (BCOHR) Commission has created "special programs," which are any programs adopted by an employer or other service provider that aim to improve the conditions for equity-denied groups.

As stated on the Special Program webpage: A special program is any program or activity that aims to improve the lives of disadvantaged individuals or groups in British Columbia. Equality means that each person is treated fairly and with dignity. It means that "no one is denied opportunities for reasons that have nothing to do with inherent ability." However, treating everyone the same can sometimes lead to discrimination against disadvantaged individuals or groups. Sometimes to advance human rights objectives we need to look at treating people differently. In this way, we work towards substantive equality, also referred to as equity, where everyone is equal in dignity and rights.

**KPU's Special Program**
Indigenous Peoples have been systematically displaced from their lands, excluded from political life, deprived of full cultural expression, and suffered intergenerational trauma as a result of residential schools. These legacies continue to contribute to significant disparities between Indigenous and non-Indigenous people in education, employment, income, health and housing. Indigenous Peoples continue to experience racism individually and as a group. An example of a special program to benefit Indigenous Peoples is where Indigenous people are preferentially hired in an academic setting to improve educational outcomes for Indigenous students.

As part of the BCOHR Special Program, KPU has developed a plan to increase the representation of Indigenous Peoples in our workforce.  The goals of KPU's plan for Indigenous Hiring through the BCOHR Special Program are:

- To increase the representation of Indigenous Peoples in our workforce

- To create a welcoming and inclusive workplace that reflects the diversity of our community
- To support the success of Indigenous employees through culturally responsive practices and policies

**What does this mean to KPU?**
KPU applied and received approval in April 2022 to purposefully aim to hire 10 faculty, 5 admin and 7 support staff who self-identify as Indigenous, including First Nations, Métis, and Inuit by February 2027.

Through this program, KPU hiring managers will be able to specify with approved language, in their job postings that ***selection of candidates will be reserved for candidates who self-identify as Indigenous, including First Nations, Métis, and Inuit peoples of Canada***. As well, special language will be added to the successful hire's offer letter.

**Indigenous Focused Hires**
For certain positions, it may be a bona fide occupational requirement that the successful incumbent be an Indigenous person.  In these cases, it would be clearly stated in the job description and it would not need to be a part of the Special Program. Please consult with your HR Business Partner before posting.

**If you have any questions regarding the BCOHR Special Program, please contact your HR Business Partner.**

## Process

### Application and Hiring Steps

1. The hiring manager or search committee chair must submit a **BCOHR Special Program form** to the HR Business Partner.

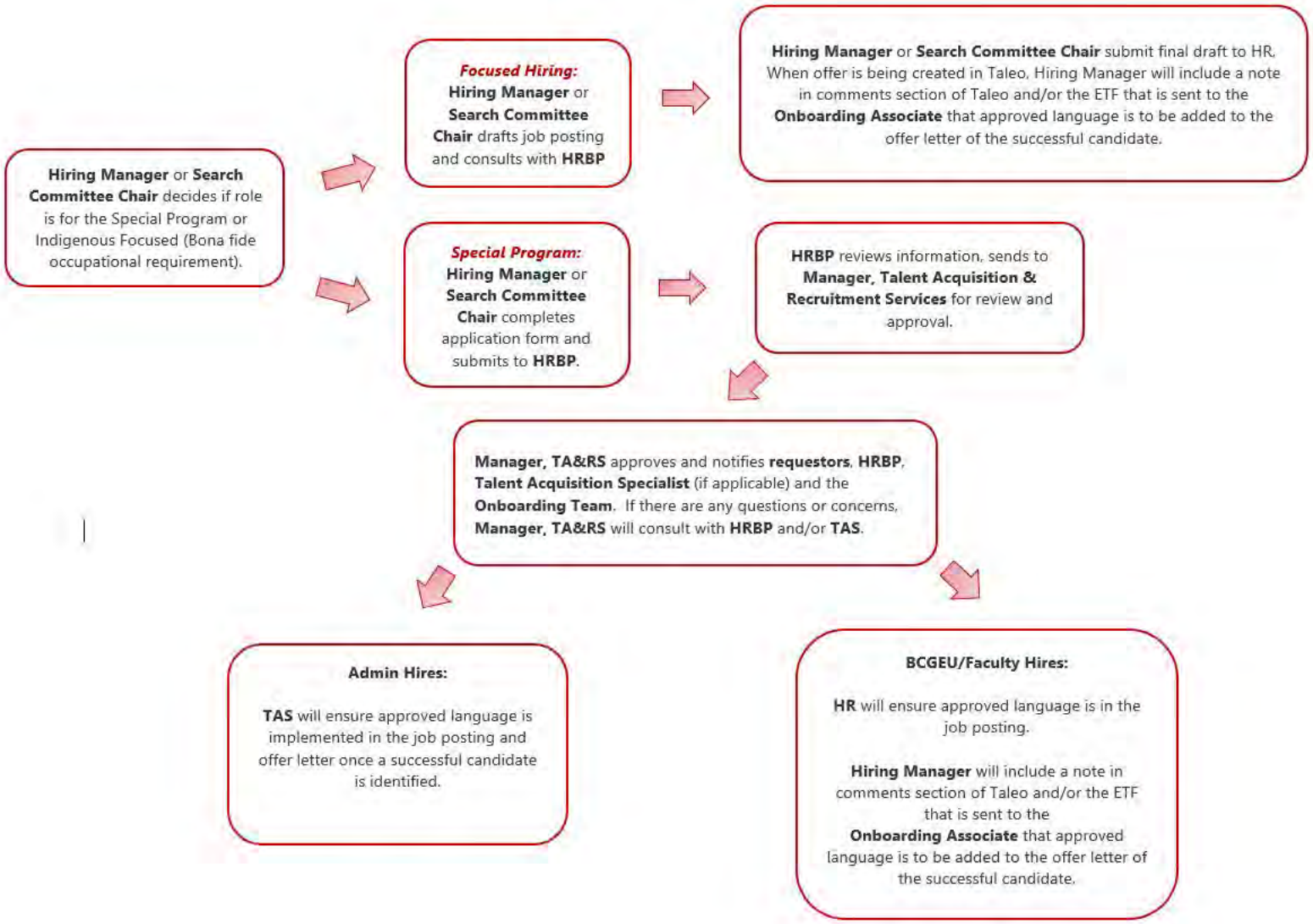
2. Once submitted, the HR Business Partner will review the information to ensure they are in alignment with the department's request and will then send it to the Manager, Talent Acquisition & Recruitment Services for review and approval. Positions approved under the special program will be granted on a ***first come, first serve basis***.

3. Upon review and approval, the Manager, Talent Acquisition & Recruitment Services will advise the requesting departme[illegible]R Business Partner and Talent Acquisition

Specialist (for Admin searches) to go ahead with the job posting. If there are any questions or concerns, the Manager, Talent Acquisition & Recruitment Services will consult with the HR Business Partner and/or Talent Acquisition Specialist.

4. Human Resources will ensure the requisite language is added to the job posting.

5. Once a hiring decision has been made, the hiring manager makes a note in the offer letter request (via Taleo) to add the Special Program language into the offer letter. The Onboarding Team will add the language, approve the offer letter, marking it ready to be extended to the candidate.


**Hiring Manager** or **Search Committee Chair** decides if role is for the Special Program or Indigenous Focused (Bona fide occupational requirement).
***Focused Hiring:*** **Hiring Manager** or **Search Committee Chair** drafts job posting and consults with **HRBP**
**Hiring Manager** or **Search Committee Chair** submit final draft to HR. When offer is being created in Taleo, Hiring Manager will include a note in comments section of Taleo and/or the ETF that is sent to the **Onboarding Associate** that approved language is to be added to the offer letter of the successful candidate.
***Special Program:*** **Hiring Manager** or **Search Committee Chair** completes application form and submits to **HRBP**.
**HRBP** reviews information, sends to **Manager, Talent Acquisition & Recruitment Services** for review and approval.
**Manager, TA&RS** approves and notifies **requestors**, **HRBP**, **Talent Acquisition Specialist** (if applicable) and the **Onboarding Team**. If there are any questions or concerns, **Manager, TA&RS** will consult with **HRBP** and/or **TAS**.
**Admin Hires:**
**TAS** will ensure approved language is implemented in the job posting and offer letter once a successful candidate is identified.
**BCGEU/Faculty Hires:**
**HR** will ensure approved language is in the job posting.
**Hiring Manager** will include a note in comments section of Taleo and/or the ETF that is sent to the **Onboarding Associate** that approved language is to be added to the offer letter of the successful candidate.

# Frequently Asked Questions

### What does BCOHR stand for?

BCOHR stands for the British Columbia Office of Human Rights.

### What is a special program designation?

Special programs treat disadvantaged people and groups differently to promote substantive equality (or equity). This can mean that advantaged and dominant groups are excluded from opportunities provided by the special program.
For example, restricting hiring to women, Indigenous or trans people excludes men, non-Indigenous or cisgender people from employment opportunities. Excluded groups could potentially complain that this is illegal discrimination under B.C.'s *Human Rights Code*.

However, the *Human Rights Code* includes provisions that allow any person or organization to run a program or activity that discriminates against certain groups or individuals if the objective is to improve conditions for identified disadvantaged groups. These programs or activities are not considered illegal discrimination under the *Code* if the Human Rights Commissioner designates them as special programs.

As long as a special program designation (approval by the Human Rights Commissioner) is in place, the special program can't be considered as discriminatory.[3] This protection only applies to the terms of the special

### How does a candidate self-identify in the application process?

Candidates will be asked whether they self-identify as Indigenous, including First Nations, Métis, and Inuit peoples of Canada in the application process and this will show up in their application in Taleo, KPU's applicant tracking system.

### How does the Special Program impact the selection process when it comes to evaluating BCGEU internal candidates versus external candidates?

Standard process for internal timelines will be followed and no rights under the collective agreement will be affected.  Preferential hiring will ONLY be used for positions where no qualified internal candidate is available.

### How is seniority factored in, when evaluating internal candidates for BCGEU positions?

In the event there are two or more internal candidates who have the required education, skills, knowledge, and experience and are approximately equal, but one has more seniority and the other with less seniority self-identifies as Indigenous, the candidate with more seniority will be selected as per the terms of the Collective Agreement.  If, there are two qualified internal candidates who are approximately equal and have the same seniority hours and one candidate is

program and not to other potentially discriminatory behaviour.[1]

### The role I am creating is specifically for an Indigenous Person, do I need to apply for the Special Program?

If the role you are creating is being created specifically to hire an Indigenous person and it is a bona fide occupational requirement and it is clearly stated in the job description, it does not need to be a part of the Special Program. Please consult with your HR Business Partner before posting.

### How can special programs improve conditions for disadvantaged groups?

"Disadvantage" refers to historic barriers to full participation in social, cultural, economic and political life.

Indigenous Peoples have been and are systematically displaced from their lands, excluded from political life, deprived of full cultural expression and suffer intergenerational trauma as a result of residential schools. Colonial policies continue to add to large gaps between Indigenous and non-Indigenous people in education, employment, income, health and housing. Indigenous Peoples continue to experience racism individually and as a group.[2]

### What Special Program does KPU have?

In February 2022, KPU was approved for 22 positions across, BCGEU, Faculty, and Admin. The Special Program consists of preferential hiring of qualified candidates who self-identify as Indigenous, including First Nations, Métis, and Inuit.

### How do I apply to have my upcoming position considered under the Special Program?

Indigenous, then the Special Program will be applied.

### What if I don't have Indigenous candidates apply for a Special Programs approved position?

If there are no Indigenous candidates, reach out to your HR Business Partner, Indigenous Services, or Office of Equity and Inclusive Communities. They will work with you to promote and recruit Indigenous candidates.

### Am I required to hire an Indigenous Person if I am approved for the Special Programs?

The intention of the program is to allow KPU to preferentially hire an Indigenous person for the roles but sometimes this may not prove successful after attempting all efforts to attract an Indigenous candidate. Therefore, in those circumstances, hiring a candidate who meets the qualifications of the role, but does not identify as Indigenous is acceptable.

### Does this mean the Indigenous candidates do not have to be fully qualified for the role?

As with most candidates, it is very hard to find anyone who is 100% qualified. However, all candidates will be assessed based on the qualifications outlined by the job description. But priority will be placed on interviewing Indigenous, qualified candidates.

### Once I have selected a candidate is there anything different I need to do?

Yes, for a BCGEU or Faculty hire, when submitting the offer letter for approval to the Onboarding team via Taleo you must indicate in the comments of the offer letter request that the approved language is to be added to the offer letter of the successful candidate.

To apply for a position to be a part of the BCOHR special program, the hiring manager or search committee chair will be directed to complete and submit the form located above in the Process section.

### How many positions are to be filled under the Special Programs approved for KPU?

There are 10 Faculty, 5 Administrative, and 7 Support Staff positions available for the preferential hiring of qualified candidates who self-identify as Indigenous, including First Nations, Métis, and Inuit.

### Can I apply if the position is Part Time or Temporary?

Priority will be given to full time and permanent positions, however consideration may be given to temporary positions in consultation with the HR Business Partner and/or Manager, Talent Acquisition & Recruitment Services.

### How will I know if my position is approved to post under the Special Program?

You will be contacted by the Manager, Talent Acquisition & Recruitment Services advising you that the position has been approved to be posted under the Special Program.

For Administrative hires, the Talent Acquisition Specialist will ensure the approved language is added to the letter.

### What happens if my Indigenous hire quits or moves to another role within KPU? Can I automatically post a position under the Special Program or do I need to request approval again?

You will need to reapply to the Special Program again.

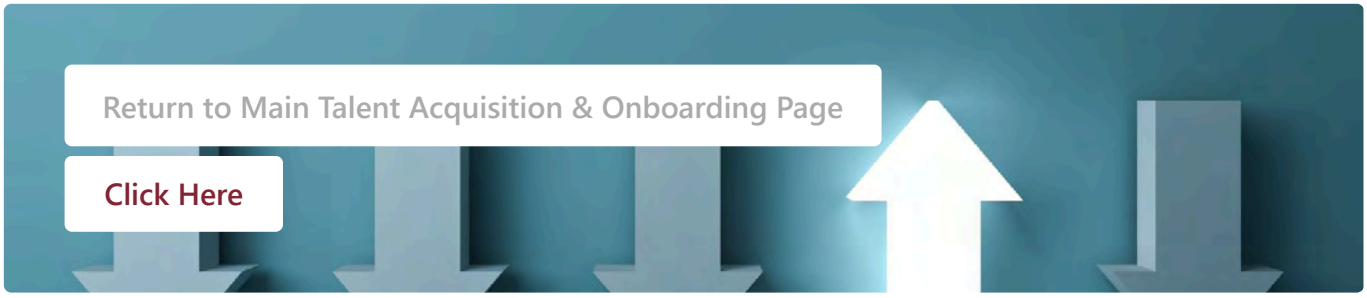
### What if the individual goes on leave?

You may fill the position with any successful candidate. Consult with your HR Business Partner on whether you can apply under the Special Program for a temporary backfill position.

### What happens when we hire for all the positions we are approved for under the Special Program?

Once KPU fills all of the positions under the Special Program, Human Resources will re-evaluate the process and reapply for further positions as needed.

[1] Special programs - BC's Office of the Human Rights Commissioner (bchumanrights.ca)
[2] Special programs - BC's Office of the Human Rights Commissioner (bchumanrights.ca)



# Application Form

Please use this form to apply for permission to post your position under the BCOHR Special Program.

| | |
|---|---|
| **Hiring Manager Name:** | |
| **Department/Faculty:** | |

| | |
|---|---|
| **Position being requested:** | |
| **New or existing position:** | |
| **Temporary/Permanent:** | |
| **Employee Group:** | |

Positions approved for recruitment under this special program are required to take actions designed to create a safer and inclusive space for candidates through the hiring process and for successful hires. How do you plan to action this?

| |
|---|
| |

Positions approved for recruitment under this special program are required to share projects / initiatives aimed at creating a safer and inclusive space with Human Resources. This will aid in our requirement to report back to the BCOHR and also help us leverage resources and tools. Do you agree to sharing?

Yes ☐ No ☐

**Next steps**: Please submit this completed form to your HR Business Partner for review. Upon approval, you will be notified by the Manager, Talent Acquisition & Recruitment Services on how to proceed.

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.** AC8 |
| **Approving Jurisdiction:** Board of Governors, with Senate Advice |
| **Administrative Responsibility:** Provost & Vice President Academic |
| **Effective Date:** June 7, 2023 |

# Principles of Academic Freedom and Responsibility Policy

## A. PREAMBLE

1. The rights of members of the University community are not fundamentally different from those of other members of society. The University, however, has a special autonomy, and reasoned dissent plays a particularly vital role in its existence. To that end, the University places particular emphasis upon certain values which are essential to its nature as an academic institution. Among these are freedom of speech and academic freedom.

2. The central functions of an academic community are learning, teaching, research and scholarship. By accepting membership in a University, an individual joins a community ideally characterized by free expression, free inquiry, intellectual honesty, respect for the dignity of others, and openness to constructive change. The rights and responsibilities exercised within this group must be compatible with these qualities.

## B. STATEMENT OF ACADEMIC FREEDOM

1. Kwantlen Polytechnic University is committed to the belief that the exchange of knowledge and ideas in an environment of intellectual freedom is an indispensable foundation of quality education and scholarship.

2. Academic freedom is one means to ensure that an environment of intellectual freedom is sustained, and extends to the entire University community: students, staff, faculty (including visiting faculty), and University officers and administrators;

3. Academic freedom includes the right of all members of the University community to inquire, discuss and express themselves, study, conduct research, teach, publish, create and exhibit their work, associate and peaceably assemble without deference to prescribed doctrine on ideas, principles, concepts, or issues related to pedagogy and research; and without hindrance by the University, any of its representatives, or coercion by external agents.

4. The rights described in (3) presuppose, but are not limited to, the freedom to:
   a. carry out research and scholarship with public monies, trust, and support, and to disseminate the results without censorship, institutional or otherwise;

b. discuss ideas both in research and in the classroom that challenge theories, laws, propositions, methodologies, conventional thought, and ideologies, including the right to criticize the University, the University stakeholders, the government, and society at large;
c. pursue teaching methods and utilize resources that may be considered unconventional;
d. organize and join political associations, convene and conduct public meetings, publicly demonstrate and picket in orderly fashion, advocate, and publicize opinions by print, sign or voice.

5. The censorship of information is inimical to the free pursuit of knowledge. Therefore, no censorship based on moral, religious or political values shall be permitted against any communication or informational material, including collections in the University libraries

6. Decisions concerning
   a. the search for, and appointment and promotion of, faculty;
   b. the assignment of teaching and other primarily academic responsibilities;
   c. the support and sponsorship of scholarly research; and
   d. any other granting or withholding of benefits or imposition of burdens shall be made without regard to
      i. any prohibitive grounds identified under the Human Rights legislation;
      ii. a person's political, social, or other views not directly related to academic values or to the assumption of academic responsibilities;
      iii. the conduct of a person holding an appointment at the University, unless such conduct is directly related to academic values or to the assumption of academic responsibilities.

7. Academic freedom does not require neutrality on the part of the individual, but, on the contrary, makes possible the adherence to a position or course of action. Neither does it confer legal immunity nor diminish the obligation of individuals to meet their duties and responsibilities.

## C. STATEMENT OF ACADEMIC RESPONSIBILITY

1. In exercising academic freedom, there is a responsibility to remain within the bounds of all applicable institutional policies, municipal, provincial and federal laws, and to respect the rights and freedoms of all others within the University and society at large. Hence, academic freedom does not entitle anyone to promote hatred or contempt for any social, national, or ethnic group, to display incompetence in teaching or scholarship, or to violate the rights of others.

2. It is the responsibility of all members of the University community to maintain an atmosphere in which violations of rights and obligations are unlikely to occur, and to develop processes by which these rights and obligations are fully assured. In particular, it is the responsibility of officers of administration and instruction to be alert to the needs of the University, to give full and fair hearing to reasoned expressions of grievances, and to respond promptly and in good faith to such expressions.

3. Kwantlen's commitment to academic freedom does not obviate the responsibilities of members of the University community, including, but not limited to, the responsibility to
   a. seek and state the truth as apprehended;
   b. foster and defend intellectual honesty, freedom of inquiry and instruction;
   c. respect those with differing views;

d. work collectively to foster the education of learners; and
e. acknowledge when personal views and opinions may differ from those of the institution.

4. Kwantlen reserves the right to establish orderly procedures consistent with imperatives of academic freedom for the purpose of assuring and maintaining the responsibilities of those whose decisions affect the life of the University.

5. In addition to any recourse that a member of the University community may have under the collective agreements between Kwantlen and its unions, any member of the University community who believes that his or her academic freedom is not being respected has a right to appeal for redress to the Board of Governors, through its Chair or designate.

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.** IM1 |
| **Approving Jurisdiction:** President |
| **Administrative Responsibility:** Provost & Vice President Academic |
| **Effective Date:** March 15, 2023 |

# Copyright Compliance Policy

## A. CONTEXT AND PURPOSE

1. This policy is to ensure that Kwantlen Polytechnic University (the "University") complies with the Copyright Act of Canada (the "Copyright Act").

2. Copyright is the sole right to produce, reproduce, or allow others to reproduce, a work or any substantial part of the work, in any material form. Copyright subsists in any original work which exists or is fixed in any tangible medium of expression. Ideas and data alone cannot be copyrighted. Only the copyright holder can reproduce the work or grant permission for others to do so.

3. Copyright protects a wide range of original material including, but not limited to, works in print, photographs, music, films, digital media, artwork, performances and software.

## B. SCOPE AND LIMITS

1. This policy applies to all University employees and students who reproduce and use copyright protected works in all media and formats in the course of University teaching, learning, research and administrative activities. This policy does not address copyright in materials produced by University employees and students.

2. This policy does not apply when University employees and students participate in non-University activities or in organizations that operate independent of the University, for example outside employment, volunteer or other activity in an area unrelated to University activities, or activity conducted wholly while on an unpaid leave of absence away from the University.

## C. STATEMENT OF POLICY PRINCIPLES

1. It is the policy of KPU to comply with the Copyright Act.

2. Every employee and student of the University is expected to comply with the Copyright Act.

3. The University will take all reasonable steps to ensure that its faculty, staff, administrators, and students are aware of, and adhere to, the provisions of the Copyright Act.

4. The Provost & VP Academic is responsible for the implementation of the copyright policy and may delegate authority for the procedures.

## D. DEFINITIONS

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

## E. RELATED POLICIES & LEGISLATION

Copyright Act of Canada (R.S.C, 1985, C42)
Employee Code of Conduct
KFA Collective Agreement
ST2 *Student Academic Integrity*
ST7 *Student Conduct (Non-Academic)*

## F. RELATED PROCEDURES

Refer to Procedure IM1, *Copyright Compliance*

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.** IM1 |
| **Approving Jurisdiction:** President |
| **Administrative Responsibility:** Provost & Vice President Academic |
| **Effective Date:** March 15, 2023 |

# Copyright Compliance Procedure

## A. DEFINITIONS

1. **Copyright**: as defined in the Copyright Act, including the sole right to reproduce, or allow others to reproduce, in any form a work or parts of a work, to perform in public, or to publish an unpublished work.

2. **Copyright infringement**: the act of exercising, without the permission of the copyright owner or legal authority, one or more of the exclusive rights granted to the copyright owner by the Copyright Act.

3. **Fair Dealing**: a provision in the Copyright Act that permits use of a copyrighted work without permission from the copyright owner or payment of royalties for allowable purposes, including research, private study, education, criticism, review, parody, satire, or news reporting.

4. **Intellectual Property**: the result of intellectual or artistic creativity that can be protected by legal rights such as patent, copyright and trademark.

## B. PROCEDURES

1. University resources, equipment or services shall not be used to support infringement of copyright. All material to be copied by Print Services, sold in the Bookstore, placed on reserve in the Library, or electronically reproduced in the learning management system or other digital repositories must be in compliance with existing copyright law.

2. It is the responsibility of individuals to follow the Colleges and Institutes Canada's fair dealing guidelines which are posted on the University Library's website, and in other appropriate places such as the Library and copy/mail rooms.

3. The University reserves the right to refuse internet, print or copy services for activities that involve copyright infringement.

4. It is the responsibility of individuals to determine if their intended use of copyrighted materials complies with the Copyright Act and the terms of any licenses managed by the Library. When permission to use copyright material is required, the individual must seek and obtain permission from the appropriate copyright owner(s) prior to use of the copyrighted materials.

5. Individuals subject to this policy may consult with the University's Copyright Team copyright@kpu.ca for information on specific uses or for help obtaining permission to use material protected by copyright.

6. Further information can be found in the Library-created Copyright Guide on the Library website at libguides.kpu.ca/copyright.

## C. RELATED POLICY

IM1 *Copyright Compliance*

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.** IM2 |
| **Approving Jurisdiction:** President |
| **Administrative Responsibility:** President |
| **Effective Date:** November 30, 2022 |

# Freedom of Information Policy

## A. CONTEXT AND PURPOSE

The University is subject to the Freedom of Information and Protection of Privacy Act of British Columbia ("FIPPA"), which provides for a right of access to records held by public bodies in British Columbia. The University is committed to its obligations under FIPPA and has established this #IM2 Freedom of Information Policy and #IM2 Freedom of Information Procedure to set out how it observes these obligations.

## B. SCOPE AND LIMITS

As an educational institution, the University has custody or control of many different types of Records.

This Policy and Procedure applies to Access to Information Requests submitted to the University pursuant to and in accordance with FIPPA.

The Policy and Procedure applies to all University Employees, as defined in the Procedure.

## C. STATEMENT OF POLICY PRINCIPLES

1. Access to Information Requests will be processed and responded to in accordance with FIPPA and the #IM2 FOI Procedure.
2. Understanding and supporting the University's obligations respecting Access to Information Requests under FIPPA is the responsibility of all University Employees.

## D. DEFINITIONS

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

## E. RELATED POLICIES & LEGISLATION

IM8 *Privacy Policy / Procedure*

*Freedom of Information and Protection of Privacy Act,* R.S.B.C. 1996, Chapter 165
*Freedom of Information and Protection of Privacy Regulation*, B.C. Reg. 155/2012

## F. RELATED PROCEDURES

Refer to Procedure IM2 *Freedom of Information Procedure*

KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.** IM2 |
| **Approving Jurisdiction:** President |
| **Administrative Responsibility:** President |
| **Effective Date:** November 30, 2022 |

# Freedom of Information Procedure

## A. DEFINITIONS

1. **Access to Information Request ("Request"):** request for Records as follows:
   a. **FOI Request:** a Request made under FIPPA by an Applicant for Records containing any information other than or combined with Personal Information about the Applicant
   b. **Routine Request:** a Request made by an Applicant for Records containing only Personal Information about the Applicant
2. **Applicant:** a party making a Request for Records under FIPPA and this IM2 Freedom of Information Policy and Procedure or IM8 Privacy Policy and Procedure, as applicable.
3. **Confidential Information:** in the context of this IM2 Freedom of Information Policy and Procedure, Confidential Information means information or records in the custody or under the control of the University that relate to University or third party business or affairs which have been created or supplied with the expectation, based on legitimate grounds, that the information or records will not be disclosed. (For the purposes of this IM2 Freedom of Information Policy and Procedure, Confidential Information does not include Personal Information. Personal Information is addressed in IM8 Privacy Policy and Procedure.)
4. **FIPPA (or "the Act")**: Freedom of Information and Protection of Privacy Act, R.S.B.C. 1996, Chapter 165 - including FIPPA Regulations, related Orders in Council, and any Orders/Directions of the Minister responsible for the Act.
5. **Office of General Counsel**: The University's internal legal department.
6. **Manager, Information Access and Privacy:** University Employee tasked with coordinating the University's compliance with FIPPA.
7. **Personal Information:** Under FIPPA, Personal Information is recorded information (see "Records" below) about an identifiable individual, excluding "Contact Information" as defined in FIPPA; that is, information to enable an individual at a place of business to be contacted. Personal Information which, either alone or in combination, could reveal the identity of an individual includes name; home address; personal telephone number; email address (including University email address in the case of applicants/students); date of birth; age; sex; gender; sexual orientation; marital/family status; religious or political beliefs or associations; photo; video or voice recording; financial information, including credit card number, financial assistance, or scholarship information; medical, psychiatric or psychological information, including disability accommodation information or counselling notes; educational history, including grades, transcripts, preferred course of study, course work, or student conduct decisions; employment history, including performance management plans or disciplinary records; donation history or commitments; biometric data; racial or ethnic origin; reflections,

thoughts or feelings; any identifying number or symbol assigned to an individual; IP address, personal computing device information, browsing history. The foregoing are illustrative examples and is not an exhaustive list.

8. **Records:** anything on which information is recorded or stored by graphic, electronic, mechanical or other means, including emails, books, documents, maps, drawings, photographs, letters, notes, vouchers, papers, audio or video recordings, etc. FIPPA governs all records within the scope of the Act in the custody or under the control of the University including all types of student records, University Employee records, and other records related to the business or affairs of the University. FIPPA applies irrespective of the format or storage location of the Records, including Records created or held by third parties providing goods or services to the University (with limited exceptions) and Records created or held on personal computing devices. Records outside the scope of FIPPA include Teaching and Research Materials, as defined below. (Please note: the following definitions are for guidance only; they are not exhaustive and all exceptions are not listed.)
    a. Teaching Materials: include records produced or compiled for distribution to students, to aid an instructor in relating information to students, or otherwise used to teach. Example: notes prepared by a university professor to refer to while presenting a lecture to students. (Exceptions: "Teaching Materials" do not include communications with students; students' completed/graded assignments; instructor/course/program evaluations; or performance reviews, which would be within the scope of FIPPA.)
    b. Research Materials: include records related to academic research that are typically subject to compliance with relevant research ethics requirements (i.e. TCPS2). (Exceptions: "Research Information" does not include quality assurance and quality improvement studies related to the University's policies, practices, and services, which would be within the scope of FIPPA.)
9. **The University:** Kwantlen Polytechnic University ("KPU")
10. **University Employee:** a party employed by the University (under FIPPA, the definition of "Employee" includes a Service Provider or volunteer); a non-employee Board member.

## B. PROCEDURES

1. Making a Request
    a. Subject to 1(b) below, an FOI Request for Records in the custody or under the control of the University, made pursuant to FIPPA, must be submitted in writing and may be emailed to FOI@kpu.ca or mailed to Manager, Information Access and Privacy, Kwantlen Polytechnic University, 12666 72nd Avenue, Surrey, BC, V3W 2M8.
    b. If an Applicant's ability to read or write English is limited or the applicant has a physical disability that impairs their ability to make a written request, the Applicant may make an oral request by contacting the Manager, Information Access and Privacy.
    c. An Applicant seeking Records containing only Personal Information about themselves may make a Request in one of two ways:
        i. An Applicant may make a Routine Request for Records containing only Personal Information about the Applicant in accordance with IM8 Privacy Policy and Procedure.
        ii. Alternatively, an Applicant may submit an FOI Request for Records containing only Personal Information about the Applicant in accordance with 1(a) or (b) above.

2. Receiving Requests
    a. FOI Requests:
        i. A University Employee who receives an FOI Request must immediately notify the Manager, Information Access and Privacy prior to taking any steps regarding the Request.
        ii. A University Employee who receives an FOI Request must promptly forward the Request to the Manager, Information Access and Privacy by secure means as instructed by the Manager, Information Access and Privacy. (Except where instructed by the Manager, Information Access and Privacy, the Request should not be emailed or sent through inter-campus courier.)
    b. Routine Requests: A University Employee who receives a Routine Request must advise their manager.

3. University Employees will treat all Requests as confidential and shall not disclose the identity of the Applicant to anyone who does not need to know in order to assist with the Request.

4. Processing and Responding to Requests
    a. The University will process and respond to Requests in accordance with FIPPA and this Policy and Procedure and IM8 Privacy Policy and Procedure, as applicable.
    b. FOI Requests:
        i. Responses to FOI Requests will be processed and delivered by the Manager, Information Access and Privacy, in accordance with the powers, functions, and responsibilities delegated by the Head of the public body under FIPPA.
        ii. University Employees must not respond to FOI Requests directly.
        iii. University Employees will promptly and fully support the processing of FOI Requests as set out by the Manager, Information Access and Privacy or Office of General Counsel, including providing all responsive Records promptly.
        iv. University Employees must not delete Records that are or may be required for an FOI request.
    c. Routine Requests:
        i. Responses to Routine Requests may be processed and delivered by the unit

holding the records in accordance with IM8 Privacy Policy and Procedure. It is the responsibility of the unit to ensure that records released pursuant to a Routine Request do not contain Confidential Information or Personal Information of third parties.

ii. If Records requested pursuant to a Routine Request contain Confidential Information or Personal Information about a third party, the University Employee shall immediately advise the Manager, Information Access and Privacy prior to taking any steps regarding the request.

d. Responses to Requests will receive appropriate internal reviews, as necessary, prior to release of Records.

5. Availability of University Records
   a. Records in the custody or under the control of the University must be available to the University to meet the University's FIPPA obligations.
   b. University Employees who use third parties to create or hold Records relating to University business or affairs must ensure that the Records are available to meet the University's FIPPA obligations.
   c. University Employees are encouraged to use KPU-issued computing devices for University business to ensure Records are available and protected, to meet the University's FIPPA obligations.

6. Fees
   Requests may be subject to fees in accordance with FIPPA.

7. Time Extensions
   The University may take time extensions to respond to Requests in accordance with FIPPA.

8. FIPPA Resources
   a. University Employees who are uncertain about their obligations related to Access to Information Requests should discuss these with their manager or consult with the Manager, Information Access and Privacy.
   b. General questions or concerns related to Requests for Records may be submitted to privacy@kpu.ca.

## C. RELATED POLICY

Refer to Policy IM2 *Freedom of Information Policy*

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.** IM3 |
| **Approving Jurisdiction:** President |
| **Administrative Responsibility:** Vice President Administration |
| **Effective Date:** July 13, 2022 |

# Information Technology Usage Policy

## A. CONTEXT AND PURPOSE

1. The University provides Information Technology (IT) resources to Kwantlen Polytechnic University (KPU) users to support the teaching, learning, research and administrative goals and functions of the University.

2. The University technology resources are valuable community assets which are expected to be used and managed responsibly to ensure integrity, security, privacy and availability for the academic and administrative activities of the University.

3. This policy establishes acceptable and unacceptable uses of technology resources, thereby ensuring a stable, effective and efficient operation while minimizing potential disruption and risk. All users of KPU's technology resources must review, acknowledge and adhere to the contents of this policy.

## B. SCOPE AND LIMITS

1. This policy and its related procedure apply to all authorized users as defined below:

   - All University employees.
   - All University Students.
   - All contractors and third-party agents paid directly by KPU or another party to work on behalf of KPU.
   - Alumni and individuals associated with the University and/or working on behalf of the University who have access to university information.
   - Any other party that accesses and uses University technology resources.

2. This Policy defines the "acceptable use" of KPU's Information Technology (IT) resources.

3. This policy applies to any and all use of KPU Technology Resources. KPU Technology Resources include but are not limited to:

a. Computer networks, systems, servers, software, databases, data and information, shared and collaboration digital platforms, University social media platforms, equipment and devices, email, wireless, cloud services and the University internet connections.
b. Desktops, laptops, phones, cell/smart phones, tablets, cameras, Audio / Video equipment, other technology systems and any future technology resources or services as they are added to KPU's technology environment.
c. The use of personal or unauthorized equipment connected to the University's network and/or technology resources.

## C. STATEMENT OF POLICY PRINCIPLES

1. This policy is based on the principle that KPU technology environment is provided to support KPU's business.

2. KPU Technology Resources shall only be used for the purposes, and in a manner, which is consistent with the requirements of the University's teaching, learning, administrative functions, research and scholarship. Such use shall be in accordance with the University's respective policies.

3. To ensure that KPU's Technology Resources are available, secure, and safe, authorized users are prohibited from engaging in any activity with technology resources that may jeopardize the integrity of the University's technology resources or reputation.

4. While members of the University community are granted access to KPU Technology Resources, the University reserves the right to limit, restrict, withdraw or extend privileges and access.

5. The University owns KPU Technology Resources and is responsible for their use. The University reserves the right to ensure that KPU Technology Resources is used lawfully and appropriately.

6. Use of the University's Technology Resources for any business or commercial use that is outside the scope of the University's function or unrelated to one's employment or studies at the University is prohibited unless such use is sponsored and approved by the University.

## D. DEFINITIONS

Refer to Section A of IM3 *Information Technology* Usage Procedure for a list of definitions in support of this Policy.

## E. RELATED POLICIES & LEGISLATION

AD2 *Student Complaints about Instruction, Services and Employees*
AR3 *Confidentiality of Students Records/Files*
IM1 *Copyright Compliance*
IM2 *Freedom of Information and Protection of Privacy*
IM4 *Confidentiality Policy / Procedures*
IM9 *Information Security*
ST2 *Student Academic Integrity*
ST7 *Student Conduct (Non-Academic)*

Criminal Code of Canada
Copyright and Trademarks Act
B.C. Human Rights Code
B.C. Freedom of Information and Protection of Privacy Act
B.C. Civil Rights Protection Act

## F. RELATED PROCEDURES

IM3 *Information Technology Usage*

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.** IM3 |
| **Approving Jurisdiction:** President |
| **Administrative Responsibility:** Vice President Administration |
| **Effective Date:** July 13, 2022 |

# Information Technology Usage Procedure

## A. DEFINITIONS

1. **Data Encryption:** Data encryption is a security method where information is encoded and can only be accessed or decrypted by a user with the correct encryption key. Encrypted data, also known as ciphertext, appears scrambled or unreadable to a person or entity accessing without permission.

2. **Incidental Personal Use:** Incidental Personal Use refers to use that is of a personal nature that is unrelated to the University or to one's professional development, studies or employment at the University but that is brief and occasional; Incidental Personal Use by students and staff is acceptable to the University as long as it does not interfere with the use of University resources for their intended purposes, is consistent with the University's policies and, in the case of employees, as long as it does not interfere with their job performance.

3. **KPU Technology Resources:** KPU technology resources include but are not limited to computer networks, systems, servers, software, (including subscriptions, licenses), databases, shared and collaboration digital platforms, University social media platforms, digital storage, equipment and devices, email, wireless cloud services and the University internet connections.

## B. PROCEDURES

1. AUDITS
   a. KPU performs periodic reviews to ensure policy compliance.

2. ENFORCEMENT

   a. This Policy will be enforced by KPU's Chief Information Officer. Breaches of this Policy and its related Procedure may be subject to the full range of disciplinary actions available to the University and may result in the denial of access to KPU Technology Resources.

3. ACCEPTABLE USE

   a. Authorized users are permitted to use KPU's Technology Resources and services for the purpose of:

      i. Administrative functions
      ii. Teaching and Learning
      iii. Research
      iv. Limited Incidental Personal Use

4. PASSWORDS

   a. Passwords must comply with the Information Security Standard Passphrase and Password Protection to ensure that only authorized individuals are permitted access to KPU's computer systems and data.

      i. Passphrase/Passwords secure computers against potential assaults from the cybercriminals who break into systems and steal identities to commit crimes.

      ii. Passwords must conform to the following:

         1) Be kept confidential.
         2) Never be shared with anyone, or used in plain sight of others.
         3) Be committed to memory and never written down
         4) Be changed annually or as directed by password policy guidelines.
         5) Passwords used for personal or non-KPU accounts (i.e. Social Media, Banking, etc.) must not be used for KPU systems).

5. PRIVACY AND ACCESS TO INFORMATION

The University is subject to the Freedom of Information and Protection of Privacy Act of BC ("FIPPA" or "the Act") which sets out the University's privacy obligations and access to information requirements. Users of the University's Technology Resources must be aware that:

   a. Personal information stored in University Technology Resources for KPU business purposes will be protected under the Act;
   b. Incidental personal use of KPU Technology Resources is permitted in accordance with section 6 Personal Usage, however KPU is not responsible for privacy protection of personal information not required for KPU business purposes;
   c. All records in the custody or control of the University are subject to access to information requests and any record created or held by a KPU Employee may be required to fulfill the University's requirements under the Act;
   d. Users are encouraged to limit the personal information they include in their personal use of KPU Technology Resources.

6. PERSONAL USAGE

   a. Incidental Personal Use of KPU's Technology Resources is permitted but must not have a negative impact on KPU Technology Resources, the University community, or on any user's job performance. KPU reserves the right to audit and monitor the usage of KPU's Technology Resources and its content at any time without prior notice.

   b. KPU is not responsible for managing, backing up, recovering lost or supporting any personal information such as, but not limited to personal files, emails, data, applications, photos, videos, or music stored on KPU's Technology Resources. KPU reserves the right to remove or delete any information stored on KPU Technology Resources without prior notice.

7. PERSONAL RESPONSIBILITY

   a. KPU requires users to use Technology Resources responsibly and in accordance with KPU's policies. Inappropriate use of KPU Technology Resources may result in loss or damage to the university or others. If KPU suffers loss or damage related to inappropriate use of KPU's Technology Resources, KPU may seek to hold the individual user liable and recover repair or replacement costs. KPU will also seek to recover any or all usage cost associated to personal use of KPU's Technology Resources (i.e. personal data or voice charges on a KPU issued smartphone devices).

      i. In using KPU's Technology Resources for anything but KPU's business in accordance with KPU policies, users are accepting the risk of such liability. Employees and must return all KPU Technology Assets assigned to them upon termination of employment. Student loaned devices must be returned as agreed to with the university.

      ii. The University expects that employees and students will take reasonable measures to ensure the physical security of KPU Technology Assets. Employees and students could be held liable for inappropriate use or mishandling of KPU's Technology Assets resulting in loss, theft, or damage. KPU may seek compensation equal to repair or replacement cost in such cases.

8. UNACCEPTABLE USE EXAMPLES

   a. The following actions constitute unacceptable use of KPU's Technology Resources. This list is not exhaustive but is included to provide a frame of reference for types of activities deemed unacceptable. The authorized user must not use any of KPU's Technology Resources to or for:

      i. Unauthorized access to KPU Technology Resources including systems and data.

      ii. Use of software, cloud services and digital subscriptions on KPU Technology Resources without IT, Teaching and Learning Commons and/or Office of Research Services approval. For a list of authorized software, cloud services and digital subscriptions contact the IT Service Desk.

      iii. Use of personal or unauthorized computing devices to access KPU Technology Resources beyond KPU guest wireless access.

      iv. Reveal system or network credentials (IDs or passwords) to others

      v. Engage in copyright infringement, install or distribute unlicensed or "pirated" software.

vi. Engage in any activity that negatively impacts the performance of KPU Technology Resources.

vii. Engage in activity that impedes the operations or delivery of University services.

viii. Perform any of the following: port scanning, security scanning, network sniffing, keystroke logging, introduction of viruses/malware or other IT information gathering techniques when not part of the user's job function.

ix. Engage in phishing or spamming activities.

x. Engage in activities that cause disruption to the workplace environment or create a hostile workplace.

xi. Disseminating defamatory, discriminatory, or harassing content (unless an exception is approved in writing by the President or Provost for academic or research purposes).

xii. Engage in any activities that may cause embarrassment, loss of reputation, or other harm to the university and its community.

xiii. Engage in activity that gives rise to a criminal offense or otherwise violates federal or provincial statutes.

xiv. Engage in activity that may reasonably result in civil law suits.

xv. Engage in activities that are non-compliant with applicable privacy laws.

xvi. Engage in activities that are of a personal business or for-profit nature.

xvii. Disseminate solicitation communications that make fraudulent offers for products and services.

## C. RELATED POLICY

AD2 *Student Complaints about Instruction, Services and Employees*
AR3 *Confidentiality of Students Records/Files*
IM1 *Copyright Compliance*
IM3 *Information Technology Policy*
IM2 *Freedom of Information and Protection of Privacy*
IM4 *Confidentiality Policy / Procedures*
IM9 *Information Security*
ST2 *Student Academic Integrity*
ST7 *Student Conduct (Non-Academic)*

KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.** IM4 |
| **Approving Jurisdiction:** President |
| **Administrative Responsibility:** Vice President, Human Resources |
| **Effective Date:** November 30, 2022 |

# Confidentiality Policy

## A. CONTEXT AND PURPOSE

1. Kwantlen Polytechnic University is responsible for the accuracy, integrity and confidentiality of a variety of Confidential Information. Security and confidentiality of this information are matters of concern to all KPU employees and students. The purpose of this document is to clarify all employees' responsibilities and to ensure that this undertaking is fulfilled.

2. Breaches of confidentiality can cause serious harm to, or damage the reputation of, the parties involved and, potentially, undermine public confidence and trust in the University as a whole. The University and its employees shall take all reasonable steps to ensure that such breaches do not arise.

## B. SCOPE AND LIMITS

1. This policy applies to all KPU employees including those hired on casual service and other contracts. The obligation to maintain confidentiality as described in this policy, or of any information obtained through the employee's role at KPU, continues after the employee has left his/her position at KPU. Behaviour expected of members of the Board of Governors with regard to confidentiality is addressed in the *Standards of Ethical Conduct for Directors of Public Sector Organizations*.

2. For the purpose of this policy, Confidential Information includes but is not limited to files, documents, records (including electronic records), or any other materials, in any format, maintained, stored, controlled, or possessed by the University or any knowledge learned through employment with KPU; this may include, but is not limited to, any of the following: labour relation issues, internal memos and minutes, proposals, bids, or quotations.

Please refer to IM8 *Privacy Policy* regarding Personal Information in the custody or control of the

University.

# C. STATEMENT OF POLICY PRINCIPLES

1. **Application of this Policy**
   a. All employees whose status as a KPU employee gives them access to Confidential Information are in a position of trust. Employees are required to use such information only for purposes related to the business of the University.

   b. Since conduct, either on or off the job, could affect or threaten the security and confidentiality of this information, all KPU employees who have access to Confidential Information at KPU are expected to adhere to this policy at all times. Any breach of confidentiality is prohibited. The following examples of inappropriate conduct regarding confidentiality are supplied for illustrative purposes only and are not exhaustive:
      i. unauthorized use of any information at any time;
      ii. use of any information for possible personal advantage, or to allow others to gain advantage;
      iii. exhibiting or divulging the contents of any record or report to any person except in the conduct of his/her work assignment and in accordance with KPU policies and procedures, or as required by law or by a law enforcement agency;
      iv. removing any official record or report, or copy thereof, from the office or virtual location where it is maintained or copied or printed via electronic means, except in the performance of an employee's duties, and in accordance with established procedures;
      v. attempting to discover or use other users' passwords and/or keys; and
      vi. aiding, abetting, or acting in conspiracy with another to violate any part of this policy.

2. **Employee Responsibilities Regarding Possible Breaches of Confidentiality**
   a. KPU expects an employee to notify his/her immediate supervisor or the appropriate vice-president as early as possible if s/he has any reason to believe that Confidential Information has been lost, stolen, misused, or improperly disclosed to anyone who does not have a legitimate reason to have it, or if any situation exists which may create, or may be perceived as creating, a breach of confidentiality.

   b. It is the responsibility of any employee who believes that a breach of confidentiality has gone unreported to report the situation causing concern to the appropriate vice-president, or designate as quickly as possible.

3. **University Responsibilities**
   a. Where the University, after receiving a report from an employee, or on its own initiative, determines that a situation which may create, or may be perceived as creating, a breach of

confidentiality has arisen, or may arise, the University will quickly take the steps it considers appropriate to eliminate and/or remedy such a situation.

b. Where the University, after receiving a report from an employee, or on its own initiative, determines that an actual breach of confidentiality has, or appears to have, arisen, the University, after consultation with the employee(s) and the direct supervisor involved, will take the steps it considers appropriate to eliminate and/or remedy the situation as quickly as possible.

c. Breaches of confidentiality, actual, suspected, or potential, shall be dealt with in a fair, impartial, and timely manner with due consideration for the protection and confidentiality of the parties involved and those of any person bringing the alleged breach of confidentiality to the attention of the University.

d. Where the University determines that an employee or former employee has breached confidentiality, the University may take disciplinary action up to and including termination, as appropriate. Relevant information may be turned over to law enforcement authorities in circumstances where that action is deemed to be appropriate.

## D. DEFINITIONS

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

## E. RELATED POLICIES & LEGISLATION

BP5 *Use of University Property Policy / Procedure*
HR1 *Conflict of Interest Policy / Procedure*
HR24 *Protected Disclosure Policy / Procedure*
IM2 *Freedom of Information Policy /Procedure*
IM3 *Information & Educational Technology Usage Policy / Procedure*
IM8 *Privacy Policy / Procedure*
IM9 *Information Security Policy / Procedure*
RS2 *Integrity in Research and Scholarship Policy / Procedure*
ST7 *Student Conduct (Non-Academic) Policy / Procedure*
Employee Code of Conduct

## F. RELATED PROCEDURES

Refer to IM4 *Confidentiality Procedure*

KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.** IM4 |
| **Approving Jurisdiction:** President |
| **Administrative Responsibility:** Vice President, Human Resources |
| **Effective Date:** November 30, 2022 |

# Confidentiality Procedure

## A. DEFINITIONS

1. **Allegations:** reports or assertions made about the behaviour of an individual or individuals that have not been proven

2. **Appropriate supervisor or vice-president**: usually the appropriate supervisor is the person in charge of the unit in which the employee works or in which the behaviour of concern occurred/is occurring. For faculty, this is usually the dean of the Faculty. The appropriate vice-president is the senior University official with overall responsibility for the area or whomever the President may designate as equivalent.

3. **Bad faith disclosure or report**: information provided which the discloser knows, or should reasonably have known, is false, and/or is based on inadequate evidence, and/or is intended to cause harm to an individual and/or to the University.

4. **Breach of Confidentiality**: the unauthorized disclosure of Confidential Information.

5. **Confidentiality:** held in a state of trust; not disclosed to any person not entitled to have the information.

6. **Confidential Information:** in the context of this IM4 Confidentiality Policy and Procedure, Confidential Information means all non-public information, records or materials in the custody or under the control of the University that relate to University or third party business or affairs which have been created or supplied with the expectation and intention that the information, record or material will not be disclosed. For greater clarity, it is not sufficient for the records or materials simply to be marked as confidential, or arbitrarily to assert in representations that they were created or supplied in confidence; there must be an objective basis to support confidential treatment. Notwithstanding the foregoing, Confidential Information shall not include any information, record or material that (i) is or becomes generally known to the public without breach of any obligation owed to the disclosing party, (ii) was known to the receiving party prior to its disclosure by the disclosing party without breach of any obligation owed to the disclosing party, or (iii) is received from a third party without breach of any obligation owed to

the disclosing party. For the purposes of this IM4 Confidentiality Policy and Procedure, Confidential Information does not include Personal Information. Personal Information is defined and addressed in IM8 Privacy Policy and Procedure.

7. **Disclosure:** any written submission of information reporting alleged misconduct, wrongdoing, or irregularity in an acceptable form outlined in the Protected Disclosure Policy to a responsible to the appropriate University official; a discloser is one who makes a disclosure.

8. **Good-faith disclosure or report**: information provided which is based on the discloser's best understanding of the situation and/or is based on adequate evidence, and is made in the best interests of the University.

9. **Impartial, impartiality**: disinterested, independent behaviour that is free of favouritism and prejudice; treating all parties with the same consideration.

10. **Personal advantage or consideration**: Any financial, reputational, professional benefit or other benefit that affects employment or academic standing, that devolves to the individual or any related party.

11. **Position of trust**: a person who is confidently relied upon to act truthfully, justly and honestly.

12. **Records**: anything on which information is recorded or stored by graphic, electronic, mechanical or other means, including emails, books, documents, maps, drawings, photographs, letters, notes, vouchers, papers, audio or video recordings, etc., within the scope of FIPPA in the custody or control of the University.

13. **Related party**: a KPU employee's immediate family (e.g., spouse, partner, parent, child, or sibling), or person living in the same household, any other person with whom the KPU employee shares a financial interest, either directly or indirectly, or any entity in which the KPU employee has an ownership interest of greater than 5%.

14. **Reprisal, either direct or indirect**: any action taken by the University or a member of the University community against another member of the University community that adversely affects the status or well-being of the latter. This includes, but is not limited to, disciplinary action, termination, adversely affecting employment conditions, a threat to do any of the above; threatening, intimidating or coercing, discriminating, or retaliating in any manner that affects academic standing, grades, enrolment status or any other rights, opportunities, or privileges of such person or otherwise disadvantages the individual or denies that individual a benefit.

15. **Reputation**: the overall quality or character as seen or judged by people in general; place in public esteem or regard.

16. **Student**: A KPU student is defined as an individual who is registered in credit courses or has commenced studies in non-credit courses and has maintained his/her eligibility to register.

17. **University:** in this policy, University refers to Kwantlen Polytechnic University (KPU).

18. **University official**: includes but is not limited to a manager, supervisor, dean, director, vice-president, or President or equivalent as designated by the President.

# B. PROCEDURES

1. KNOWLEDGE OF POLICIES AND STANDARDS
   a. The University will make reasonable attempts to inform employees of new policies and changes to KPU policies. It is the responsibility of every KPU employee to be familiar with all KPU policies and any changes to them as they are made.
   b. In order to ensure the security and confidentiality of University information, University-wide rules and standards which can be applied to specific areas of the University will be developed and distributed with the approval of the Vice-President Human Resources and the President.
   c. Unit level administrators will develop a set of guidelines addressing confidentiality issues appropriate for their work area based on the University-wide rules and standards to assist employee adherence to the policy. These must be made known to employees in each area.
   d. Contravention of guidelines developed in specific work areas will be deemed a contravention of this policy.
   e. To avoid a possible breach of confidentiality, an employee shall seek guidance from his/her supervisor before releasing any information in circumstances not specifically addressed in this policy or in area-specific guidelines.

2. REPORTING ACTUAL, SUSPECTED OR POTENTIAL BREACHES OF UNIVERSITY CONFIDENTIALITY
   a. Self-reporting: Any employee who suspects or becomes aware that she/he has, or may have, breached University confidentiality is expected to promptly inform his/her immediate supervisor or the appropriate vice-president providing all pertinent details surrounding the breach.
   b. Reporting suspected breaches of this policy: Any employee who believes that a breach of confidentiality has gone unreported is expected to promptly inform his/her immediate supervisor or the appropriate vice-president, or designate, of the situation causing concern providing all pertinent details surrounding the alleged breach.
   c. Reporting situations that put KPU at risk: Each employee is expected to inform his/her immediate supervisor or the appropriate vice-president as early as possible of any situation which may create, or may be perceived as creating, the risk of a breach of confidentiality.
   d. Report format: Reports should be made in writing as soon as possible after the employee becomes aware of the situation causing concern and should contain as much pertinent information as possible to facilitate investigation and remediation.
   e. Optional reporting channels: Only if the regular reporting channels prove ineffective or are inappropriate in the circumstances should employees or former employees make use of the special provisions of the Protected Disclosure Policy. Whatever channel is used for disclosure, the processes of impartial investigation and reporting outlined in this policy will apply to perceived breaches of the Confidentiality Policy.

f. Disposition of reports: Any supervisor who receives a report of actual, suspected or potential breaches of University confidentiality must inform his/her dean or director or the appropriate vice-president immediately.

3. INVESTIGATION OF ACTUAL, SUSPECTED, OR POTENTIAL BREACHES OF UNIVERSITY CONFIDENTIALITY

a. The University shall take all appropriate action to carefully and fully investigate all reports of breaches of confidentiality, actual, suspected, or potential, in an impartial and timely manner.

b. When the University, after receiving a report from an employee, or on its own initiative, determines that an actual or potential breach of confidentiality has, or may have, arisen, the appropriate University official, after consulting with the affected employee and his/her immediate supervisor and ensuring that sufficient pertinent details of the actual, suspected or potential breach are available, will determine the steps s/he considers appropriate to investigate and/or remedy the situation.

c. The University official will report the plan for investigating the situation to the Vice-President, Human Resources in writing within three (3) working days. The Vice-President, Human Resources will confirm its appropriateness and adequacy within five (5) working days.

d. The provisions of the Protected Disclosure Policy regarding protection of those who make a good faith report regarding a breach of confidentiality, those who are investigated as the result of such a report, and the information collected in relation to the ensuing investigation of the report will be adhered to in all investigations of actual, suspected, or potential breaches of confidentiality.

e. Any person(s) named in a reported breach of confidentiality will be given an opportunity to respond to the allegation in writing.

4. RESULTS OF INVESTIGATIONS
    a. KPU expects that investigations of actual, suspected, or potential breaches of University confidentiality will be completed in twenty (20) working days, and a report with recommendations for appropriate remedial and/or disciplinary action provided to the Vice-President, Human Resources within ten (10) working days.
    b. The President will adjudicate any review of a decision regarding a breach of confidentiality or the disciplinary action recommended.
    c. The person making the report will be informed of the results of the investigation. This communication is confidential.

5. ADDITIONAL PROCEDURES
    a. Any supervisor, manager, or other University official who does not respond appropriately to disclosures of breaches of confidentiality, actual, suspected, or potential, will be subject to disciplinary action, up to and including termination, as appropriate.
    b. Any person who knowingly makes a bad faith report of a breach of the Confidentiality Policy will be subject to disciplinary action, up to and including termination, as appropriate.
    c. KPU will not tolerate any reprisal, either direct or indirect, against anyone who, in good faith, discloses a suspected breach of University confidentiality, and the University will investigate and take all appropriate steps to address all allegations of reprisal.

## C. RELATED POLICY

See IM4 *Confidentiality Policy*

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.** IM7 |
| **Approving Jurisdiction:** President |
| **Administrative Responsibility:** President |
| **Effective Date:** March 8, 2024 |

# Management of Surveys Policy

## A. CONTEXT AND PURPOSE

1. The University has a strong need for high-quality, reliable data on student, employee, and community member experiences and preferences. This data supports performance measurement, assessment of achievement of outcomes, and informs institutional planning, decision-making and accountability. This need, coupled with easily accessible technology, has led to a significant growth in the number of surveys used to gather data from members of the University community and therefore downward pressure on survey response rates.
2. Surveys need to be well designed and administered in an efficient manner. This includes ensuring that surveys are strategically timed to avoid survey fatigue by not overburdening a target population. Further, surveys that are not well coordinated may represent an inefficient use of KPU resources. As such, survey coordination is essential.
3. The purpose of this policy is to coordinate KPU surveys and to maximize their benefits by:
    a. Avoiding the collection of duplicate information;
    b. Minimizing survey fatigue;
    c. Maximizing participation rates;
    d. Ensuring good survey methodology and design;
    e. Protecting the privacy of survey participants; and
    f. Promoting the effective use of survey results.

## B. SCOPE AND LIMITS

1. This policy guides decisions on whether or not a survey is conducted, as well as the coordination of approved surveys. It does not address the design or the content of surveys.
2. Surveys covered by this policy:
    a. Any broad sampling or census of members of the University community at KPU that involves direct requests to individuals for information either by the University, by KPU employees, or by third parties approved by KPU.
    b. Surveys that collect information related to quality assurance of academic and/or vocational programs.
    c. Surveys that require resources from the Office of Planning & Accountability.
    d. Surveys that require review and approval by the KPU Research Ethics Board are also covered by this policy if either of the following are true:
        i. The survey falls under 2.a. or 2.b. as described above (i.e., is a broad sampling or Census of University community members or collects information related to quality assurance of academic and/or vocational programs.
        ii. Development and/or distribution of the survey requires resources from the Office of Planning & Accountability (OPA).

        Refer to the following KPU Policy and Procedure for guidance and information on research requiring Research Ethics Board review:

        i. Policy RS1 - Research Involving Human Participants
        ii. Policy RS1 Procedure — Research Involving Human Participants

    e. Surveys conducted by third parties approved by KPU that meet any of the above criteria are also covered by this policy.
3. Surveys not covered by this policy:
    a. Surveys exempted from this policy are generally those that are not related to quality assurance of academic and/or vocational programs and are limited in scope. The following are some examples of exempted surveys:
        i. Surveys used as teaching/instructional tools, such as surveys that are part of the course or degree requirement or polls taken within a course that are not related to quality assurance of academic programs;
        ii. Surveys used to collect feedback from a limited audience and are not related to quality assurance of academic programs;
        iii. Focus groups and key informant interviews;

iv. Feedback on events from participants; and

v. Surveys of members carried out by a labour union, employee association (e.g., KFA), or a student society, but only where they don't require OPA resources.

b. Course feedback and program review self-study report surveys conducted by OPA.

c. Surveys conducted for research purposes are exempt from this policy, unless they fall under 2.c.

4. If there is any uncertainty as to whether a survey falls under this policy, the Office of Planning & Accountability (opa@kpu.ca) should be contacted for guidance.

## C. STATEMENT OF POLICY PRINCIPLES

1. To best serve the University community and to meet its accountability requirements, KPU requires the ability to collect reliable and valid data and information from its applicants, students, alumni, employees and other members of the University community.
2. The University has an obligation to protect those members of the University community who are potentially subject to surveys from burdensome and unnecessary requests for information.
3. The University has an obligation to ensure that the personal information provided through surveys is collected, used and stored in compliance with British Columbia's Freedom of Information and Protection of Privacy legislation.

## D. DEFINITIONS

Refer to Section A in the related Procedures document for definitions which will enhance the reader's interpretation of this policy.

## E. RELATED POLICIES & LEGISLATION

BC *Freedom of Information and Protection of Privacy Act*
IM8 *Privacy*
IM9 *Information Security*
RS1 *Research Involving Human Participants*

## F. RELATED PROCEDURES

Refer to IM7 *Management of Surveys Procedures*

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| Policy History |
|---|
| **Policy No.** IM7 |
| **Approving Jurisdiction:** President |
| **Administrative Responsibility:** President |
| **Effective Date:** March 8, 2024 |

# Management of Surveys Procedure

## A. DEFINITIONS

| | | |
|---|---|---|
| **1.** | **Approved Surveys:** | Surveys that have been approved by the Office of Planning & Accountability (OPA). OPA will maintain an inventory of all approved surveys. |
| **2.** | **Exempted Surveys:** | Surveys exempted from this policy are described in Section B: Scope and Limits of the related IM7 Policy. |
| **3.** | **Surveys:** | The formal collection of information from a sample or population of individuals regarding a topic, program, service, opinion, or experience. |
| **4.** | **University Community (General):** | For the purpose of this policy, University community includes all employees, all current, prospective, and former students as well as members of various University committees, visitors, contractors, their employees and agents and any other persons on KPU premises and at KPU sponsored and sanctioned activities and events, both domestically and abroad. |

## B. PROCEDURES

Roles and Responsibilities

1. OPA is responsible for approval of all surveys to which this policy applies as well as the coordination, timing, and general management of approved surveys.
2. OPA does not replace the KPU Research Ethics Board for those surveys requiring ethics review.

Survey Request Process

3. Anyone wishing to gather information via a survey should first consider whether a survey is required to obtain the desired information. Considerations include, but are not limited to, the following:
    a. Is the desired information critical to the project, process, or initiative?
    b. Would another method, such as focus groups or interviews, be more appropriate for obtaining the desired information?
    c. Is comparable information already available from another source (e.g., administrative records, existing reports or publications, etc.)?
    d. Is there capacity and a plan to use the information collected? *Data should not be collected until it is clear how it will be used*.
4. Consideration should also be given to whether the proposed survey requires the review of the KPU Research Ethics Board. In case of uncertainty, consult with the Research Ethics Board to determine whether the proposed survey requires approval based on relevant KPU policies and procedures such as the following:
    a. Policy RS1 - Research Involving Human Participants
    b. Policy RS1 Procedure — Research Involving Human Participants
5. All proposed surveys to which this policy applies must be requested through OPA. OPA vets and approves surveys to ensure that they are for University business, meet KPU standards, are methodologically sound, and are conducted in consideration of other survey activity. See Section B: Scope and Limits of the related policy document for guidance on in-scope surveys.
6. Developing an effective survey requires considerable time and resources and may involve consultation with other relevant groups and individuals at KPU. As such, survey requests should be submitted to OPA as far ahead as possible; no fewer than 30 days before the desired administration of the survey is recommended but exceptions to this timeline may be considered.
7. Requests can be made by completing OPA's survey request form or by emailing opa@kpu.ca. Requests should specify:
    a. Name of the survey requestor;
    b. Description of the survey/project, including the purpose and intended use of results;
    c. Rationale for how the survey will benefit KPU and contribute to its strategic direction;
    d. Description of the population to be surveyed;
    e. Desired information or survey questions; and
    f. Desired timing of the survey.

8. A member of OPA will contact the requestor(s) for consultation and may request a meeting to better understand and assess the request.

Criteria

9. Requests for approval of surveys are assessed based on the following criteria:
    a. Importance of the information to KPU's strategic planning and priorities;
    b. The suitability of the proposed use for the information;
    c. The extent to which existing data and/or surveys provide (or could provide) the required information (for example, student survey data collection typically occurs in the fall as part of the annual Student Satisfaction Survey);
    d. Timing of other survey commitments (timeline changes may be required to avoid conflicts and overburdening potential respondents and to maximize response rates);
    e. OPA's workload;
    f. Ethical issues raised by the means of administering surveys or by the data collected, including assessment of the burden on and risks to the population of focus; and
    g. Government regulations and compliance with British Columbia's *Freedom of Information and Protection of Privacy Act* (FIPPA).

Decisions

10. Upon review and assessment of survey requests, OPA will make one of the following decisions:
    a. Survey approved as a stand-alone survey and a determination is made on timeline for data collection;
    b. Survey questions added to existing KPU survey;
    c. Survey declined as data already exists in other surveys or sources;
    d. Survey declined as it does not meet the critical criteria for approval; or
    e. The survey is exempt from the process.
11. Decisions on survey requests will be based on consensus of OPA reviewers, who typically include the Associate Vice President, Planning & Accountability, the Director, Planning & Accountability, and the Manager, Institutional Research. The Associate Vice President, Planning & Accountability, or their designate, has final authority regarding all survey decisions to which this policy applies.
12. For approved surveys (i.e., scenario 10a or 10b), OPA will work with the requestor(s) and other relevant knowledge areas at KPU, as required, to complete survey development and management.

Non-Compliance

13. OPA will monitor surveys for compliance with IM7 *Management of Surveys* Policy and Procedures. Failure to comply with this policy and/or its procedures may result in the termination of the survey or data collection process.

## C. RELATED POLICY

IM7 *Management of Surveys*
IM8 *Privacy*
IM9 *Information Security*
RS1 *Research Involving Human Participants*

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.** IM8 |
| **Approving Jurisdiction:** President |
| **Administrative Responsibility:** President |
| **Effective Date:** November 30, 2022 |

# Privacy Policy

## A. CONTEXT AND PURPOSE

The University is committed to its privacy obligations under applicable provincial, national, and international laws, regulations, standards, or guidelines.

The principal privacy law to which the University is subject is the Freedom of Information and Protection of Privacy Act of British Columbia ("FIPPA"), which sets out the obligations to protect Personal Information held by public bodies in BC. The University has established this #IM8 Privacy Policy ("Policy") and #IM8 Privacy Procedure ("Procedure") to set out how it observes its obligations under FIPPA.

## B. SCOPE AND LIMITS

As an educational institution, the University has custody or control of many different types of Personal Information from a variety of constituents, including Prospective Students, Applicants, Students, Former Students, Alumni; Prospective Employees, Applicants, Employees, Former Employees; Customers; Donors; and Research Participants.

This Policy and Procedure applies to the management, processing, and protection of Personal Information by the University, including collection, use, disclosure, access, storage, retention, and disposal.

As defined in FIPPA, Personal Information means recorded information about an identifiable individual other than Contact Information, where Contact Information means information to enable an individual at a place of business to be contacted. Refer to the Definitions in the Procedure for examples of Personal Information. Under this Policy, privacy considerations also extend to non-recorded Personal Information.

The Policy and Procedure applies to all University Employees, as defined in the Procedure.

Please refer to *IM4 Confidentiality Policy* in relation to confidentiality of information other than Personal Information.

## C. STATEMENT OF POLICY PRINCIPLES

1. The University is committed to observing Fair Information Principles including obligations under FIPPA:
    a. The University will manage and process Personal Information in the University's custody or control in accordance with FIPPA, including its collection, use, access, disclosure, storage, retention, and disposal, including as set out in the Procedure;
    b. The University will protect Personal Information in accordance with FIPPA by making reasonable security arrangements against, and adopting practices to prevent, such risks as unauthorized collection, use, access, disclosure, storage, retention or disposal; and
    c. The University will process requests to update or correct Personal Information in accordance with FIPPA, including as set out in the Procedure.

2. University Employees are required to protect privacy in their business practices, daily activities, and interactions and must not collect, use or disclose Personal Information except as authorized under FIPPA.

3. It is the responsibility of all University Employees to understand and comply with the University's privacy obligations, as well as the University Employee's privacy obligations. A University Employee's failure to observe privacy obligations pursuant to FIPPA, other applicable authorities, this Policy and Procedure or Privacy Protocols, Guidelines, or Privacy Advice or Guidance may result in discipline up to and including termination of employment.

4. The University will consider privacy when creating or implementing University programs, activities, or initiatives – including when considering information technology selection and implementation.

5. Privacy considerations will guide relationships and interactions within and outside the University community.

6. The University may create additional Privacy Policies/Procedures, Privacy Guidelines and Protocols, or provide Privacy Advice or Guidance for University programs, activities or initiatives. Privacy Policies/Procedures, Protocols, Guidelines, and Privacy Advice or Guidance will be guided by the relevant Privacy Policy, FIPPA, or other applicable authorities.

7. Further to section 6 above, the Office of General Counsel is authorized to develop Privacy Guidelines and Protocols, provide Privacy Advice or Guidance, and to review and advise on privacy materials developed by University Employees for FIPPA accuracy and compliance.

8. The University will respond to Privacy Breaches, Privacy Incidents, or Privacy Complaints as appropriate in the circumstances as set out in the Procedure.

9. The University will consider, manage, and mitigate Privacy Risks related to the collection and processing of Personal Information, including as set out in the Procedure.

10. The University permits audio or video recording, capture, or transmission of Personal Information only as set out in the Procedure.

11. The University is committed to privacy training and awareness at the University. All University Employees must complete privacy training.

## D. DEFINITIONS

Refer to IM8 Privacy Procedure for definitions, which will enhance the reader's interpretation of this Policy.

## E. RELATED POLICIES & LEGISLATION

*Freedom of Information and Protection of Privacy Act,* R.S.B.C. 1996, Chapter 165
*Freedom of Information and Protection of Privacy Regulation,* B.C. Reg. 155/2012

Related KPU policies and procedures include any that reflect activities involving collection or processing of Personal Information, including the following:

AD2 *Complaints about Instruction, Services, Employees or University*
IM2 *Freedom of Information Policy / Procedure*
IM3 *Information Technology Usage Policy / Procedure*
IM9 *Information Security Policy / Procedure*

## F. RELATED PROCEDURES

Refer to IM8 *Privacy Procedure*

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.**<br>IM8 |
| **Approving Jurisdiction:**<br>President |
| **Administrative Responsibility:**<br>President |
| **Effective Date:**<br>November 30, 2022 |

# Privacy
# Procedure

## A. DEFINITIONS

1. **Fair Information Principles:** a set of generally accepted privacy principles that create restrictions, requirements, and accountability related to the collection and processing of Personal Information by an entity. The majority of FIPs applicable to the University are reflected in FIPPA.
2. **FIPPA (or "the Act"):** Freedom of Information and Protection of Privacy Act, R.S.B.C. 1996, Chapter 165 - including FIPPA Regulations, related Orders in Council, and any Orders/Directions of the Minister responsible for the Act.
3. **Manager, Information Access and Privacy:** University Employee tasked with coordinating the University's compliance with FIPPA.
4. **Office of General Counsel:** the University's internal legal department.
5. **Personal Information**: Under FIPPA, Personal Information is recorded information (see "Records" below) about an identifiable individual, excluding "Contact Information" as defined in FIPPA; that is, information to enable an individual at a place of business to be contacted. Personal Information which, either alone or in combination, could reveal the identity of an individual includes name; home address; personal telephone number; email address (including University email address in the case of applicants/students); date of birth; age; sex; gender; sexual orientation; marital/family status; religious or political beliefs or associations; photo; video or voice recording; financial information, including credit card number, financial assistance, or scholarship information; medical, psychiatric or psychological information, including disability accommodation information or counselling notes; educational history, including grades, transcripts, preferred course of study, course work, or student conduct decisions; employment history, including performance management plans or disciplinary records; donation history or commitments; biometric data; racial or ethnic origin; reflections, thoughts or feelings; any identifying number or symbol assigned to an individual; IP address, personal computing device information, browsing history. The foregoing are illustrative examples and is not an exhaustive list. See also Sensitive Personal Information below. Under this Policy, privacy considerations extend to non-recorded Personal Information.
6. **Privacy Advice or Guidance:** privacy-related recommendations or instructions provided verbally or in writing by the Manager, Information Access and Privacy, designate, or Office of General Counsel for a specific query.

7. **Privacy Breach:** The unauthorized collection, use, or disclosure of or access to Personal Information in contravention of Part 3 of FIPPA and that invokes the Privacy Breach Protocol. Privacy breaches may be external or internal to the University.
8. **Privacy Breach Protocol:** a defined set of steps to respond to a Privacy Breach, including activities related to containment, risk evaluation, notification, and prevention.
9. **Privacy Complaint:** a report of dissatisfaction (that may or may not follow a Privacy Breach) with how the University manages or processes Personal Information.
10. **Privacy by Design:** a proactive approach to ensuring privacy is embedded as a core element in the development of University Initiatives and practices to protect Personal Information prior to its collection and through the information lifecycle to disposal, and to creating a privacy culture at the University.
11. **Privacy Guideline:** a written document provided by the Manager, Information Access and Privacy, designate, or Office of General Counsel providing guiding principles for making privacy-related decisions.
12. **Privacy Impact Assessment (PIA):** an evaluation of privacy implications of a University Initiative in accordance with FIPPA and this Procedure.
13. **Privacy Incident:** an event involving potential mishandling of Personal Information that does not meet the criteria of a Privacy Breach. (Note: A Privacy Incident may, upon investigation, be deemed a Privacy Breach.)
14. **Privacy Protocol:** a prescriptive set of instructions or practices about a privacy-related topic.
15. **Privacy Risk:** probability of actual or potential harms (to an individual or the University) related to a University Initiative involving Personal Information in the University's custody or control.
16. **Records:** anything on which information is recorded or stored by graphic, electronic, mechanical or other means, including emails, books, documents, maps, drawings, photographs, letters, notes, vouchers, papers, audio or video recordings, etc. These include any records within the scope of FIPPA in the custody or control of the University including all types of student records, University Employee records, and records of other University constituents. Records outside the scope of FIPPA include Teaching and Research Materials, as defined below. (Please note: the following definitions are for guidance only; they are not exhaustive and all exceptions are not listed.)
    a. Teaching Materials: include records produced or compiled for distribution to students, to aid an instructor in relating information to students, or otherwise used to teach. Example: notes prepared by a university professor to refer to while presenting a lecture to students. (Exceptions: "Teaching Materials" do not include communications with students; students' completed/graded assignments; instructor/course/program evaluations; or performance reviews, which would be within the scope of FIPPA.)
    b. Research Materials: includes records related to academic research that are typically subject to compliance with relevant research ethics requirements (i.e. TCPS2). (Exceptions: "Research Information" does not include quality assurance and quality improvement studies related to the University's policies, practices, and services, which would be within the scope of FIPPA.)
17. **Sensitive Personal Information:** A subset of Personal Information, Sensitive Personal Information is context dependent and requires special consideration under the Act. Sensitive Personal Information may include data elements revealing medical/health conditions, ethnic and racial origins, political opinions, genetic and biometric data, gender or sexual orientation, religious/philosophical beliefs, and many others. An individual piece of information considered non-sensitive on its own, could become sensitive depending on what it may reveal when combined with other personal information about the individual or what risks of harm the disclosure of the

information present to the individual. See also Personal Information above. The Managers, Information Access and Privacy or the Office of General Counsel can advise on the sensitivity of the Personal Information in the context of a specific University Initiative.

18. **The University**: Kwantlen Polytechnic University ("KPU")
19. **The University Executive:** The University's Polytechnic University Executive ("PUE")
20. **University Employee:** a party employed by the University (under FIPPA, the definition of "Employee" includes a Service Provider or volunteer); a non-employee Board member; and a party formerly employed by the University.
21. **University Initiative:** In the context of this Privacy Policy and Procedure, a University Initiative includes any activity or commitment undertaken by a University Employee in the performance of their duties on behalf of the University that involves collection or processing of Personal Information. It may be, among other things, a program, service, or activity of the University, including the use or purchase of a technological solution or software for University activities (irrespective of the dollar value of the initiative).

# B. PROCEDURES

1. Collection and Processing of Personal Information
    a. Collection: There are limited authorized purposes for collecting Personal Information under FIPPA. The most common purpose authorizing the University to collect Personal Information under FIPPA is if "the information relates directly to and is necessary for a program or activity" of the University (s. 26(c)). Before collecting an individual's Personal Information, University Employees must consider whether doing so meets these criteria or is otherwise authorized under FIPPA. The University will not collect more Personal Information than is necessary. Personal Information must be collected directly from the individual the information is about unless otherwise authorized under FIPPA. When personal information is collected, individuals must be advised of the authority for collection, purpose for collection, and the contact information of a University Employee who can answer questions regarding the collection, typically a member of the business unit or faculty collecting the information.
    b. Use: Personal Information collected may be used only for the purposes it was originally collected or for a use consistent with that purpose as defined in FIPPA. If University Employees want to use the Personal Information for a secondary purpose, prior written consent from the individual is required in accordance with FIPPA.
    c. Access or Disclosure:
        i. University Employees have the ability to access or disclose a wide range of Personal Information while employed at the University. Before a University Employee accesses an individual's Personal Information or discloses it to another University Employee, the University Employee must be cognizant of whether the access or disclosure is authorized. Except as otherwise authorized under FIPPA, access to or disclosure of Personal Information is authorized only on a "need-to-know" basis, i.e. if it is necessary for the performance of the duties of the University Employee.
        ii. Before a University Employee provides access to or discloses an individual's Personal Information outside of the University, University Employees must consider whether the access or disclosure is authorized under FIPPA.

iii. Access to and disclosure of Personal Information must be done by the most secure means and methods available for the protection of the Personal Information, unless otherwise authorized by Privacy Guidelines, Privacy Advice or Guidance.
iv. Access and disclosure provisions in this section also apply to third party Personal Information.

d. Storage: Personal Information may be stored only in secure, University provisioned or approved storage locations. The University may permit storage of Personal Information outside Canada only in accordance with FIPPA, this Procedure, and KPU Privacy Advice, Guidance, and Guidelines.
e. Retention: Personal Information in the custody or control of the University used to make a decision that directly affects an individual must be retained, under FIPPA, for at least one year after being used for that purpose. The University will not retain unnecessary Personal Information nor retain Personal Information longer than is necessary under FIPPA, other legislation, mandated professional requirements, or for legitimate operational purposes.
f. Protection: Personal Information in any form must be protected against such risks as unauthorized collection, use, access, disclosure or disposal.
g. Disposal: Disposal of Personal Information must be done by secure methods (which render the information irretrievable) and in accordance with the University's prevailing records retention policies and procedures.

2. Requests to Update or Correct Personal Information
    a. Updating Personal Information: Routine requests for updates to Personal Information in the custody or control of the University (for example, change of home address or legal name) can be directed to the Office of the University Registrar (for students) and Human Resources (for University Employees).
    b. Correcting Personal Information: Individuals may submit requests to correct their Personal Information directly to the Office of the University Registrar (for students) or Human Resources (for University Employees). Additionally, individuals may make a request under FIPPA that errors or omissions in their Personal Information held by the University be corrected.

3. Access to Own Personal Information
    a. Individuals (including students) can make requests for access to their own Personal Information by contacting the relevant department directly.
    b. Where the records requested only contain Personal Information about the requesting individual, the records may be released to that individual. If the records contain Personal Information about a third party or Confidential Information (as defined in IM2 Freedom of Information Policy), the University Employee shall immediately advise the Manager, Information Access and Privacy or the Office of General Counsel prior to taking any steps regarding the request.
    c. Additionally, access to information requests may be made under FIPPA as set out under Policy IM2 Freedom of Information Policy and Procedure.
    d. The University has the right to verify the identity of individuals making requests for their Personal Information prior to disclosing it. Verification processes may vary depending on the unit holding the records but processes must be documented to ensure consistent application and shall not result in collection of Personal Information (i.e. do not make a copy of requester identification).

4. Requests for Personal Information from Third Parties
    a. Parties outside of the University requesting that the University disclose or grant them access to another person's Personal Information must provide the University with proof that they are authorized to receive it.
    b. FIPPA sets out various authorizations for disclosure of Personal Information, which include by written consent or authorization from the individual the Personal Information is about. The University has the right to confirm the veracity and adequacy of the consent or authorization as appropriate in the circumstances and require that the consent or authorization include certain content to ensure compliance with FIPPA before proceeding.
    c. If a University Employee receives a request from a third party for Personal Information of another person and the employee is not sure if providing the information is authorized under FIPPA, the employee shall seek advice from the Manager, Information Access and Privacy or the Office of General Counsel prior to disclosing the Personal Information.

5. Privacy Breaches: Most Privacy Breaches at KPU occur internally and accidentally. Immediate action is required in order to contain Privacy Breaches, mitigate potential harms, and comply with privacy obligations under FIPPA.
    a. A University Employee that becomes aware of an actual or suspected Privacy Breach must immediately report it to the Manager, Information Access and Privacy at privacy@kpu.ca.
    b. A University Employee that becomes aware of an actual or suspected Privacy Breach involving KPU IT resources, must report the Privacy Breach simultaneously to the Manager, Information Access and Privacy at privacy@kpu.ca and the Director, Information Security at infosec@kpu.ca, who may immediately take containment measures.
    c. Upon being notified of an actual or suspected Privacy Breach, the Manager, Information Access and Privacy or designate will initiate and coordinate the Privacy Breach Protocol to contain and investigate the breach as quickly as possible.
    d. University Employees involved in reporting, investigating, or addressing a Privacy Breach must provide prompt and full support to the Manager, Information Access and Privacy in respect of the breach.
    e. As Privacy Breaches involve Personal Information and can pose risks of potential harms to affected parties and the University, University Employees must not discuss or share information about a Privacy Breach beyond what is necessary to address the breach. Any internal or external communications in respect of Privacy Breaches will be coordinated by the Manager, Information Access and Privacy or designate.

6. Privacy Incidents
    a. Where a University Employee becomes aware of a Privacy Incident, the employee should report it to their supervisor/manager.
    b. Upon receiving a report in accordance with (a) above, the supervisor/manager must determine whether or not a Privacy Breach has resulted or could result and take appropriate steps to address the incident.

7. Privacy Complaints

a. Privacy complaints will be administered under Policy AD2 Complaints about Instruction, Services, Employees or University.
b. Complainants who are unsatisfied with how the University addresses their privacy complaint may file a complaint with the Office of the Information and Privacy Commissioner for BC ("OIPC") in accordance with OIPC procedures.

8. Privacy by Design and Privacy in Practice:
    a. The University will consider privacy in the planning and implementation of University Initiatives and in relationships within and outside the University by creating or adopting systems, processes, tools, and practices that acknowledge privacy as a key factor.
    b. Further to (a) above, University Employees will be cognizant of how their business practices, daily activities, and interactions impact privacy and will conduct these in ways that protect privacy.

9. Privacy Impact Assessment ("PIA"): under FIPPA, the University must conduct a PIA for University Initiatives and must do so in accordance with FIPPA.
    a. In alignment with Privacy by Design principles, prior to committing to a new, or renewing a current, University Initiative a University Employee undertaking the initiative must ensure that the initiative receives a PIA in accordance with FIPPA, this Procedure, and prevailing University policies and procedures and KPU Privacy Advice, Guidance, and Guidelines. Committing means, for example, executing an agreement/contract, disbursing funds, finalizing the design or process of an activity or program, marketing an activity or program.
    b. Prior to making significant modifications to an existing University Initiative, including a change to the location in which Sensitive Personal Information is stored, a University Employee undertaking the initiative must ensure that the initiative receives a PIA in accordance with FIPPA, prevailing University policies and procedures, and KPU Privacy Advice, Guidance, and Guidelines.
    c. Where a University Initiative involves disclosure of Personal Information to a Third Party (i.e. including but not limited to a vendor, supplier, contractor, consultant, University partner), a PIA must be completed prior to entering into a contract or agreement with the Third Party and before Personal Information is disclosed to or collected by the Third Party. For clarity, a PIA is required:
        i. Whether or not a contract or agreement applies to the University Initiative.
        ii. Irrespective of the dollar value of a contract or agreement related to the University Initiative, including a zero dollar value.
        iii. Whether the University discloses the Personal Information or an individual whose Personal Information it is provides the Personal Information to the Third Party pursuant to the University Initiative.
    d. The University Employee requesting the PIA is responsible for ensuring all information required to conduct the PIA is supplied to the Manager, Information Access and Privacy or designate and that planning for the University Initiative includes time for the PIA to be completed prior to implementation of the initiative.
    e. If a PIA is required in accordance with this section 9, the University Employee undertaking the University Initiative must be accountable for and actively involved in its completion.
    f. PIAs must be reviewed and approved by the appropriate signatories in accordance with FIPPA, prevailing University policies and procedures, and KPU Privacy Guidance or Guidelines before the new/renewed initiative or modification to the existing initiative is implemented.

g. PIAs may result in Privacy Guidance or Guidelines being provided to the University Employee requesting the PIA. The University Employee requesting the PIA is responsible to ensure the Privacy Guidance or Guidelines are shared as necessary (within the University) and to consider the Privacy Guidance or Guidelines in related decision-making and processes.

10. Privacy Risk: Privacy risk exists whenever Personal Information is collected or processed. As the University and University Employees have privacy obligations under FIPPA:
    a. The University and University Employees will identify and take reasonable steps to mitigate privacy risks associated with the collection or processing of Personal Information for University Initiatives in accordance with FIPPA, University policies and procedures, and KPU Privacy Advice, Guidance, and Guidelines.
    b. Reasonable steps to mitigate privacy risks include considering physical, technical, and administrative safeguards for the protection of Personal Information such as the following examples:
        i. Physical: Ensure that Personal Information is kept in locked cabinets and offices, accessible only to authorized individuals; adopt "clean desk" and other privacy-protective work habits.
        ii. Technical: Use only University provisioned or approved products or services; ensure that access to Personal Information is restricted through measures such as role-based access controls, strong passwords, locking computers when away from desk.
        iii. Administrative: Promote and support compliance with FIPPA and University policies, procedures and guidelines relative to the protection of privacy. Establish business practices and processes for proper collection and management of Personal Information and ensure these are documented and followed. Ensure employees are trained on and able to comply with their obligations under FIPPA; related University policies and procedures; and KPU Privacy Advice, Guidance, and Guidelines. Ensure contracts/agreements with Third Parties adequately address the parties' FIPPA obligations.
    c. Privacy risk decisions associated with creating, modifying, or implementing University Initiatives that involve collection or processing of Personal Information, including using Third Party products or services, are made by the relevant University Employee approving the initiative in accordance with FIPPA; prevailing, related University policies and procedures; and KPU Privacy Advice, Guidance, and Guidelines.
    d. Privacy risk decisions must demonstrate consideration of the impact on individuals whose Personal Information is involved and the impact on the University (i.e. potential privacy breaches, non-compliance with FIPPA, reputational risk).

11. Audio or Video Recording, Capture, or Transmission of Personal Information: Audio or video recording, capture (i.e. the taking of screenshots or photos), or transmission (i.e. live streaming) of Personal Information could occur in multiple contexts at the University (i.e. meetings, instructional activities, conversations) and may be subject to obligations and requirements under FIPPA.

    a. Subject to s.1(a), audio or video recording or capture of Personal Information may be considered Collection of Personal Information and create Records under FIPPA.

b. The University will create Guidelines and Protocols for audio or video recording, capture, or transmission of Personal Information for administrative, teaching, and other University activities in order to comply with FIPPA.
c. If a University Employee identifies a need for audio or video recording, capture, or transmission of Personal Information that is not addressed in prevailing Guidelines and Protocols, the University Employee shall seek Guidance from the Manager, Information Access and Privacy or the Office of General Counsel to ensure the proposed recording, capture, or transmission of Personal Information is authorized under FIPPA and this Privacy Policy.
d. Unless otherwise set out in Guidelines, Protocols, or Guidance (in accordance with the above), audio or video recording, capture, or transmission involving Personal Information of any party requires the prior written consent of the individual(s) whose Personal Information is involved as well as other parties to the conversation or meeting.
e. Further to s.11(d), prior written consent shall be obtained in accordance with FIPPA.
f. Audio or video recordings or captures of Personal Information will be used in University proceedings only when authorized by law and in accordance with this Privacy Policy and Procedure.
g. Where audio or video recording or capture of Personal Information is authorized or permitted in accordance with FIPPA and the foregoing, FIPPA provisions pertaining to Records in the custody or control of the University apply. These provisions include use, access, and disclosure limitations and requirements; access requests (i.e. "FOI requests"); privacy protection; and proper storage, retention, and disposal requirements, as outlined in s.1 (a – g) above.

12. Privacy Awareness and Training
    a. University Employees are required to be aware of privacy issues in general and privacy implications specific to their work.
    b. Managers will ensure that the privacy training needs for different functions within their units are identified and the training is provided to University Employees.
    c. All University Employees must complete privacy training deemed necessary by the University.

13. Privacy Resources
    a. KPU Privacy Guidelines and Protocols may be found at the Office of General Counsel Sharepoint site and may be amended from time to time. University Employees are required to stay current with the Guidelines and Protocols as they pertain to the University Employees' work.
    a. University Employees who are uncertain about their privacy obligations or have work-related privacy concerns, should discuss these with their managers who, if necessary, will consult with the Manager, Information Access and Privacy or designate or Office of General Counsel.
    b. Questions or concerns related to the protection of Personal Information or privacy may be submitted to privacy@kpu.ca.

## C. RELATED POLICY

Refer to Policy *IM8 Privacy Policy*

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.** IM9 |
| **Approving Jurisdiction:** President |
| **Administrative Responsibility:** Vice President Administration |
| **Effective Date:** December 7, 2020 |

# Information Security Policy

## A. CONTEXT AND PURPOSE

Kwantlen Polytechnic University possesses information that is sensitive and valuable, such as personal information, financial data, building plans, research data, and other information considered confidential. Some information is protected by Federal or Provincial laws or contractual obligations that prohibit its unauthorized use or disclosure.

The disclosure of certain University information to unauthorized parties could cause irreparable harm to the University or members of the University community, and could also subject the University to fines or other government sanctions. Additionally, if University information was tampered with or made unavailable, it could impair the University's ability to do business.

This Policy and related Procedure establish guidelines to protect University information as appropriate to its Information Sensitivity Level.

This Information Security Policy and related Procedure shall be interpreted in harmony with up-to-date versions of related legislation, agreements, and policies, as they may be amended from time to time.

## B. SCOPE AND LIMITS

This policy and its related procedure apply to:

1. All University employees.
2. Contractors, students and individuals associated with the University and/or working on behalf of the University who have access to University information.

## C. STATEMENT OF POLICY PRINCIPLES

1. The University is committed to taking the appropriate measures to preserve the confidentiality, integrity and availability of University information and information technology systems. Reasonable security arrangements for information resources are necessary to achieve the University's commitment to the protection of privacy and compliance with the Freedom of Information and Protection of Privacy Act (BC), University policies, other relevant

legislation/regulations and contractual obligations.

2. All employees and individuals (including students, contractors and those who are associated with the University and/or working on behalf of the University) who have access to University information are expected to adhere to this policy. Responsibilities include:

    a. Protect the confidentiality, integrity and availability of the University's information wherever the information is located, e.g., held on physical documents, stored on computer media, communicated over voice or data networks, exchanged in conversation, etc.

    b. Handle University information in accordance with the University's requirements for protecting privacy and confidentiality as set out in the Confidentiality Policy (IM4) and the Freedom of Information and Protection of Privacy Policy (IM2).

    c. Report any activities that may compromise University information to the employee's supervisor, Information Guardian or to the IT Service Desk.

    d. All KPU employees must complete the mandatory Information Security Awareness Training.

    e. While many federal or provincial laws create exceptions allowing for the disclosure of information in order to comply with subpoenas, court orders and other compulsory information access requests, anyone who receives such compulsory requests for information should contact the University's Office of the General Counsel before taking any action.

    f. Breaches of this Policy and its related Procedure may be subject to the full range of disciplinary actions available to the University including relevant University policies (e.g. IM3 Information and Educational Technology Usage Policy, IM4 Confidentiality, collective agreements and relevant legislation such as the Criminal Code of Canada, the B.C. Civil Rights Protection Act, the B.C. Freedom of Information and Protection of Privacy Act and the B.C. Human Rights Code).

    g. In the event of a discrepancy between this policy and KPU's Collective Agreement with either the KFA or the BCGEU, the Collective Agreement shall prevail.

3. Department/unit managers and supervisors are responsible to:

    a. Ensure departmental procedures support the objectives of confidentiality, integrity and availability defined by the appropriate Information Guardian, and that those procedures are followed.

    b. Ensure that any restrictions on disclosure of University information are effectively communicated to those who use, administer, capture, store, process or transfer the information in any form, physical or electronic.

    c. Ensure that each staff member understands their information security-related responsibilities.

4. Technology managers who manage computing and network environments that capture, store, process and/or transmit University information, are responsible for ensuring that the requirements for confidentiality, integrity and availability as defined by the appropriate Information Guardian are being satisfied within their environments. These include the requirement to:

    a. Understand the Information Sensitivity Level of the information that will be captured by, stored within, processed by, and/or transmitted through their technologies.

b. Develop, implement, operate and maintain a secure technology environment that includes:

   i. A cohesive architectural plan.

   ii. Product implementation and configuration standards.

   iii. Procedures and guidelines for administering network and system accounts and access privileges in a manner that satisfies the security requirements defined by the Information Guardians.

   iv. Ensure the assignment and revocation of access rights follow a formal and documented process.

   v. Regularly, and upon change of employment, review, and update where appropriate, employee access rights to ensure they are up to date.

   vi. Ensure security controls are maintained when computer equipment, information or software is used outside KPU facilities.

c. Develop an effective strategy for protecting information against generic threats posed by computer hackers that adheres to industry-accepted "best practices" for the technology.

d. Ensure that staff members and any third parties understand the Information Sensitivity Level of the information being handled and the related security requirements.

e. Ensure that Privacy Impact Assessments are completed as required pursuant to the Freedom of Information and Protection of Privacy Act and that the appropriate Information Guardians are apprised of risk factors associated with information stored off premise under the responsibility of a third party in multiple jurisdictions.

5. Operations Security

   a. This section establishes a framework for identifying requirements to control, monitor, and manage information security and any changes to the delivery of KPU computing services.

   b. KPU Information Technology must:

      i. Plan, document and implement change management processes to ensure changes to information systems and information processing facilities are applied correctly and do not compromise the security of information and information systems.

      ii. Monitor and maintain information systems software throughout the software lifecycle.

      iii. Define, document, assess, and test backup and recovery processes regularly.

      iv. Implement processes for monitoring, reporting, logging, analyzing and correcting errors or failures in information systems reported by users and detection systems.

      v. Ensure operating procedures and responsibilities for managing information systems and information processing facilities are authorized, documented and reviewed on a regular basis.

      vi. Establish controls to protect log files from unauthorized modification, access or disposal.

      vii. Establish processes to identify, assess, and respond to vulnerabilities. Including annual vulnerability assessment scans on all business critical IT infrastructures.

viii. Enable synchronization of computer clocks to ensure integrity of information system logs and accurate reporting.

ix. Establish and maintain regular security patching on all enterprise server and workstation operating systems including network devices.

x. Establish and maintain regular security patching on all business critical software applications.

xi. Establish and maintain regular access control audits on all business critical file stores and systems.

## D. DEFINITIONS

Refer to Section A in the related Procedure document for definitions which will enhance the reader's interpretation of this Policy.

## E. RELATED POLICIES & LEGISLATION

AR3 *Confidentiality of Student Records/Files* Policy
BP5 *Use of University Property* Policy
IM2 *Freedom of Information and Protection of Privacy* Policy
IM3 *Information and Educational Technology* Policy
IM4 *Confidentiality* Policy
Freedom of Information and Protection of Privacy Act (BC)

## F. RELATED PROCEDURES

IM9 *Information Security* Procedure

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.** IM9 |
| **Approving Jurisdiction:** President |
| **Administrative Responsibility:** Vice President Administration |
| **Effective Date:** December 7, 2020 |

# Information Security Procedure

## A. DEFINITIONS

1. **Availability:** Refers to the protection of information and information systems from unauthorized disruption. Ensuring availability is ensuring timely and reliable access to and use of information and information systems.

2. **Confidentiality:** Confidentiality is the security principle that controls access to information. Access must be restricted to those whose roles require it.

3. **Contact Information:** Contact information is information to enable an individual at a place of business to be contacted and includes the name, position name or title, business telephone number, business address, business email or business fax number of the individual.

4. **FIPPA:** The Freedom of Information and Protection of Privacy Act (British Columbia).

5. **Information Guardian:** The guardian of an Information Collection is typically the head of the administrative department or Dean from the faculty areas on whose behalf the information is collected or that is most closely associated with such information.

6. **Integrity:** Refers to the protection of information from unauthorized modification or destruction. Ensuring integrity is ensuring that information and information systems are accurate, complete and uncorrupted.

7. **Personal Information:** Personal Information is recorded information about an identifiable individual other than business contact information. Examples include name, address, telephone number, personal email address (including, for students, KPU email address), race, origin, color, political or religious beliefs, age, sex, sexual orientation, marital or family status, and any identifying number or symbol assigned to

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| | | an individual. It includes an individual's personal history regarding finances, education, health, criminal records, employment, anyone else's opinion about the individual, as well as the individual's personal views or opinions, unless they are about someone else. These examples of personal information are not exhaustive. There may be other types of information that, alone or in combination, would reveal the identity of a particular individual.<br><br>All Personal Information in the custody or control of the University is considered confidential, and may only be disclosed by the appropriate Information Guardian and/or in accordance with FIPPA. |
| **8.** | **Privacy** | A type of confidentiality specifically related to Personal Information. |
| **9.** | **Privacy Impact Assessment (PIA):** | An assessment that is conducted by a public body to determine if a current or proposed enactment, system, project, program or activity meets or will meet the privacy requirements of Part 3 of FIPPA. |
| **10.** | **University:** | Kwantlen Polytechnic University (KPU). |
| **11.** | **University information:** | For the purpose of this Policy, "University information" includes but is not limited to information, publications, documents or records, in any format, belonging to and/or maintained, stored, controlled, or possessed by the University and/or Personal Information entrusted to the University by a third party, and/or pertaining to the business or affairs of the University that are not in the public domain. |

# B. PROCEDURES

**1. Information Confidentiality, Integrity and Availability**

**a. The Confidentiality Level for an Information Collection will be expressed in the following terms:**

i. Measures undertaken to ensure Confidentiality are designed to ensure that unauthorized parties cannot gain access to Confidential and/or Restricted information while ensuring authorized parties can access it.

ii. Protecting confidentiality may also include special training for those who share sensitive data, including familiarizing authorized users with security risk factors and teaching them how to guard vulnerable data assets.

iii. In addition to training, strong passwords and password-related best practices must be used as well as information about social engineering attacks to prevent employees from unwittingly avoiding proper data-handling rules and potentially causing disastrous results.

**b. The integrity/availability requirement for an Information Collection will be expressed as follows:**

i. **Integrity** involves maintaining the consistency, accuracy, and trustworthiness of data over its entire life cycle. Data must not be changed in transit, and steps must be taken to ensure that data cannot be altered by unauthorized people (for example, in a breach of confidentiality). These measures include file encryption, permissions and user access controls. Version control may be used to prevent erroneous changes or accidental deletion by authorized users from becoming a problem.

ii. **Availability** ensures that information and resources are available to those who need them. It is implemented using methods such as hardware maintenance, software patching and network optimization. Processes such as redundancy, failover, RAID and high-availability clusters are used to mitigate serious consequences when hardware issues do occur. Dedicated hardware devices can be used to guard against downtime and unreachable data due to malicious actions such as distributed denial-of-service (DDoS) attacks.

iii. Information is "**Non-critical**" if its unauthorized modification, loss or destruction would cause temporary inconvenience to the user community and support staff, and incur limited recovery costs.

iv. Information is "**Critical**" if its unauthorized modification, loss, or destruction through malicious activity, accident or irresponsible management could potentially cause the University to:

1) Suffer significant financial loss or damage to its reputation,

2) be non-compliant with legal/regulatory or contractual requirements,

3) Adversely impact its students and staff.

**c. Employee and Contractor responsibilities**

i. Departmental supervisors must ensure:

1) During employment, employees are informed about the information security policies and procedures, Information Security roles and responsibilities.

2) Ensure the mandatory employee Information Security Awareness training is successfully completed. All KPU employees that have been provisioned a KPU computing account must complete the mandatory information security awareness training. This includes contract, volunteers and employees working outside of Canada.

3) Potential or actual information security breaches are investigated and reported, and invoke incident management processes where necessary; and

4) Contractor responsibilities for information security are set out in FIPPA and may be identified in contractual agreements.

**d. Personal Information**

i. All Personal Information in the possession of KPU is considered Restricted or Confidential (as determined by the applicable Information Guardian) unless:

1) The information is designated as "Contact Information" by the appropriate Information Guardian (in which case it is not Personal Information); or

2) The Information Guardian has otherwise authorized its disclosure.

ii. The University requires that the following pieces of Personal Information may not be collected, stored or used except in situations where the Information Guardian determines that there is legitimate business need and **no reasonable alternative**:

1) Social Insurance Number
2) Date of birth
3) Place of birth
4) Mother's maiden name
5) Credit card numbers
6) Bank account numbers
7) Income tax records
8) Driver's license numbers
9) Personal Heath Number (PHN)

iii. Managers must ensure that their employees understand the need to safeguard Personal Information, and that adequate procedures are in place to minimize the risk of unauthorized collection, use, disclosure, access, storage, or retention. The security requirements for Restricted and Confidential information must be applied to all Personal Information. Access and/or disclosure to such information may only be granted to authorized individuals on a need to know basis and must be authorized by the appropriate Information Guardian.

iv. Notwithstanding anything contained in this Policy, any collection, use, disclosure, access, storage, or retention of Personal Information must be done in accordance with and pursuant to FIPPA.

**e. Contact Information**

i. All Personal Information in the custody or control of KPU is considered Confidential unless it is deemed "Contact Information" by the appropriate Information Guardian in accordance with FIPPA. Contact Information may be disclosed by the University without the consent of the individual about whom the Contact Information relates.

ii. Please see IM2 Freedom of Information and Protection of Privacy Policy for the information outlining unauthorized collection, access, use or disclosure of Personal Information.

iii. For information about providing references for students or employees, please see HR17 Provision of References Policy.

## 2. MANAGING/HANDLING INFORMATION

### a. Security Requirements for Restricted and/or Confidential information

i. No one may access information that has been classified as Restricted or Confidential without authorization by the appropriate Information Guardian. For information classified as Confidential, such authorization may be granted to individuals by name, by policy or to all individuals serving in a specific job function. For information classified as Restricted, access must be authorized for each individual by name.

ii. In addition to any particular security requirements imposed by the appropriate

Information Guardian for information classified as Restricted or Confidential, the following procedural and system-level controls must be in place:

1) Access to a Restricted or Confidential Information Collection may only be granted after receiving permission by the appropriate Information Guardian/designee authorizing such access. The authorization by the appropriate Information Guardian/designee must be documented.

2) Departmental procedures must be in place to ensure that all individuals who have access to Restricted or Confidential information are aware of the Information Sensitivity Level to which they have access, understand their responsibilities to protect that information appropriately, and acknowledge their understanding and intent to comply with this policy.

3) Tangible records (paper documents, microfilm, etc.) containing Restricted or Confidential information must be:

    a) Stored in a locked cabinet or drawer when not in use with access limited to authorized individuals, and

    b) Physically shredded/destroyed before discarded.

**b. Requirements for KPU provisioned computers used to conduct University business**

Reasonable measures should be used to protect all University information regardless of the Information Sensitivity Level, including storing physical information in locked cabinets and/or office space, using standard access control mechanisms that prevent unauthorized individuals from updating computer-based information, and making regular backup copies.

i. In order to adequately protect the Confidentiality, Integrity and Availability of University information systems, KPU provisioned computers used to conduct University business must be configured using security industry-sanctioned best practices that include but are not limited to the following:

    1) Maintain an inventory of KPU information systems and devices.

    2) Validate the measures taken to protect information systems and devices.

    3) Configure and use computers in a manner that is compliant with industry standard security configurations.

    4) Mobile device users must lock and/or secure unattended mobile devices to prevent unauthorized use or theft.

    5) Define accounts intended for day-to-day computer use as "general user accounts". Accounts that have administrative privileges must only be used for system setup and maintenance.

    6) Computers should be configured to "time out" after no more than 20 minutes of inactivity.

    7) Ensure that system and application security updates are applied as soon after being released by the vendor as possible.

    8) Limit the services running on University computers to those needed by the computer user to perform his or her assigned tasks.

    9) In the event of employee termination,

        a) All computers and mobile devices provisioned to the employee must be

inventoried and returned to Information Technology shortly after the termination date.

b) Terminated employee must not leave the University premises with University computers or mobile devices.

c) University computers and or mobile devices must not be reallocated until IT has secured the local data and re-imaged or wiped the device.

10) Computers/systems that accept, capture, store, transmit or process information classified as **Restricted or Confidential** must comply with the following requirements:

a) Any piece of Restricted or Confidential information that is transmitted across the network must be encrypted using an encryption product and methodology approved by IT.

b) Personal computers should not be used to accept, capture, store, transmit or process restricted or confidential information.

c) Computer servers storing the information must be secured by an IT approved and managed Firewall that only permits connections with authorized systems using approved protocols.

d) Laptops and other mobile and external devices must only be usable by a limited number of specific users and system administrators explicitly authorized by the department that owns the laptop.

**c. Responsibility of employees and individuals who have access to University information**

i. Do not in any way divulge, copy, release, sell, loan, alter or destroy any information except as authorized by the Information Guardian within the scope of his/her professional activities.

ii. Use only University provided email account for conducting University business. Automatic forwarding of university email account to external/personal email accounts is prohibited.

iii. Safeguard any physical/encryption key, ID card or computer/network account that allows access to University information. Create strong computer passwords.

iv. Lock or log off their computers before leaving them unattended.

v. Destroy or render unusable any Restricted or Confidential information contained in any physical document (e.g., memos, reports, microfilm, microfiche) or any electronic, magnetic or optical storage medium (e.g., USB key, CD, hard disk, magnetic tape, diskette) before it is discarded.

1) **Restricted (including any Personal Information) or Confidential information** should be removed from laptops or any mobile devices and stored in an approved secured manner before traveling outside Canada.

a) Border guards at some countries, including USA and Canada, have practices to compel travelers to provide passwords to laptops and may retain the laptop if the password is not provided.

2) Be aware of the potential security risks when connecting laptops and other mobile devices to unsecured Wi-Fi hotspots e.g. free public Wi-Fi hotspots at cafes, hotels and airports. Understand that information transmitted over the unsecured Wi-Fi network are susceptible to interception by hackers, and devices connecting to these networks and information contained in the devices are vulnerable to hacking.

**d. Freedom of Information and Protection of Privacy**

i. Notwithstanding anything contained in this Policy, this Policy and related Procedures must be interpreted and applied in a manner consistent with FIPPA.

## 3. RELATED POLICY

AR3 *Confidentiality of Student Records/Files* Policy
BP5 *Use of University Property* Policy
HR17 *Provision of References* Policy
IM2 *Freedom of Information and Protection of Privacy* Policy
IM3 *Information and Educational Technology* Policy
IM4 *Confidentiality* Policy
IM9 *Information Security* Policy

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.** RS1 |
| **Approving Jurisdiction:** President |
| **Administrative Responsibility:** Provost and Vice President Academic |
| **Effective Date:** April 10, 2012 |

# Research Involving Human Participants Policy

## CONTEXT AND PURPOSE

The purpose of this Policy is to promote ethical research practices, protect the interests of human participants, and describe institutional standards and procedures governing research involving human participants in compliance with the Tri-Council Policy Statement: Ethical Conduct of Research Involving Humans (second edition -2010, referenced herein as the "Tri-Council Policy Statement" or "TCPS")[1].

## SCOPE AND LIMITS

This Policy applies to all research involving human participants conducted under the auspices of Kwantlen Polytechnic University ("Kwantlen"). Research conducted under the auspices of Kwantlen includes, but is not limited to, research where funds are provided through or administered by Kwantlen; research where the researcher's affiliation with Kwantlen is explicit in contracts, reports or publications; research which utilizes Kwantlen resources (including accountable and professional development time); and research conducted by Kwantlen students as a component of their course or program requirements.

Unless expressly exempted, all research involving human participants requires prior approval by the Research Ethics Board, either by full or delegated review, as outlined in subsequent sections of this Policy.

## STATEMENT OF POLICY PRINCIPLES

In carrying out its responsibilities, the REB will act at all times guided by the Tri-Council Policy Statement, or future standards as may come to stand in its place. In particular the REB will adopt, as Kwantlen's

[1] At the time of drafting this Policy, the second edition of the *Tri-Council Policy Statement: Ethical Conduct of Research Involving Humans* is the national standard and adherence to it by Kwantlen is required by the tri-council funding agencies. It may be found at: http://www.pre.ethics.gc.ca/pdf/eng/tcps2/TCPS_2_FINAL_Web.pdf

ethical principles, the guiding principles contained and defined within the Tri-Council Policy Statement. The guidelines in this Policy are based on the following three core principles:

- Respect for Persons
- Concern for Welfare
- Justice

# DEFINITIONS

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

# RELATED POLICIES & LEGISLATION

AC8 Principles of Academic Freedom
HR1 Conflict of Interest
IM2 Freedom of Information and Protection of Privacy
IM4 Confidentiality
RS2 Integrity in Research and Scholarship
*Tri-Council Policy Statement: Ethical Conduct of Research Involving Humans*

# RELATED PROCEDURES

Refer to RS1 *Research Involving Human Participants Procedure*

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.** RS1 |
| **Approving Jurisdiction:** President |
| **Administrative Responsibility:** Provost and Vice President Academic |
| **Effective Date:** April 10, 2012 |

# Research Involving Human Participants Procedure

## DEFINITIONS

**Authorized Third Party**
A person with the necessary legal authority to make decisions on behalf of an individual who lacks the capacity to consent to participate or to continue to participate in a particular research project.

**Human Participant**
An individual whose data, or responses to interventions, stimuli, or questions by a researcher are relevant to answering a research question.

**Minimal Risk**
Research in which the probability and magnitude of possible harms implied by participation in the research is no greater than those encountered by participants in the aspects of their everyday life that relate to the research.

**Principal Investigator**
The researcher who has primary responsibility for a given research project. Every project has one investigator designated as the Principal Investigator. With the exception of course-based research (as described below), the instructor advising a student engaged in a research project (including a practicum assignment that involves research, a major project or thesis) shall function as the principal investigator for the purposes of obtaining ethical approval and complying with the requirements of this Policy.

**Research**
For the purposes of this Policy, "research" is defined as an undertaking intended to extend knowledge through a disciplined inquiry or systematic investigation. This Policy applies to all Kwantlen research which involves humans as research participants (formerly referenced as "subjects").

This includes most naturalistic observation, physical, sociological or psychological tests and measurements, survey research, non-intrusive systematic observation, and the study of recorded data from previous studies, databases and archives, in which it is possible to identify living individuals. This also includes human remains, cadavers, human organs, tissues and biological fluids from individually identified participants, embryos or fetuses.

# GUIDELINES

## A. ROLE AND RESPONSIBILITIES

1. The Vice President Academic has designated the Associate Vice President, Research as the administrator responsible.
2. The administrator responsible shall establish and maintain a Research Ethics Board (REB) to help ensure that ethical principles are applied to research involving human participants. The Associate Vice President, Research shall provide appropriate institutional administrative support to the REB and the Office of Research Ethics.

3. The REB is charged by the President with the responsibility of ensuring that Kwantlen's ethical principles are followed when research involves human participants. When it performs this function, the REB is doing so as the designated agent of the President.

4. The principal decision-making responsibilities of the REB are:

    a. Approving a research proposal that complies with the above ethical principles, rejecting a research proposal that does not comply, proposing modifications to a research proposal in order to bring it into compliance, or rescinding approval of ongoing research that ceases to be in compliance.

    b. Consulting as it deems necessary with experts who are not members of the committee in order to make an informed judgment on the ethical principles as they apply to an individual research proposal

5. The REB shall meet regularly (normally monthly) to discharge its responsibilities. Reviews of proposed research that is not subject to delegated review shall be face-to-face and shall be based upon fully detailed research proposals or, where applicable, progress reports. Videoconferencing, teleconferencing or use of other technologies may be regarded as meeting the face-to-face requirement when there is no other way of holding an effective, quorate REB meeting.

6. In collaboration with the Associate Vice President, Research, the REB shall recommend, develop and implement research ethics educational opportunities for researchers. Individual researchers may consult with the REB Chair for advice on preparation of applications and the REB Chair may seek the advice of other REB members in providing this advice. All formal communication with the REB shall be via the REB Chair in order to maintain a clear, consistent record.

7. All researchers, including students engaged in course-based research, shall successfully complete the Tri-Council on-line tutorial accessed at http://www.pre.ethics.gc.ca/english/tutorial, or a similar tutorial approved by the REB prior to commencement of their research involving humans.

8. The REB may collaborate with other REBs on the review of multi-centred projects, and may communicate any concerns they have with the other REBs reviewing the same project.

9. It is not the responsibility of the REB to determine whether or not research activities described in a research proposal:

    a. Conflict with the law of British Columbia or Canada or another jurisdiction where the research is proposed to be conducted except to the extent that it may be necessary for the REB to determine whether or not the proposed research methodology satisfies Kwantlen's ethical principles and policies; or
    b. Subject Kwantlen to an unacceptable risk of legal liability for a claim for compensation for harm, loss or damage caused by the research activities.

10. Conflict with the law and legal risk which does not directly impact ethical considerations may be assessed by the Associate Vice President, Research.

## B. MEMBERSHIP

1. The REB shall consist of at least five voting members, including both men and women, of whom

    a. at least two members have broad expertise in the methods, or in the areas of research that are covered by the REB,
    b. at least one member is knowledgeable in ethics,
    c. at least one member has no affiliation with the institution, but is recruited from the community served by the institution. In addition to a broad-based representation from the community, it is highly desirable to appoint one or more former research participants.

    Where possible, one member will additionally have legal knowledge. For consideration of biomedical research, at least one member shall be knowledgeable in the relevant law; if no regular member meets that criterion, a member may be appointed ad hoc for consideration of that research, as per section 3 below. The Office of Research and Scholarship shall maintain general records related to REB membership and qualifications of members (*e.g.*, copies of curriculum vitae, participation in relevant research ethics training).
    To ensure the independence of REB decision making, Kwantlen senior administrators shall not serve on the REB.

2. The REB Chair is a voting member of the REB.

3. The REB Chair may, in consultation with the Associate Vice President, Research, supplement the REB with one or more *ad hoc* members to review a specific project where it is deemed that expertise is lacking among regular REB members.

4. Members of the REB will normally serve for two-year terms. An annual, staggered system of selection will be employed. Members can be selected for consecutive terms. Normally, no more than two consecutive terms will be served. Terms will begin and end according to the academic year.

5. No later than five months prior to the start of the academic year, the Associate Vice President, Research will inform the Kwantlen community of the need for new members and of the areas of expertise to be filled on the REB and will solicit nominations and applications.

6. After receiving the nominations and applications, the Associate Vice President, Research will review them with the REB. The REB will make recommendations of individuals to serve. The Associate Vice President, Research will then present those recommendations and his/her own, if they differ, to the President.

7. The President shall then appoint the new REB members.

8. All members of the REB shall be knowledgeable about the principles and practices of ethical review of research. REB members may complete the on-line tutorial accessed at http://www.pre.ethics.gc.ca/english/tutorial or a similar tutorial approved by the REB, if they do not already meet this requirement.

9. Regular attendance by REB members at meetings is required. More than one unexplained absence will be construed as a notice of resignation.

10. The members of the REB shall annually elect a Chair from among their number.

11. If the REB is unable to elect a Chair from among their number, the Associate Vice President, Research will recommend one or more candidates to the President and the President shall appoint a Chair. The candidates recommended by the Associate Vice President, Research may be present REB members, other Kwantlen employees or, in exceptional circumstances, individuals external to Kwantlen.

12. The Associate Vice President, Research, with approval of the Chair of the REB, shall appoint additional members in order to replace regular members who resign during their term or who are have been absent (and construed to have resigned as per section 9 above). This appointment shall occur within two months of the resignation and maintain the required balance of expertise on the REB. Members appointed in this way will serve for the remainder of the original term of the member they replace. They may be considered under the regular process described above for subsequent terms

13. . If the Chair is temporarily unable to perform his/her duties, the Associate Vice President, Research shall be informed and the REB shall elect one from among their number to serve as Chair *pro tem* for the purpose of chairing the REB meeting.

## C. INDEPENDENCE OF REB

1. Consistent with TCPS requirements, Kwantlen respects the authority delegated to the REB to make final determinations concerning the ethical probity of research proposals and research undertaken under its auspices.

2. A decision of the REB that a research proposal satisfies Kwantlen's ethical principles does not necessarily mean that a research project may proceed or continue. Consistent with the TCPS, Kwantlen senior administration may refuse to allow certain research under its auspices, even though the REB has found it acceptable ethically.

## D. REQUIREMENT FOR FREE, INFORMED AND CONTINUING CONSENT

1. Research governed by this Policy may begin only if

    a. prospective participants, or their authorized third parties, have been given the opportunity to give free and informed consent about participation, and
    b. their free and informed consent has been given and is maintained throughout their participation in the research, except as provided in Sections 3 and 6 below.

2. Evidence of free and informed consent by the participant or authorized third party should ordinarily be obtained in writing. Where written consent is culturally unacceptable, or where there are good reasons for not recording consent in writing, the procedures used to seek free and informed consent shall be documented. Reference to TCPS Chapter 10 on Qualitative Research may be helpful.

3. The REB may approve a consent procedure that does not include, or that alters, some or all of the elements of informed consent set forth above, or waive the requirement to obtain informed consent (permitting, for example, partial disclosure or deception) provided that the REB finds and documents that:

    a. The research involves no more than minimal risk to the participants;
    b. The waiver or alteration is unlikely to adversely affect the rights and welfare of the participants;
    c. The research could not practicably be carried out without the waiver or alteration;
    d. Whenever possible and appropriate, the participants will be provided with a debriefing and additional pertinent information after participation; and
    e. The waived or altered consent does not involve a therapeutic intervention.

4. Provided that participants are informed of the probability of being randomly assigned to one arm of a study or another, a waiver or alteration of the requirements for consent is not required in studies which involve randomization and blinding, as neither the research participants nor those responsible for their care know which arm of the study the participants are in before the project commences.

5. Free and informed consent must be voluntarily given, without manipulation, undue influence or coercion.

6. Researchers shall provide, to prospective participants and to authorized third parties, full disclosure of all information necessary for making an informed decision to participate in a research project.

    a. At the commencement of any process of consent, researchers (or their qualified representatives) shall provide prospective participants with the information set out in the following list, as appropriate to the particular research project. Not all the listed elements are required for all research. However, additional information may be required in particular types of research or under particular circumstances.

b. If a researcher does not include some of the listed disclosure requirements, he or she should explain to the REB why these requirements do not apply to that particular project. It is also up to the REB to decide whether all elements listed, or additional elements, are necessary to the consent process of the research project. The information generally required for informed consent includes:
c. information that the individual is being invited to participate in a research project;
d. a statement of the research purpose in plain language, the identity of the researcher, the identity of the funder or sponsor, the expected duration and nature of participation, a description of research procedures, and an explanation of the responsibilities of the participant;
e. a plain language description of all reasonably foreseeable risks and potential benefits, both to the participants and in general, that may arise from research participation;
f. an assurance that prospective participants:

    i. are under no obligation to participate; are free to withdraw at any time without prejudice to pre-existing entitlements;
    ii. will be given, in a timely manner throughout the course of the research project, information that is relevant to their decision to continue or withdraw from participation; and
    iii. will be given information on the participant's right to request the withdrawal of data or human biological materials, including any limitations on the feasibility of that withdrawal;

g. information concerning the possibility of commercialization of research findings and the presence of any real, potential or perceived conflicts of interest on the part of the researchers, their institutions or the research sponsors;
h. description of the measures to be undertaken for dissemination of research results and whether participants will be identified directly or indirectly;
i. the identity and contact information of a qualified designated representative who can explain scientific or scholarly aspects of the research to participants;
j. the identity and contact information of the appropriate individual(s) outside the research team whom participants may contact regarding possible ethical issues in the research;
k. indication of what information will be collected about participants and for what purposes; indication of who will have access to information collected about the identity of participants, a description of how confidentiality will be protected, a description of the anticipated uses of data; and information indicating who may have a duty to disclose information collected, and to whom such disclosures could be made;
l. information about any payments, including incentives for participants, reimbursement for participation-related expenses and compensation for injury;
m. a statement to the effect that, by consenting, participants have not waived any rights to legal recourse in the event of research-related harm; and
n. in clinical trials, information on stopping rules and when researchers may remove participants from the trial.

7. Capacity refers to the ability of prospective or actual participants to understand relevant information presented about a research project and to appreciate the potential consequences of their decision to participate or not participate. Absence of such capacity may stem from any of a number of factors including (but not limited to) immaturity,

cognitive impairment, other mental health issues, or illness. Assessing capacity is a matter of determining, at a particular point in time, whether a participant or prospective participant sufficiently understands the nature of the research project and the risks, consequences and potential benefits associated with it.

a. For research involving individuals who lack the capacity, either permanently or temporarily, to decide for themselves whether to participate, the REB shall ensure that, as a minimum, the following conditions are met:
b. the researcher involves participants, who lack the capacity to consent on their own behalf to the greatest extent possible, in the decision-making process;
c. the researcher seeks and maintains consent from authorized third parties in accordance with the best interests of the persons concerned;
d. the researcher ensures that authorized third parties who are asked to make a consent decision on behalf of a prospective participant are aware of their legal responsibilities;
e. the authorized third party is not the researcher or any other member of the research team;
f. the researcher demonstrates that the research is being carried out for the participant's direct benefit, or for the benefit of other persons in the same category;
g. If the research does not have the potential for direct benefit to the participant but only for the benefit of the other persons in the same category, the researcher shall demonstrate that the research will expose the participant to only a minimal risk and minimal burden, and demonstrate how the participant's welfare will be protected throughout the participation in research; and
h. when authorization for participation was (is?) granted by an authorized third party, and a participant acquires or regains capacity during the course of the research, the researcher shall promptly seek the participant's consent as a condition of continuing participation.

8. Where an authorized third party has consented on behalf of an individual who lacks capacity to consent, but that person has the ability to understand the significance of the research and its risks and benefits, the researcher shall ascertain the wishes of that individual with respect to participation. Prospective participants' dissent will preclude their participation.

9. In the cases of prospective participants who are under the age of legal majority in British Columbia (19), for the purposes of this Policy:

   a. Individuals 16 to 18 years of age will normally be deemed to have the capacity to give their free and informed consent to participate in minimal risk research;
   b. Research exceeding minimal risk involving individuals 16 to 18 years of age will be considered by the REB on a case-by-case basis to determine whether the free and informed consent of their authorized third parties will be required. Decision criteria may include the nature of the risks and the identifiability of their authorized third parties.
   c. Individuals 14 to 15 years of age may be deemed to have the capacity to give their free and informed consent to participate in minimal risk research; this will be determined by the REB on a case-by-case basis;
   d. Research exceeding minimal risk involving individuals 14 to 15 years of age will normally require the free and informed consent of their authorized third parties;
   e. Persons under the age of 14 may not participate as research participants in either

minimal or non-minimal-risk research protocols without the free and informed consent of their authorized third parties.

10. Kwantlen researchers planning research involving clinical trials of drugs or medical devices should consult chapter 11 of the TCPS for detailed information on acceptable procedures to follow.

11. Kwantlen researchers do not currently conduct research involving emergency health situations. Policy addressing the special circumstances surrounding free and informed consent in these circumstances will be developed before research may be undertaken in this area.

## E. REVIEW PROCESS

1. Application for Ethics Review

    a. The principal investigator is responsible for submitting research proposals to the REB for review prior to initiating the research. The use of Form #8 "Application for Ethics Review", found on the Kwantlen REB website, is required and must be completed and submitted electronically (hand-written forms will not be accepted). It is the responsibility of the principal investigator to ensure that the research is carried out ethically, including the need to incorporate the principles of free and informed consent, privacy and confidentiality, conflict of interest, and the needs of specific populations of research participants. This also entails following the approved protocol and abiding by the decision of the REB if the project is not approved.
    b. A Kwantlen instructor enrolled in a graduate program at another institution or otherwise conducting research approved by an REB at another institution, if that research is to be conducted under Kwantlen's auspices, shall seek and obtain the approval of the Kwantlen REB. The use of Form #13 "Application for Ethics Review, Expedited Review of Minimal Risk Project Approved at Another Research Institution", found on the Kwantlen REB website, is required for minimal risk research and the use of Form #8 is required for other research.
    c. Prior to Kwantlen REB review, researchers who plan research involving First Nations, Inuit and Métis peoples, regardless of where they reside and whether or not their names appear on an official register, must consult the TCPS (Chapter 9) for additional guidance on such research. These communities have unique histories, cultures and traditions. Among the key principles that must be respected are:
        i. Need for Community Engagement;
        ii. Respect for First Nations, Inuit and Métis Governing Authorities;
        iii. Engagement with Organizations and Communities of Interest;
        iv. Recognition of Complex Authority Structures;
        v. Recognition of Diverse Interests within Communities;
        vi. Respect for Community Customs and Codes of Practice;
        vii. Requirement of Mutual Benefits in Research; and
        viii. Recognition of the Role of Elders and Other Knowledge Holders.
    d. A researcher presenting a proposal for multi-jurisdictional research – research which involves Kwantlen and sites overseen by other REBs – must identify the research as such, and provide the Kwantlen REB with contact information for all REBs with potential

oversight. The researcher may consider providing the REBs with detailed information concerning core elements of the research – which cannot be altered without invalidating the pooling of data from the participating institutions – and those elements which can be altered to comply with local requirements without invalidating the research project. Kwantlen's REB may coordinate their review of such projects with other REBs, including sharing information and concerns with the other REBs during the review process.

e. Research to be performed outside of Canada shall undergo prospective ethics review both by Kwantlen's REB and by the REB, where such exists, with the legal responsibility and equivalent ethical and procedural safeguards in the country or jurisdiction where the research is to be done.
f. As part of an application submitted for REB review, researchers shall disclose to the REB any real, potential or perceived individual conflicts of interest, as well as any institutional conflicts of interest of which they are aware that may have an impact on their research. The REB shall determine the appropriate steps to manage the conflict of interest. This may require disclosure of all kinds and amounts of contributions (financial or in-kind) to the researchers by sponsors, commercial interests, and consultative or other relationships, as well as any other relevant information that may affect the project (*e.g.*, donation to the institution by a research sponsor). The REB may require access to the complete budget for the project.

2. Review

a. The REB shall function impartially and provide reasoned and appropriately documented decisions.
b. REB decisions should normally be by consensus. In the event of a tied vote, the Chair's vote becomes the deciding vote.
c. A quorum shall consist of four voting members, where those members meet the minimum requirements of representation outlined in section B 1.
d. When there is less than full attendance, decisions requiring full review shall be adopted only when the members in attendance at that meeting have the specific expertise, relevant competence and knowledge necessary to provide an adequate research ethics review of the proposal(s) under consideration.
e. The purpose of scholarly review is to elucidate whether the research project (1) adheres to established, high scholarly standards stipulated by the relevant discipline; (2) is capable of addressing the questions being asked in the research; and (3) will further the understanding of the phenomenon or issue in question.
    i. Scholarly review will not normally be required when the research is at most minimal risk.
    ii. It is the REB's responsibility to ensure that an appropriate process of scholarly review and approval has been completed for each research project that requires full review.
    iii. It is normally the researcher's responsibility to document the scholarly review and approval, if required by the REB.
    iv. If scholarly review as indicated and there is nobody available to perform it, the REB shall consider the following mechanisms in satisfying itself that scholarly review of the research is completed:
        1. if the REB itself has the necessary scholarly expertise, assume responsibility for the scholarly review; or

2. establish an *ad hoc* independent peer review committee.

f. When reviewing research in which a member of the REB has a personal interest (*e.g.*, as a researcher, recent collaborator or as an entrepreneur), conflict of interest principles require that the member not be present when the REB is discussing the proposal or making its decision. The REB member may disclose and explain the conflict of interest and offer evidence to the REB, provided the conflict is fully disclosed to the REB. The principal investigator, if not the REB member, has the right to hear the evidence of conflict and to offer a rebuttal.
g. Decisions of the REB to approve, modify, or reject a research proposal or to rescind approval for ongoing research are filed with the Office of Research Ethics, together with a copy of the research proposal, any conditions imposed by the REB, and the Chair's notice to the researcher.
h. Minutes of meetings of the REB are filed with the Office of Research Ethics. The minutes shall clearly document the REB's decisions, any dissents and the reasons for them. In order to assist internal and external audits or research monitoring, and to facilitate reconsideration or appeals, these records must be accessible to authorized representatives of the institution and research funding agencies.
i. The REB Chair shall send an annual report summarizing the activities of the REB to the Associate Vice President, Research whom shall then send it to the President.

3. Notification

a. In the case of approval of a proposed project, written notice of ethics approval ("Ethics Certificate") will be sent to the principal investigator by the Chair of the REB.
b. In the case of rejection or when more information is required before the submission can be finally considered, the Chair of the REB will communicate in writing with the principal investigator. The Chair shall provide the principal investigator with a rationale for the REB's decision or request.
c. Public notices (posters, emails, etc.) soliciting participation in the research shall contain reference to the approval of the project by the Kwantlen REB and the project number assigned by the Office of Research Ethics.

4. Delegated REB review

a. This is the level of REB review assigned to minimal risk research projects. A delegated reviewer may be the REB Chair or may be selected by the Chair from among the REB membership. Approvals made under the delegated review process must be reported to the next REB meeting with a brief rationale for the decision. If the delegated reviewer is not able to approve the proposal, it will be referred to the full REB at its next meeting for decision.

5. Delegated review of course-based research

    a. Ethical review of course-based research by students may be performed by delegates from the student's Department, Faculty, or an equivalent level, as described below.
    b. Course-based research occurs within the context of a specific course offering, and involves an assigned research activity, the key objective of which is to allow students to learn about the research process. When course-based research involves human participants, it falls within the scope of this Policy.
    c. Instructors of courses that include course-based research must submit to the REB for approval, prior to commencement of the course-based research, Kwantlen REB Form #6, "Application for Approval of Minimal Risk, Course-Based Research", found on the Kwantlen REB website, accompanied by the following:
        i. the official current, approved course outline,
        ii. a description of the types of student research that will be undertaken,
        iii. a description of the methods by which the ethical standards are taught to students; the minimum requirement is successful completion of the TCPS Tutorial, accessed at http://www.pre.ethics.gc.ca/english/tutorial, or a similar tutorial approved by the REB,
        iv. templates on which students present their proposed research, including the free and informed consent protocol,
        v. a description of the methods by which research proposals and informed consent protocols are to be assessed by the instructor,
        vi. evidence that the instructor has completed the on-line TCPS Tutorial (see above), or a similar tutorial approved by the REB, and
        vii. a signed confirmation that all student research will be of minimal risk to the participants and will conform to TCPS ethical principles and the principles incorporated in this Policy. Specifically: instructors should ensure that all materials related to their students' research (*e.g.* signed consent forms, data, questionnaires) are handled in manners consistent with this Policy.
    d. Instructors must re-submit a request for approval whenever there are material changes planned in any of the elements listed above. Re-submission will be required when the official course outline is reviewed according to the normal review schedule, if there are any material changes.
    e. Extension of approval to a new instructor requires submission of the form "Course-Based Research Extension of Approval" found on the Kwantlen REB website.
    f. The delegated process described above does not apply to:
        i. thesis or project courses where the research is the key evaluative component within the course, or
        ii. course-based research by students which is above minimal risk, or
        iii. research which forms a component of an instructor's own research.
    g. In these cases, the instructor must submit an application for full or delegated review as appropriate and shall function as the principal investigator for the purposes of obtaining ethical approval and complying with REB requirements.

## F. RECONSIDERATION AND APPEAL

1. Applicants have the right to appeal negative decisions of the REB. An appeal can be launched

for procedural and/or substantive reasons.

2. Where the appeal concerns on-going research, the REB may direct that the research be suspended during the Consultative Dialogue and Formal Appeal period(s).

3. Consultative Dialogue (initial appeal)

    a. Before initiating a Formal Appeal of a decision to reject a proposal or to stop research previously approved by the REB, the principal investigator must submit to the REB a written request for reconsideration, with rationale. If the written request is not approved by the REB, the REB shall meet with the principal investigator to reconsider its decision.
    b. The results of the REB's reconsideration will be conveyed to the principal investigator in written form, with the rationale for its decision provided.

4. Formal Appeal

    a. Kwantlen shall enter into an agreement with an institution, whose Human Research Ethics Board shall function as an Appeal Board for the purposes outlined in this Policy. In return for providing the Appeal Board, the Kwantlen REB may be made available to hear appeals of applications rejected by the REB of the other institution. Currently, Kwantlen has a Memorandum of Understanding (MOU) to this effect with the University of the Fraser Valley.
    b. A principal investigator wishing to formally appeal a decision of the Kwantlen REB to reject a research proposal or to rescind approval of on-going research (the Appellant) must engage in the consultative dialogue process described above. Within 30 days of receipt of notification of the REB's decision following its reconsideration, the Appellant shall provide the Associate Vice President, Research with the following:
        i. the final application, as submitted to the Kwantlen REB, and
        ii. a statement of the basis of the appeal (procedural, substantive, or both) and the rationale for the appeal.
    c. The REB Chair will provide to the Associate Vice President, Research the REB materials specified in the MOU.
    d. The Associate Vice President, Research shall submit all the materials to the Appeal Board within five working days of receipt of the materials described above.
    e. Decisions of the Appeal Board shall be final and binding upon Kwantlen and the Appellant.

## G. POST-APPROVAL MONITORING

1. The REB will maintain continuing oversight of the research after the project has received initial ethical approval.

2. In the conduct of their approved research, should unanticipated issues arise that may increase the level of risk or have other ethical implications, researchers shall report them to the REB in a timely manner.

3. If a change in the research procedures is contemplated, the principal investigator will immediately submit an amended proposal to the REB for review. The amended proposal should consist of the original application with changes high-lighted and a cover page on which the changes are summarized. The REB Chair will be available for advice.

4. Ongoing research is subject to continuing ethics review. The rigour of the continuing review will be in accordance with a proportionate approach to ethics assessment. Research that poses greater-than-minimal risk may require more extensive continuing ethics review. This may include more frequent reporting to the REB, monitoring and review of the consent process, review of participant records, and site visits.

5. An on-going status report on the research must be submitted to the REB by the principal investigator annually, or more frequently, as required by the REB. This includes summary reports by the course instructor on course-based research of the students in the course.

6. In addition to the above requirement, the REB may work with the researcher to develop an appropriate plan for continuing review and the reporting structure for the termination of the project. Some examples of continuing review processes include:

    a. formal review of the process of free and informed consent;
    b. establishment of a safety monitoring committee;
    c. periodic review by a third party of the documents generated by the study;
    d. review of reports of adverse events;
    e. review of patients' charts;
    f. random audit of the process of free and informed consent; and
    g. random audit of the implementation of the approved research protocol.

7. Kwantlen has no institutional policy on retention of research data or consent forms. Appropriate retention periods vary depending on the research discipline, research purpose and the kind of data involved. Some funding bodies, such as the Social Sciences and Humanities Research Council and the Canadian Institutes of Health Research, have specific policies on data archiving and sharing. Researchers are reminded that the use of information for purposes other than that originally approved is not permitted, with the exception of data that are fully anonymous and the process of data linkage or recording or dissemination of results does not generate identifiable information about the participants whose information is included.

**8.** A report, in the format specified by the REB, must be submitted by the principal investigator to the REB within 60 days of the completion of data collection.

## H. BREACH OF POLICY

1. Kwantlen reserves the right to immediately halt any research involving human participants that has been started without the required approval, or which does not follow the approved protocol.

2. Kwantlen employees may be served with a warning letter and/or lose research privileges and funding for serious or repeated violations of ethics policy. Existing disciplinary processes may also apply. For students, penalties may include a warning letter, a failing grade on a research project, or suspension from studies and will be dealt with under the existing academic disciplinary process.

## I. EXEMPTIONS FROM ETHICS REVIEW

The following activities do not require approval by the REB, but researchers must consult, prior to initiating the project, with the REB if there is uncertainty as to whether a project constitutes research or requires approval from the REB.

1. Research that relies exclusively on publicly available information does not require REB review when:

    a. the information is legally accessible to the public and appropriately protected by law; or
    b. the information is publicly accessible and there is no reasonable expectation of privacy.

2. Interactions with individuals, who themselves are not the focus of the research, only in order to obtain information about their organizations. For example, one may collect information from authorized individuals, in the ordinary course of their employment, about the employing organization, its policies, procedures, professional practices or statistical reports. Such individuals are not considered research participants for the purposes of this Policy.

3. Quality assurance and quality improvement studies, program evaluation activities, and performance reviews, or testing within normal educational requirements when used exclusively for assessment, management or improvement purposes, do not constitute research for the purposes of this Policy, and do not fall within the scope of REB review.

4. REB review is not required for research involving the observation of people in public places where:

    a. it does not involve any intervention staged by the researcher, or direct interaction with the individuals or groups;
    b. individuals or groups targeted for observation have no reasonable expectation of privacy; and
    c. any dissemination of research results does not allow identification of specific individuals.

5. REB review is not required for research that relies exclusively on secondary use of anonymous information, or anonymous human biological materials, so long as the process of data linkage or recording or dissemination of results does not generate identifiable information.

# RELATED POLICY

Refer to RS1 *Research Involving Human Participants Policy*

KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.** RS2 |
| **Approving Jurisdiction:** President |
| **Administrative Responsibility:** Provost and Vice President Academic |
| **Effective Date:** August 31, 2012 |

# Integrity in Research and Scholarship Policy

## A. CONTEXT AND PURPOSE

Kwantlen Polytechnic University (the university) requires and encourages the maintenance of high ethical standards in research and scholarship (hereinafter referred to as research) while recognizing that research can involve unintentional error. The purpose of this policy is to define and articulate principles of scholarly integrity, the processes for investigating allegations of research misconduct and the response to such incidents. All members of the university community will adhere to the principles described herein.

## B. SCOPE AND LIMITS

This Policy applies to all persons engaged in research at the university. Primary responsibility for high standards of conduct in research rests with the individuals carrying out these activities. The university will actively promote understanding of the issues involved in scholarly integrity by holding at least one workshop each year. Misconduct in research is an offense which, depending on its severity, is subject to a range of disciplinary measures up to and including dismissal or expulsion. Allegations of misconduct shall be dealt with in a fair, unbiased and timely manner, with due consideration for the protection and confidentiality of both complainants and respondents.

Policy ST2 *Student Academic Integrity* - applies to students in the context of coursework.

## C. STATEMENT OF POLICY PRINCIPLES

The university holds all researchers responsible for conducting their research activity in strict observance of ethical standards, including the following modes of behaviour:

1) All research involving human subjects requires prior approval by the Research Ethics Board in compliance with existing policy.

2) Scholarly integrity requires that the interests of research participants, including their right to privacy, be protected to the extent permitted by law.

3) All real or perceived conflicts of interest shall be declared to the university, sponsors, and any other party whose support is sought for the funding, execution or dissemination of research.

4) Researchers must consult with the Office of Research and Scholarship before applying for external funding for research conducted under the university's auspices, and must comply with all relevant policies, regulations, and standards of stewardship of resources concerning grants and/or contracts awarded to the researcher.

5) Researchers will collect, analyze and disseminate data in a rigorous and scholarly manner, without plagiarism, fabrication or falsification.

6) Researchers will attribute material published by others according to the professional standards in their discipline. Credit for scholarly work shall appropriately recognize all, and only those, who have contributed to the research. Acknowledgement, in addition to authors, shall be made of all contributors and contributions to the research, including writers, funders and sponsors.

7) Any permissions required for published, unpublished, and archival materials will be obtained prior to publication. This includes information, concepts or data reviewed through confidential processes such as peer review.

8) Researchers are expected to perform to the standards of scholarly competence of their discipline.

9) Applicants to the federal Tri-Agencies (NSERC, SSHRC, and CIHR) shall certify that they are currently not ineligible to apply for, and/or hold, funds from those agencies or any other research or research funding organizations world-wide for reasons of breach of responsible conduct of research policies such as ethics, integrity or financial management policies.

10) Principle funding applicants must ensure that others listed on the application have agreed to be included.

# D. DEFINITIONS

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

## E. RELATED POLICIES & LEGISLATION

HR1 *Conflict of Interest*
IM2 *Freedom of Information and Protection of Privacy*
IM4 *Confidentiality*
RS1 *Research Involving Human Participation*
ST2 *Student Academic Integrity*

## F. RELATED ARTICLES OF COLLECTIVE AGREEMENTS:

Faculty Collective Agreement, Article 18.02 Copyright and Intellectual Property

## G. RELATED MATERIALS:

Tri-Agency Framework: Responsible Conduct of Research

## H. RELATED PROCEDURES

Refer to RS2 *Integrity in Research and Scholarship Procedure*

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.** RS2 |
| **Approving Jurisdiction:** President |
| **Administrative Responsibility:** Provost and Vice President Academic |
| **Effective Date:** August 31, 2012 |

# Integrity in Research and Scholarship Procedure

## A. DEFINITIONS

1. **Misconduct in research:** Misconduct in research refers to conduct that deviates from that which is acceptable within the scholarly community, and includes, but is not limited to:

   a. Plagiarism (i.e. presenting and using another's published or unpublished work, including theories, concepts, data, source material, methodologies or findings, including graphs and images, as one's own, without appropriate referencing and, if required, without permission);

   b. Fabrication (i.e. the making up of data, source material, methodologies or findings including graphs and images) or falsification (i.e. manipulating, changing or omitting data, source material, methodologies or findings, including graphs and images, without acknowledgement and which results in inaccurate findings or conclusions) of research data;

   c. Conflict of scholarly interest such as opposing the publication or compromising the work of another author, particularly in the publications and review forums, for the purposes of benefiting oneself directly or indirectly;

   d. Failure to comply with the university policies and procedures with respect to research and scholarly activity;

   e. Failure to recognize the substantive intellectual contributions of all collaborators by including in publications and reports those collaborators and no others;

   f. Failure to comply with the university policies on conflict of interest or intellectual property rights;

g. Using unpublished work of other scholars and researchers without permission and/or due acknowledgement;

h. Using research funds in a manner that is not consistent with the terms and conditions under which those funds were received;

i. Failure to obtain all required approvals for research involving humans, or failure to conduct research in accordance with prescribed protocols;

j. Failure to use archival material in accordance with the rules of the archival source;

k. The use of materials and concepts obtained through confidential processes such as manuscript review or funding applications without prior written permission of the author;

l. Failure to disclose to the university, journals, funding agencies, or those requesting opinions, any conflict of interest, financial or other;

m. Failure to maintain guarantees of confidentiality to research participants subject to the limits prescribed by law;

n. The use of redundant publications, i.e. the re-publication of one's own previously published work or part thereof, or data, in the same or another language, without adequate acknowledgement of the source, or justification;

o. The destruction of research records, be they one's own or of another's research data or records, to specifically avoid the detection of wrongdoing or in contravention of the applicable funding agreement, institutional policy and/or laws, regulations and professional or disciplinary standards;

p. Using grant or award funds for purposes inconsistent with the policies of the funder; contravening funder financial policies; or providing incomplete, inaccurate or false information on documentation from expenditures from grant or award accounts.

Misconduct in research does not include situations of honest error despite due diligence, conflicting data, or valid differences in research design, or interpretation.

**2. Complainant(s)**

The complainant(s) is/are the person(s) making an allegation of misconduct in research; the complainant(s) may or may not be directly affected by the alleged misconduct and may be a university administrator.

**3. Respondent(s)**

The respondent(s) is/are the person(s) accused by the complainant(s) of misconduct in research.

**4. Data**

In addition to information gathered through research, data in this policy includes the methodology used to obtain results, the actual research results, and the analysis and interpretations by the researchers.

**5. Research**

Research as used in this policy includes research and scholarship.

# B. PROCEDURES

## 1. AUTHORITY OF THE AVP RESEARCH

a. In cases of collaborative research involving other institutions, the AVP Research may modify these procedures to facilitate the conduct of parallel or joint investigations, or as otherwise deemed appropriate by the AVP Research.

b. At any time the AVP Research has the authority to:

i. Close down and declare "off limits" facilities used for research;

ii. Protect the administration of university and external funds involved in the research;

iii. Obtain and retain relevant documentation (e.g. lab notes. Computer disks, hard drives, proof of credentials) related to an investigation;

iv. Request that members of the university appear before an Investigative Committee and that they answer the Investigative Committee's questions or provide materials to it;

v. Dismiss the allegation if, based on reasonable information, the AVP Research believes that continued investigation will result in a determination that the alleged misconduct in research has not occurred; and

vi. Take such other action as the AVP Research deems appropriate.

## 2. ALLEGATIONS

a. Allegations of misconduct in research may be made by any person(s) within or outside the university. Anonymous allegations will not be investigated.

b. Allegations must be in writing, dated and signed by the complainant(s). Allegations must contain fully documented evidence and must normally be made within six months of the alleged misconduct.

c. The allegation shall be received by the AVP Research. Allegations received by others must be treated confidentially, and conveyed directly to the AVP Research.

d. If the AVP Research is a party to the alleged misconduct, the VP Academic will assume the AVP Research's role in applying this policy.

e. In the event of an allegation of misconduct being made that involves funds from the federal Tri-Agencies an exact copy of the allegation shall be forwarded to the Secretariat on Responsible Research Conduct of Research (SRCR).

## 3. CONFIDENTIALITY AND SECURITY OF RECORDS

a. Throughout the informal and formal investigations the identities of the complainant(s) and the respondent(s) and any records, data, files, electronic recordings or information gathered during the proceedings shall be kept in confidence by all parties, except in the case of allegations involving federal Tri-Agency funds (see Section B.5 above).

b. The AVP Research will be responsible for retaining, in a secure location, and controlling appropriate access to any records, data, files, electronic recordings, or information arising from this policy. Any and all records, data, files, electronic recordings or information relating to an action under this policy will be handled by the university in accordance with the British Columbia Freedom of Information and Protection of Privacy Act, and applicable university policies and retention schedules.

## 4. INITIAL RESPONSE TO ALLEGATIONS

a. Upon receipt and review of an allegation the AVP Research, or in his/her absence a person designated to act as the AVP Research by the VP Academic, shall proceed as outlined below, or shall appoint an individual to review the matter (the reviewer) and report to the AVP Research.

b. Within 5 working days of receiving the allegation, the AVP Research shall inform the respondent in writing of the allegation. The AVP Research or the reviewer will conduct confidential, informal consultations with the complainant(s) and the respondent(s) to determine if an informal resolution is possible. The AVP Research shall take such actions as required to protect university and external funds and resources.

c. If informal consultation fails to resolve the allegation, the AVP Research, shall convene a formal meeting(s) with the respondent(s) and the complainant(s) to discuss the allegation. The respondent(s) shall be informed of the right to be accompanied by a person of his or her choice at the meeting. If the respondent(s) is/are a member of any bargaining unit within the university, and if the respondent(s) consent(s), that organization will be promptly notified. Following this meeting, the AVP Research may:

i. Inquire into the allegation further, or

ii. Dismiss the allegation.

d. The AVP Research will decide whether or not a formal investigation is warranted and inform the respondent(s) and complainant(s) in writing, normally within 15 working days of the end of the meeting(s) provided in (3) above. If an employee association was notified, then it will be informed of the decision at the same time.

e. In the event that the allegation pertains to the use federal Tri-Agency funds, the AVP Research shall inform the SRCR confirming whether the investigation is proceeding or not.

## 5. FORMAL INVESTIGATION

a. If the AVP Research determines that a formal investigation is warranted, he or she shall, within 10 working days of the decision, appoint an investigative committee of one to three members, none of whom shall have any conflict of interest with respect to either the complainant(s) or respondent(s). Members of the Investigative Committee shall have the appropriate expertise to evaluate the particulars of the allegation and may or may not be members of the university community. The complainant(s) and the respondent(s) shall be notified of the composition of the committee.

b. Any objection to the composition of the Investigative Committee shall be made to the AVP Research within 5 working days of this notification. The only grounds for objection are alleged bias or conflict of interest. The AVP Research's disposition of any such objection shall be final.

c. The mandate of the Investigative Committee is to determine on a balance of probabilities whether misconduct in research has occurred, and if so, its extent and seriousness. For a three person Investigative Committee, the determination is made by majority vote. For a two person Investigative Committee, the determination is made by consensus and if a consensus cannot be reached, the Investigative Committee is deemed to have determined that the alleged misconduct did not occur. The determination of the Investigative Committee is binding on the university...

d. The Investigative Committee shall invite the respondent(s) to make a submission in writing. Subject only to the need to respect the privacy of third parties, all documentation submitted to the Committee shall be made available to the respondent(s) who shall be given the opportunity to respond fully to the evidence presented.

e. The Investigative Committee has the right to examine any records, data, information, documents, files, and associated materials related to the investigation and question any student or member of faculty or staff during its investigation. All members of faculty, staff and students must cooperate fully with the Investigative Committee and make available any records, data, information, documents, files, and associated materials requested by the committee during its investigation. The Investigative Committee shall assemble and clearly identify all data, documents, files, records, and associated materials. The Office of Research

and Scholarship will be responsible for keeping and controlling appropriate access to records, consistent with applicable policy and legislation.

f. The complainant(s) and respondent(s) shall be given an opportunity to be interviewed, to comment on the allegations, and to respond to any evidence before the Investigative Committee.

g. The investigation may include interviews, which will be held in camera. Evidence will not be given under oath. The Investigative Committee shall ensure that records of any interviews will be kept.

h. Records of meetings will be considered confidential to the extent permitted by law.

i. The Investigative Committee has the right to seek impartial expert opinions and advice, as it deems necessary, in order to ensure that the investigation is thorough and authoritative.

j. The Investigative Committee will submit a written report to the Associate Vice President, Research within 60 days of its appointment including the substantive evidence that was considered in its review and its recommendations. The report will contain:

   i. The full allegation

   ii. The names of the members of the Investigative Committee and the rationale for their selection;

   iii. The process followed in the investigation;

   iv. A list of the person(s) who provided information;

   v. A list of the witness(es) interviewed;

   vi. A summary of the relevant material;

   vii. All copies of records, data, information, documents, files, and associated materials related to the investigation;

   viii. A determination of whether or not scholarly misconduct occurred;

   ix. If scholarly misconduct occurred, a statement of its extent and seriousness; and

   x. A statement of the reasons for the findings including clear and convincing evidence that the conclusions reached are valid;

   xi. Recommendations on any remedial action to be taken in the matter in question and/or changes in policies and procedures to avoid similar situations in the future;

   xii. A proposed plan to protect and restore the reputation of the respondent(s) if wrongly accused;

xiii. A proposed plan to protect the complainant(s) as outlined in Other Provisions section A below.

k. Normally within 20 days of the receipt of the Investigative Committee's report, the AVP, Research, shall reach a decision and prepare a final report containing:

i. A copy of the signed allegation;

ii. The findings of the AVP Research as to whether the allegation has been upheld;

iii. A statement of the reasons for the findings.

l. The final report shall also describe any actions that are to be taken including, but not limited to:

i. Sanctions to be taken against a respondent who is found to have engaged in misconduct;

ii. Actions to be taken to protect or restore the reputation of the respondent if wrongly accused;

iii. Actions to protect a complainant found to have made a responsible accusation (see Other Provisions section A below);

iv. Sanctions against a complainant found to have made an irresponsible or malicious allegation.

m. Sanctions shall be consistent with Kwantlen policies and collective agreements.

n. The report of the Investigative Committee and the final report prepared by the AVP Research will be forwarded, within 5 days of the completion of the final report, to the President, the respondent(s) and his or her divisional dean, the complainant(s), and any bargaining unit informed of the proceedings. Any distribution of the report shall be consistent with the British Columbia Freedom of Information and Protection of Privacy Act.

o. The AVP Research is responsible for ensuring that any actions specified in the final report are carried out.

p. Where the finding is that misconduct has occurred, the AVP Research shall forward the report of the Investigative Committee and the final report within thirty days of the conclusion of the investigation, to any granting agency (in the case of federal Tri-Agency funds, to the SRCR) or sponsor known to have provided support for the scholarly activity and may inform other relevant persons or agencies in the interests of protecting the integrity of scholarly activity.

q. Where any granting agency or sponsor has requested an investigation under this policy, the AVP Research shall forward a copy of the Investigative Committee report and the final report to the agency or sponsor, whether or not misconduct is deemed to have occurred, within 30 days of the conclusion of the investigation.

r. Where the AVP Research dismisses an allegation, or determines that scholarly misconduct has not occurred, the Associate Vice President, Research shall maintain one copy of all materials in a secure place for a period of one year from the date of such determination. The secured copy of the materials shall be consulted only if a complaint of mischievous or malicious allegation is submitted regarding the original complaint. After one year, the remaining copy of materials will be destroyed.

## C. OTHER PROVISIONS

### a. Protection For Good Faith Claims

i. The university will make every effort to protect from retaliation those making an allegation of misconduct in research or who have provided information to the university in good faith. Retaliation does not include actions of the university taken pursuant to section A(4).

ii. No person(s) to whom this policy applies may retaliate against a person(s) making such allegations or providing such information in good faith.

iii. If a person(s) who has made such an allegation or who has provided such information in good faith believes that they have suffered retaliation from a person(s) to whom this policy applies, they may file a written complaint to the AVP Research. The university will conduct an investigation of the alleged retaliation. Anyone who does engage in such retaliation is subject to disciplinary action. Where retaliation is found to have occurred, the university will act accordingly.

iv. The university may take disciplinary action against individuals found to have made an irresponsible or malicious allegation of misconduct. This includes, but is not limited to, allegations that are based upon facts that the complainant(s) knew to be false, or allegations made with reckless disregard towards, or with willful ignorance of, facts that would disprove the allegation.

v. Any disciplinary action taken against an employee of the university pursuant to section A will follow the procedures outlined in any applicable collective agreement or agreement on conditions of employment that apply to that employee.

### b. Appeal Process

i. If an affected person believes that the decision of the final report of the AVP Research was reached improperly, an appeal or grievance as appropriate may be filed according to the terms of the appeal or grievance mechanism applicable to that person. If no such mechanism is in place an appeal may be filed, within 15 working days of the receipt of the report, with the President.

**c. Data**

i. Data must be organized in a manner that allows ready verification. Data must be gathered in accordance with principles governing the use of human and animal subjects.

ii. Subject to exceptions based on a duty of confidentiality and the laws respecting intellectual property and access to information, after data are published, they must be made available to any party presenting a reasonable request to examine them. In cases where there is a disagreement between the researcher and the person requesting the data, the matter shall be referred to the Office of the AVP Research for resolution.

iii. All original data must be retained for a reasonable length of time. A period of at least five years from the date of publication is recommended.

## D. ATTRIBUTION OF AUTHORSHIP, AND OWNERSHIP OF COPYRIGHT AND OF COPYRIGHT IN DATA

1. **Early Discussions:** Research collaborators should establish as early as possible, how the attribution of authorship and how the allocation of copyright and copyright in data are to be divided between them.

2. **Attribution of Authorship:** In the absence of an agreement between the researchers, the following rules governing the attribution of authorship apply:

   a. authorship is attributed to all those persons who have made significant scholarly contributions to the work and who share responsibility and accountability for the results;
   b. an administrative relationship to the work does not of itself qualify a person for co-authorship;
   c. the order of the names in a publication is decided according to the quality of the contribution, the extent of the responsibility and accountability for the results, and the custom of the discipline.
   d. the attribution of authorship is not affected by whether researchers were paid for their contributions or by their employment status;

3. **Duties of the Principal Author:** In the absence of an agreement between the researchers, where there are co-authors, the following further rules apply:

   a. the author who submits a manuscript for publication accepts the responsibility of having included as co-authors all persons who are entitled to co-authorship, and none who are inappropriate;
   b. the submitting author should send each co-author a draft copy of the manuscript and should make a reasonable attempt to obtain consent to co-authorship, including the order of names; and
   c. other contributions should be indicated in a footnote or an "Acknowledgements" section, in accordance with the standards of the discipline and the publisher.

4. **Ownership of Copyright and of Copyright in Data:** In the absence of an agreement between the researchers, the allocation of copyright and copyright in data are governed by university policy, provisions in relevant collective agreements, and the law.

5. **Student-Professor Collaborations:** The rules in (1) to (4) apply to the case where the collaborators are professor(s) and student(s). Further to those rules, a student should be granted due prominence on a list of co-authors of any multiple-authored article that is based primarily on the student's own dissertation/ thesis, according to the practice in the discipline.

6. **The Duty to Acknowledge Sources of Funding:** All internal and external funding sources (grants, contracts and gifts including endowed income that funds research chairs) used in the conduct of research should be acknowledged in resulting publications.

## E. RESEARCH INVOLVING BIOHAZARDOUS MATERIALS

1. The university is not, at present, approving, permitting or planning to approve or permit research involving biohazardous materials. If the university decides in the future to approve or permit such research the university will comply with the Public Health Agency of Canada Laboratory Biosafety Guidelines and will inform the Natural Sciences and Engineering Research Council (NSERC) of this change.

## F. RESEARCH INVOLVING ANIMALS

1. The university is not, at present, approving, permitting or planning to approve or permit any research involving animals. If the university decides in the future to approve or permit such research the university will obtain a Good Animal Practices certificate from the Canadian Council on Animal Care (CCAC) prior to approval of such research and will comply with CACC guidelines. The university will inform NSERC of this change.

## G. GENERAL REPORTING

1. The AVP Research will issue an annual report, with personal identifiers removed, of the number of allegations of misconduct in research, the timeframe for processing them and a brief description of the outcome.

2. The AVP Research will periodically issue summaries of the decisions, with personal identifiers removed, for the purpose of educating university members on acceptable practices for integrity in research.

## H. RELATED POLICY

Refer to RS2 *Integrity in Research and Scholarship Policy*

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.** RS3 |
| **Approving Jurisdiction:** President |
| **Administrative Responsibility:** Provost and Vice President Academic |
| **Effective Date:** May 19, 2010 |

# Indirect Costs of Research Policy

## CONTEXT AND PURPOSE:

The purpose of this Policy and related Procedures is to establish a requirement that all research project grants and contracts must include an allowance for indirect costs and that the resulting funds will be accounted for through the University's central accounting system. The Procedures outline how the funds generated by the indirect cost allowance will be distributed to various University departments.

## SCOPE AND LIMITS:

This Policy applies to all external funding for research activities undertaken by Kwantlen Polytechnic University's faculty, whether the funding source is philanthropic, not-for-profit, industrial, governmental or derived from other sources.

## DEFINITIONS:

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

## STATEMENT OF POLICY PRINCIPLES:

(1) Every grant or contract for research projects must include an allowance for indirect costs at a rate specified in the Procedures document that accompanies this Policy.
(2) Funds generated by the allowance for indirect costs and received as a result of research grants will be accounted for through the University's central accounting system.
(3) Funds generated by the allowance for indirect costs will be distributed to various departments of the University at rates that are specified in the Procedures document.

## RELATED POLICIES, LEGISLATION:

FM9 *Financial Structure of Revenue Based Activities*

## RELATED PROCEDURES:

Refer to RS3 *Indirect Costs of Research Procedure*

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.** RS3 |
| **Approving Jurisdiction:** President |
| **Administrative Responsibility:** Provost and Vice President Academic |
| **Effective Date:** May 19, 2010 |

# Indirect Costs of Research Procedure

## DEFINITIONS:

**Indirect Costs**: Indirect costs are ongoing, necessary operating expenses of an organization that cannot be attributed to one department, project or service (also referred to as overhead). Examples of Indirect Costs include utilities, audit, legal expenses and costs related to administrative staff.

## PROCEDURES:

(1) Every grant or contract for research projects accepted by the University must include an allowance for indirect costs at a rate of 25% of direct costs except as noted below.

(2) Special rates for indirect costs may apply to certain agencies. The Office of Research and Scholarship will maintain a database of approved Special Rates for Indirect Costs. Researchers are required to consult with the Office to verify the appropriate rate. If a rate for indirect costs does not exist for the particular situation under consideration, then the Office will negotiate for a rate on behalf of Kwantlen Polytechnic University, prior to submission of the proposal.

(3) Indirect costs from research sponsored by the Canadian Institutes of Health Research, the Natural Sciences and Engineering Research Council of Canada and the Social Sciences and Humanities Research Council is recovered through the federal Indirect Costs Program and therefore grant applications for these funds must not include indirect costs..

(4) Revenue (other than from the Federal Indirect Costs Program) generated from the allowance for indirect costs will be accounted for through the University's central accounting system.

(5) Funds generated by the indirect costs allowance may not be used to offset excess expenditures incurred in the direct portion of research project costs nor for salary support for faculty.

(6) Seventy-five per cent of funds generated by indirect costs will be distributed for research and related academic purposes, as follows

- 25% - Office of Research and Scholarship (ongoing support of research administration and programs)
- 20% - Dean of Faculty (in support of the costs of faculty time reassignment and educational development)

- 15% - Library (in support of research material and repositories)
- 15% - Principal Investigator, held by the Dean's Office (discretionary funds to support research)

(7) Twenty five per cent of funds generated by indirect costs will be distributed to recover the general administrative indirect costs that support all of the University's operations

(8) Revenue received from the Federal Indirect Costs Program will be distributed for research and related academic purposes, as follows

- First $25, 000 – 100% to ORS
- Range $25, 000 to $100, 000 – 15% to ORS, 15% Central Administration, 70% distributed to recipient Faculties on a proportionate basis.
- Range greater than $100, 000 - 20% to ORS, 20% Central Administration, 60% distributed to recipient faculties on a proportionate basis.

The following numerical example provides additional clarity:

Assume direct costs of research activities including salaries and supplies: $100,000

Allowance for indirect costs at a rate of 25% on direct costs 25,000

Direct costs plus indirect costs $125,000

Indirect Cost Allowance of $25,000 will be allocated as follows:

Office of Research and Scholarship, 25%..... $6,250
Dean of Faculty, 20%.....5,000
Library.15%.....3,750
Principal Investigator, 15%..... 3,750
General Administrative Indirect Costs, 25%..... 6,250

Total Indirect Costs allocated…….$25,000.

## RELATED POLICY:

Refer to RS3 *Indirect Costs of Research Procedure*

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.** RS4 |
| **Approving Jurisdiction:** President |
| **Administrative Responsibility:** Provost and Vice President Academic |
| **Effective Date:** October 21, 2011 |

# Administration and Control of Research and Special Funds Policy

## CONTEXT AND PURPOSE

The purpose of this policy is to govern the administration of research and other "special" funds (as defined in the Procedures document) where the related activities are carried out using University facilities or resources and where such research is funded either from outside or from within the University. The University will administer research grants and contracts only on behalf of faculty members, staff and administrators whose term of appointment is expected to span the term of funding.

## SCOPE AND LIMITS

This Policy applies to all Research activities funded through grants, awards, contracts and all other financial contributions from outside agencies and organizations or from internal University sources, where the related activities are carried out using University facilities or resources.

This Policy and related Procedures apply equally to:

- Funding requests for new projects
- Letters of Intent
- Requests for renewal or supplemental funding for existing projects
- Requests made by letter or by written proposal as well as those prepared on preprinted forms
- All faculty research awards and fellowships, including those where the funds will not be administered by Kwantlen Polytechnic University
- Post Doctor Fellowships which will be administered by Kwantlen Polytechnic University

- All graduate or undergraduate scholarships and fellowships which will include a research or travel allowance to be administered by Kwantlen

## STATEMENT OF POLICY PRINCIPLES

1. It is the University's obligation to ensure that the funds related to its research activities are subject, at minimum, to generally accepted standards for the administration and control of publicly administered funds. The principles of public transparency and accountability shall be paramount in determining the appropriateness of procedures.
2. The Associate Vice President Research is responsible for providing overall leadership in the area of University Research including the administration and control of research and special funds.
3. All research grant applications and contract proposals will be reviewed by Research Services prior to submission to ensure compliance with the policies and requirements of the University and, where applicable, the sponsor.
4. All research contracts are negotiated by the Office of Research and Scholarship staff, in consultation with the researchers, on behalf of the University.
5. In administering and controlling research and special funds, the University will follow generally accepted financial and administrative control practices, supplemented, where required, by any additional requirements of the sponsor.

## DEFINITIONS

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

## RELATED POLICIES & LEGISLATION

AD3 *Purchasing*
RS1 *Research Involving Human Participation*
RS2 *Integrity in Research and Scholarship*

## RELATED PROCEDURES

Refer to RS4 *Administration and Control of Research and Special Funds Procedures*

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.** RS4 |
| **Approving Jurisdiction:** President |
| **Administrative Responsibility:** Provost and Vice President Academic |
| **Effective Date:** October 21, 2011 |

# Administration and Control of Research and Special Funds Procedure

## DEFINITIONS

Principal Researcher: Principal Researcher(s) refers to the primary signing authorities of a Fund: researchers, project leaders or principal investigators, etc.

Research Contracts: A Research Contract is a formal agreement between legal entities, i.e. the University and a sponsor; research contracts provide financial support to university researchers to conduct research in a particular area or field under specific stipulations and conditions. These conditions should:

- specifically outline the scope and nature of the research
- define the deliverables
- establish ownership, patent rights and licensing arrangements
- provide for confidentiality of information supplied and created
- establish considerations for acceptance and/or termination of the contract
- for all research that is of contractual nature, the university seeks to fully recover both the direct and indirect costs

Research Grants: Research Grants provide financial support to university researchers to conduct research in a particular area or field; the objectives of the research are defined in a general fashion without any formed detailed stipulation as to the direction of such research; grants normally possess the following characteristics:

- Funds are provided to cover the direct costs of research, i.e., salaries of research personnel (including students, postdoctoral fellows, research associates, technicians, secretarial and professional assistance), equipment (which is the property of the university), materials and supplies and travel.
- Funds are not normally provided to cover the indirect or infrastructure costs of research including faculty time, as reflected in salaries and benefits, space for

laboratories, administrative services, and operating and maintenance costs of physical plant. Accordingly, grants do not provide either direct or indirect remuneration to the Principal Researcher or co-investigators.

- Support is not tied to a specific performance outcome nor can it be retracted as a function of performance. Accordingly, payment to the university is generally made in advance of expenditures.
- There is no specific transfer of results to the grantor: however, a final report stating the results of the research is usually submitted to the grantor.
- Knowledge created is 'transferred' by peer-approved means at the discretion of investigator(s) through publications, conference presentations, workshops, seminars, popular media etc. On occasion this is a requirement of a specific funding program.

Special Funds: Special Funds, for the purposes of this Policy, are those funds that are related to and support research activities but do not meet the criteria for research; examples include: undergraduate and graduate student scholarships, postdoctoral awards, conferences, symposiums, sale of products or services as a result of research activities.

# PROCEDURES

These Procedures involve the administration and control of research and special funds and are divided into "(A) Overview", "(B) Procedures in the Pre-Award Phase" (generally under the administrative control of the Associate Vice President Research) and "(C) Procedures in the "Post-Award" phase (generally under the administrative control of the Executive Director, Finance). Note that these Procedures apply whether funds are generated by external sources or from within the University.

## (A) OVERVIEW

(1) The Associate Vice President Research is responsible for providing overall support for the University's research activities. This may include working closely and collaboratively with deans/directors, the directors of affiliated research organizations/institutes and members of government and business/industry. Principle Researchers may also take a significant role in the development of research, and work closely with external parties to initiate research activities.

(2) Associate Vice President Research is the chief liaison on matters related to University research with external research organizations, other public sector institutions with research mandates, government ministries, departments and funding agencies and research foundations and associations.

(3) All research grant applications and contract proposals with the Provincial or Federal governments as well as other, external funding agencies must be reviewed by Office of Research and Scholarship staff prior to submission to ensure compliance with the policies and requirements of the University and the sponsor.

**(B) PROCEDURES IN THE PRE-AWARD PHASE (generally under the administrative control of the Associate Vice President Research)**

(1) This Policy and related Procedures apply equally to:

- Funding requests for new projects
- Letters of Intent
- Requests for renewal or supplemental funding for existing projects
- Requests made by letter or by written proposal as well as those prepared on preprinted forms
- All faculty awards and fellowships, including those where the funds will not be administered by Kwantlen Polytechnic University
- Post-Doctoral Fellowships which will be administered by Kwantlen Polytechnic University
- All graduate or undergraduate scholarships and fellowships which will include a research or travel allowance to be administered by Kwantlen

The Policy does not apply to forms that are a "Notification of Intent to Apply", such as the NSERC form 180 or the CIHR registration package. In these cases, there is no requirement for the signature of the Associate Vice President Research.

(2) In addition to fulfilling the signature requirements of the agency to which the researcher is applying, the researcher must also fulfill the signature requirements of the University as follows:

1. Principal Researcher/Applicant (and co-applicants if any)
2. Department Chair/Head
3. Faculty Dean
4. Associate Vice President Research on behalf of the President

(3) The following outlines the significance of each of these signatures:

1. Signature of Principal Researcher/Applicant
   * his/her acceptance and willingness to carry out the work within the established budget
   * his/her agreement to carry out the research within the terms and conditions of the granting agency if the application is successful.
   * understanding and acceptance that the research funded by a successful application will follow the University's research-related Policies and

Procedures (refer to B18, Integrity in Research and Scholarship and G27, Research Involving Human Participants)
* Agreement to permit the Human Resources Office, through the Office of Research and Scholarship to release requests from grant agencies to confirm the researcher's employment with Kwantlen and other matters related to the researcher's eligibility status

2. Signature of Department Chair/Head
   * Verifies that facilities, space and other resources required to carry out the research project, including specified incremental resources, have been prioritized within the department and will be available when required

3. Signature of Faculty Dean
   * Verifies his/her approval regarding the proposed allocation of resources within the Faculty

4. Signature of Associate Vice President Research
   * Verifies that Kwantlen Polytechnic University is prepared to administer funds received for the project on behalf of the principal researcher

(4) The Office of Research and Scholarship will manage all certification requirements related to such matters as the fulfillment of human ethics and/or animal care, biohazard and environmental obligations as evidenced by an approved funding Application Approval Form.

(5) Once the Office of Research and Scholarship has received funding acknowledgement of an award and that all certification requirements are secured for that award, the Office will advise the Financial Services Department that all approvals are in place and that a Fund can be established under the Principal Researcher.

## (C) PROCEDURES IN THE POST AWARD PHASE (generally under the administrative control of the Executive Director, Finance

(1) General

In administering and controlling research and special funds, the University will follow generally accepted financial and administrative control practices, supplemented, where required, by any additional requirements of the sponsor as outlined in the contract. Implementing and adhering to these contract terms and/or University financial and administrative controls is an institutional responsibility shared by the principal researcher, administrative staff supporting the co-applicants, the dean, director or chair with supervisory authority over the principal researcher, the Office of Research and Scholarship and the Financial Services department.

(2) Principal Researchers

Principal Researchers are responsible for initiating and monitoring financial transactions, keeping other responsible parties informed of changes in the funding arrangement, and ensuring all financial transactions and financial reports are in compliance with University and external sponsor policies. The Principal Researcher is the primary signing authority for all transactions on the Fund except for payments or reimbursements to themselves; these must be signed by the Dean that has supervisory authority over them. The Principal Researcher may choose to add an alternate signing authority for expenditure purposes; however, the Principal Researcher remains the primary signing authority. Specifically, the Principal Researcher shall:

a) Read and understand this procedure and the external sponsor policies. Different external sponsors have different policies and their policies can change over time. In order to ensure compliance and avoid subsequent adjustment, it is necessary that the requirements of the external sponsor and the policies of the University are understood by the Principal Researcher.
b) Review all transactions recorded against the Fund / Organization / Program (FUND). Each research and special fund is assigned a unique FUND. The Principal Researcher should review the financial transactions recorded in the FUND for appropriateness, completeness and accuracy. The Principal Researcher shall indicate completion of this review by signing and dating a reconciliation of the FUND as prepared in 3 (c).
c) Ensure the FUND remains within budget. The Principal Researcher has the primary responsibility to ensure that the FUND is not over-expended at any time. The Principal Researcher must not contract for goods or services beyond the funds available or beyond the funding period authorized by the external sponsor. The Principal Researcher is responsible for maintaining adequate budget in the FUND to cover the costs associated with salary increases and any additional costs associated with termination or interruption of employment.
d) Advise Office of Research and Scholarship and Financial Services of changes to the external sponsor agreement. The Principal Researcher is responsible for immediately advising the Office of Research and Scholarship and Financial Services if there are any changes or contemplated changes in the terms or conditions of the external sponsor agreement as well as any concerns about the ability or intention of the external sponsor with respect to payment of the grant, award, or contract amounts.
e) Attest to the accuracy of the financial statements prepared for external sponsors. The Principal Researcher is responsible for ensuring that the transactions recorded to the FUND are appropriate and accurate, compliant with the external sponsor policies and that all transactions have been included in the financial statements prepared for the external sponsor.
f) Principal Researchers may choose to delegate their responsibility to Administrative Support Staff**,** but this delegation does not relieve the Principal

Researcher from primary responsibility. The Principal Researcher shall implement such supervisory review controls as he / she deems necessary to ensure that Administrative Support Staff comply with all relevant policies and procedures.

(3) Faculty Administrative Support Staff

When a Principal Researcher has access to administrative support and does delegate under 2 (f), Administrative Support Staff are responsible for assisting the Principal Researcher in the financial administration of the project, including reconciling transactions recorded in the FUND to original source documents and identifying and correcting any errors and omissions. More specifically, the Administrative Support Staff shall:

a) Read and understand this procedure and the external sponsor policies. Different external sponsors have different policies and their policies can change over time. In order to ensure compliance and avoid subsequent adjustment, it is necessary that the requirements of the external sponsor and the policies of the University are understood by Administrative Support Staff.
b) Reconcile the FUND monthly. The Administrative Support Staff shall maintain a file of source documents (order forms, receiving receipts, invoices, appointment forms, time sheets, etc.) and reconcile the transactions in the FUND to the source documents each month. Any errors or omissions must be identified and corrected. Administrative Support Staff are responsible for providing the reconciliation and supporting documents (the reconciliation package) to the project leader on a monthly basis for formal review and approval. The reconciliation package should be retained for a period of seven years or longer if required by the external sponsor. Administrative Support Staff are responsible for providing the reconciliation package to Financial Services upon request.
c) Ensure payments received for the FUND are forwarded to the assigned Accounting Analyst in Financial Services for deposit, together with supporting documentation and the relevant FUND number. All cheques are to be made payable to the Kwantlen Polytechnic University.

(4) Dean, Director or Chair

a) The Dean, Director, or Chair with supervisory authority over the Principal Researcher is responsible for providing an alternate budget source in instances where the research or special FUND becomes over expended or where non-compliant transactions are initially charged against the FUND.
b) By signing the Application for Research Funding the Dean, Director or Chair is agreeing to share in the responsibility for the administration and control over these Funds as well as supporting the infrastructure required for research activities.

c) Payments or reimbursements to Principal Researchers and Co-Researchers must be signed by the Dean, Director or Chair that has supervisory authority over them.

(5) Financial Services

Financial Services is responsible for supporting the Principal Researcher and Administrative Support Staff through provision of financial transaction and support functions. Specific to this procedure, Financial Services will:

a) have a designated Accounting Analyst available to assist the Principal Researcher and others in complying with this procedure. The Accounting Analyst shall read and understand this procedure and the external sponsor policies. Different external sponsors have different policies and their policies can change over time. In order to ensure compliance and avoid subsequent adjustment, it is necessary that the requirements of the external sponsor and the policies of the University are understood by the Analyst.
b) Open the FUND in the General Ledger. In order for a fund to be established in the research and special fund, Financial Services must satisfy each of the following requirements:
    i. Funding certainty must exist. It is preferable to receive the funds in advance of any expenditure, but where this is not the case, funding certainty may be evidenced by an original signed copy of the external sponsor agreement. At the discretion of Financial Services, this may also include a credit-worthiness review of the external sponsor.
    ii. All certification requirements must be secured. For research and special funds this would normally consist of fulfillment of human ethics and/or animal care, biohazard, and environmental obligations as evidenced by an approved Funding Application Approval Form. This approval process is managed by the Research Office.
    iii. The Primary Signing Authority for the fund must be identified. Normally this will be the Principal Researcher. In the case of a salary award for a Principal Researcher, the signing authority must be the Dean, Director, or Chair with supervisory authority over the Principal Researcher.
    iv. If not specifically identified in the external sponsor agreement, the purpose and duration of the fund must be defined.
    v. A "new fund / org request form" must be completed and approved.
c) Ensure transactions recorded to a FUND are legitimate and accurate. The Accounting Analyst will fulfill this requirement by:
    i. Providing advice and interpretation to Principal Researchers and Administrative Support Staff with regard to transaction compliance with University and external sponsor policy. The Accounting Analyst is responsible for working cooperatively with all parties to help resolve any non-compliant transactions. Where necessary, the Accounting Analyst

will contact the external sponsor for guidance on the appropriateness of transactions if not specifically addressed by external sponsor policy.

ii. Providing training to Principal Researchers and Administrative Support Staff with respect to University and external sponsor policies as well as effective strategies for transaction documentation, monitoring, and reconciliation.

d) Ensure the FUND remains within budget by maintaining a system of controls to reduce the risk of over-expenditure in a FUND. Financial Services is responsible for advising the Principal Researcher (primary signing authority) and the Dean, Director or Chair of all FUNDs that are over-expended at the end of each month.

e) Prepare financial statements and invoices for the external sponsor. Financial Services will ensure financial statements are prepared in accordance with external sponsor requirements. In the absence of external sponsor policy to the contrary, financial statements will be prepared in accordance with generally accepted accounting principles. Financial Services is responsible for ensuring financial statements agree with the University's financial records.

f) Close the FUND in the General Ledger. Upon completion of the project, Financial Services shall ensure any residual funds are dealt with in accordance with the agreement with the external sponsor or University Procedures as outlined below (h). Any ineligible expenses or over expenditures shall also be cleared from the FUND after ensuring that all funding has been received from the external sponsor or other internal sources. Financial Services shall prepare the final financial statements and close the FUND to ensure that no further expenditures can be incurred against the project.

g) Where permitted by the external sponsor, research accounts may be extended for one year past the end date of the project. A written request must be submitted by the Principal Researcher to the Associate Vice President Research one month prior to the end date. No further extensions are permitted. The funds must be used for the purposes of the original agreement.

h) Where permitted by the funder, residual monies are retained by the University; otherwise funds are returned with the final reports. Residual funds are treated as follows:

- Social Sciences and Humanities Research Council funds: are held in an Office of Research and Scholarship account to support social science and humanities research projects; uses may include, but are not limited to, a one year award for “4A” results or a special funding call.

National Sciences and Engineering Research Council of Canada funds: are held in an Office of Research and Scholarship account to be used in support of equipment needs.- Residual funds in a Research Project not identified above will be distributed in the following manner:

- Faculty research projects - 50% Dean of Faculty, 25% Office of Research and Scholarship, 25% library.
- Kwantlen Research Institute projects - 50% Director of the Research Institute, 25% Office of Research and Scholarship, 25% library.

(6) Assurance

The Assurance area, within Financial Services Department, will perform periodic test audits of research and special fund transactions to monitor compliance with University and external sponsor policies.

## RELATED POLICY

Refer to RS4 *Administration and Control of Research and Special Funds Policy*

KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.**<br>RS5 |
| **Approving Jurisdiction:**<br>Board of Governors |
| **Administrative Responsibility:**<br>Provost and Vice President, Academic |
| **Effective Date:**<br>June 27, 2019 |

# Intellectual Property Policy

## A. CONTEXT AND PURPOSE

1. Kwantlen Polytechnic University (the University) is committed to teaching, learning, scholarship, and research. To fulfil its vision, mission, and mandate, the University encourages the creation, distribution, and utilization of the outcomes of intellectual endeavours by University Members. While doing so, it ensures that the interests of the University and its Members are safeguarded.

2. The University's strategic plan notes that innovation, scholarship, and research benefit itself, students, and society. The University's Academic Plan prioritizes student success, teaching excellence, research, internationalization, open education, indigenization, and graduate studies, among other goals.

3. Consistent with its commitment to academic freedom, the University preserves the rights of Creators and owners during the creation, distribution, and utilization of these outcomes, and when collaborating with third parties concerning intellectual property (IP).

## B. SCOPE AND LIMITS

1. This Policy applies to all University Members. It also affects contractors to the University who supply their services under a Contract for Services.

2. This Policy does not apply to IP created by University Members through Independent Effort.

3. This IP Policy and related Procedure shall be interpreted in harmony with up-to-date versions of related legislation, agreements, and policies, as they may be amended time to time.

## C. STATEMENT OF POLICY PRINCIPLES

Through this Policy and related Procedure, the University:

1. Fosters creativity, innovation, and other intellectual endeavours by University Members across the University;

2. Encourages dissemination of knowledge for the benefit of the University Members and for the broader society;

3. Educates and informs University Members in dealing with IP, and identifies resources to guide them regarding their rights and responsibilities;

4. Reaffirms IP rights for University Members, and clarifies guidelines and processes for the ownership, protection, disclosure, utilization, and disposition of IP;

5. Enables collaboration with, and funding from, industry, government, and community partners;

6. Provides for continuity of teaching in the cases of personnel changes, and affirms continued access by University and its Members to use educational materials;

7. Ensures compliance with applicable statutory, regulatory, and common law, and allows for both the University and its Members to meet legal commitments and obligations; and

8. Enables the interests of the University and University Members to contribute to economic prosperity, social inclusion, and environmental sustainability.

## D. DEFINITIONS

Refer to Section A in the related Procedure for definitions which will enhance the reader's interpretation of this Policy.

## E. RELATED LEGISLATION, AGREEMENTS, AND POLICIES

**Related Legislation Include**

(1) University Act
(2) Patent Act
(3) Copyright Act
(4) Trade-Marks Act
(5) Industrial Design Act
(6) Integrated Circuit Topography Act
(7) Plant Breeders' Rights Act

**Related Agreements Include**

(1) Agreement on the Administration of Agency Grants and Awards by Research Institutions
(2) Collective Agreement between Kwantlen Polytechnic University and Kwantlen Faculty Association
(3) Collective Agreement between Kwantlen Polytechnic University and the BC Government and Service Employees Union
(4) Terms and Conditions of Employment for Administrative Employees

Canada has joined several international IP treaties. Please see Canadian Intellectual Property Office page at http://www.ic.gc.ca/eic/site/cipointernet-internetopic.nsf/eng/wr02322.html#iptreaties.

**Related Policies Include**

(1) BP5 Use of University Property / Procedures
(2) AC8 Principles of Academic Freedom and Responsibility
(3) GV6 Use of Institutional Name, Coat of Arms, Crest, Logo, Seal and Other Graphic Images
(4) HR1 Conflict of Interest / Procedures
(5) IM1 Copyright Compliance / Procedures
(6) IM2 Freedom of Information and Protection of Privacy
(7) IM4 Confidentiality / Procedures
(8) ST2 Student Academic Integrity / Procedures
(9) ST7 Student Conduct (Non-Academic) / Procedures
(10) RS2 Integrity in Research and Scholarship / Procedures
(11) Employee Code of Conduct

## F. RELATED PROCEDURE

Refer to RS5 *Intellectual Property Procedure.*

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.** RS5 |
| **Approving Jurisdiction:** Board of Governors |
| **Administrative Responsibility:** Provost and Vice President, Academic |
| **Effective Date:** June 27, 2019 |

# Intellectual Property Procedure

## A. DEFINITIONS

| | | |
|---|---|---|
| 1. | Assignment: | The transfer of all or part of the IP rights from the one party (normally the owner) to another party. |
| 2. | Background IP: | All IP first conceived and reduced (actually or constructively) to practice outside of the scope of a project and know-how, such as IP owned, directly or indirectly, or licensed by a party prior to the commencement of the project. |
| 3. | Commercialization: | Activities undertaken to assign or license IP to external parties for the purpose of wider dissemination, further research and development, and/or commercial deployment leading to reputational benefits and revenue for the University or the University Member (or both). |
| 4. | Confidential Information: | Information that must be safeguarded and protected from unauthorized disclosure by a receiving party. It includes trade secrets, personal information, business information, proprietary information, and health information. |
| 5. | Consideration: | In the context of agreements, means the bargain or exchange between the parties. Examples include money paid in exchange for something, such as permission to use IP in certain ways (as in a Licensing Agreement or when a student receives income under an employment contract with the University), and exchanges of promises, such as the promise of release time from usual duties granted by the institution, given in exchange for the creation of teaching materials. |
| 6. | Creator(s): | Person(s) who create IP and who qualifies as creator(s) pursuant to the relevant law: e.g. an “inventor” under the Patent Act, or an “author” under the Copyright Act. |
| 7. | Course of Employment: | As used in relation to ownership of IP (notably the Copyright Act), refers to whether the work product in question is connected in some manner to the University Member’s general and ancillary duties as an University employee, including whether the work product is a component of the employee’s job description or the production of such work product resulted from the performance of the employee’s duties. The preceding is a description rather than a definition, as the phrase requires a highly fact-dependent and contextual analysis for a given situation. |

| | | |
|---|---|---|
| 8. | Faculty Member: | A member of the Kwantlen Faculty Association. |
| 9. | Foreground IP: | All IP first conceived or first reduced to practice (actually or constructively) under a project agreement. |
| 10. | Independent Effort: | With respect to IP, means that IP was created by a University Member outside of their employment with the University and without using University Resources. |
| 11. | Infringement: | Breach of another person's IP rights. |
| 12. | Intellectual Property (IP): | A collective term for property arising as creations of the human intellect and protected by legal rights in:<br>a. The Patent Act, which concerns useful inventions (meaning any new or useful art, process, machine, manufacture or composition of matter, or any useful improvement thereof).<br>b. The Copyright Act, which concerns a large variety of works, including literary (i.e. written), musical, dramatic, and artistic (paintings, sculptures, etc.) works, and performances, broadcasts, and sound recordings; as well as moral rights.<br>c. The Trade-Mark Act, which concerns distinguishing marks used in connection with specific products and services, so that one may know the source or origin of the product or service.<br>d. Integrated Circuit Topography Act, which concerns the design of interconnections for making integrated circuit topography and the integrated circuit products that incorporate those designs.<br>e. Industrial Design Act, which concerns certain original configurations, shapes, patterns or ornamentation which are applied to a useful article of manufacture and which appeal to the eye.<br>f. Plant Breeders Rights Act, which concerns new crop or plant varieties.<br>For the purposes of this Policy, the term IP will exclude the following rights sometimes included in the term IP: confidential information, personality rights, privacy, and domain names. |
| 13. | License: | The grant of the right to use an IP right, usually granted by the owner (called licensor) to another party (called licensee). A license does not transfer title to IP right, as in the case of an Assignment, but it may limit the remaining rights of the owner to use the IP. Licensing ought to be subject to a variety of terms and conditions specified in the Licensing Agreement. |
| 14. | Licensing Agreement: | An agreement between the licensor (usually the owner of IP) and the licensee that permits the latter to use the IP in certain ways, subject to terms and conditions or benefit from rights. |
| 15. | Material Transfer Agreement: | A contract that governs the transfer of one or more materials from the owner or authorized licensee to another party for research purposes. Materials may include cultures, cell lines, plasmids, nucleotides, proteins, bacteria, transgenic animals, pharmaceuticals and other chemicals. |
| 16. | Public Disclosure: | Any written or oral disclosure of any data or information to any person not under a contractual or fiduciary obligation of confidentiality. |
| 17. | Student: | A person who is registered in credit courses at the University or has commenced studies in non-credit courses at the University and has maintained his/her eligibility to register. |

| | | |
|---|---|---|
| 18. | University Member: | A member of the University community, and includes University employees, students, and post-doctoral fellows. |
| 19. | University Property/Resources: | Has the same meaning as given the term in Procedure HR1. |
| 20. | Usage Rights: | Mean, depending on the context, one of the following:<br>(a) The exclusive rights granted to the creator or owner of IP, by the applicable IP law. For example, a patent gives the patent holder(s) the exclusive right to make, use or sell any product or process that incorporates the patented invention.<br>(b) The statutory rights granted by the applicable IP law to non-owners of IP to use IP without the IP's creator's or owner's prior permission. E.g., fair dealing is a user right granted to non-owners of copyrighted works to use copyrighted works in certain circumstances.<br>(c) The rights granted to a non-owner under an agreement to use IP, such as a Licensing Agreement |

# B. PROCEDURES

**1. Background**

a. British Columbia's *University Act* gives the University the power to require, as a term of employment or assistance, that a person assign to the Board of Governors an interest in specific IP or other proprietary right resulting from an invention made through use of specified University supports or made in the course of or connected to that person's duties or employment.

b. The *Collective Agreement between Kwantlen Polytechnic University and Kwantlen Faculty Association* has provisions for ownership and mutual licensing of specific forms of IP created by Faculty Members during their employment with the University. The *Terms and Conditions of Employment for Administrative Employees* addresses ownership of IP associated with the University created by administrative (including excluded) employees. The *Collective Agreement between the University and the BC Government and Service Employees Union* contains no explicit provisions specific to IP.

*c.* The federal *Agreement on the Administration of Agency Grants and Awards by Research Institutions* requires that the University shall comply with its responsibilities in accordance with all relevant Tri-Agency policies, including policies specific to IP.

d. Specific to copyright, the Canadian *Copyright Act* provides for the ownership of copyright to be vested in the employer when works are created in the course of employment, except where agreement to the contrary exists, such as the *Collective Agreement between Kwantlen Polytechnic University and Kwantlen Faculty Association*. Canada also adheres to two international copyright conventions; the Berne Convention and the Universal Copyright Convention. Under these conventions, persons protected by copyright under the Canadian Copyright Act are entitled to standards of copyright protection in over ninety countries.

## 2. General

a. The University encourages all University Members to clarify, plan, and formalize provisions related to ownership, protection, disclosure, utilization, and disposition of IP at the very outset of any undertaking that may result in IP. Having clarity at the outset will help identify the most effective strategy to achieve desired outcomes for the University, University Members and external collaborators. It will also reduce the potential for conflicts or misunderstandings.

b. The University designates the Office of the Associate Vice President, Research as a resource for University Members on IP related to research and scholarship.

c. The University designates the Office of the Vice Provost, Teaching and Learning as a resource for University Members on IP related to teaching and learning.

d. The Office of the University Librarian (copyright@kpu.ca) serves as a resource on copyright compliance, in accordance with the Copyright Compliance Policy.

e. The University designates the Office of the Associate Vice-Provost, Open Education as a resource for University Members on open educational resources.

f. Students can also find resources on IP matters on the Student Rights and Responsibilities portal (www.kpu.ca/srr).

## 3. Ownership

a. Ownership of IP created by University Members will be determined in accordance with the University Act, the relevant statutory, regulatory, and common law, and the applicable agreements (e.g. collective agreements and employment agreements) with the University.

i. Students

1) Students own the IP that they create (including assignments, projects, papers, theses, dissertations, and examinations submitted to the University for evaluation) during their term at the University for which they have not received any Consideration, such as employment income.

2) Where Students are employed by the University or perform work under an agreement with the University, and the Student creates IP in the course of that employment or engagement, IP ownership will be determined in accordance with the relevant law and the terms of their agreement. See subsections ii. through vii. below.

ii. Faculty Members

1) The ownership of patents and copyright created or developed by Faculty Members shall be resolved in accordance with the Collective Agreement between Kwantlen Polytechnic University and Kwantlen Faculty Association, especially Article 18.02 as of the effective date of this Policy.

2) The ownership and use of trademarks, industrial designs, integrated circuit topographies and plant breeders' rights created or developed by Faculty Members may be resolved in keeping with the principles established in the Collective

Agreement at Article 18.02.

iii. Support Staff

1) As of the effective date of this Policy, the Collective Agreement between the University and the BC Government and Service Employees Union does not have any provisions specific to IP, which by operation of law means that, generally, IP developed by employees in the course of their employment is owned by the University.

iv. Administrative Employees

1) For greater certainty, Administrative Employees includes excluded employees.

2) As of the effective date of this Policy, the *Terms and Conditions of Employment for Administrative Employees* provide (at Article 30, effective November 2018) that the University owns IP created by employees who are not Faculty Members that is designed, written, created, constructed or invented in any of the specified ways unless otherwise agreed in writing by the President of the University.

3) For Administrative Employees covered under the *2010 Policies Concerning Working Conditions, Salaries, Benefits and Retirement Provisions for Administrative Employees* (Administrative Work Conditions), the provisions of Article 19 titled Copyrights under Part II: Working Conditions shall be used to determine ownership of copyrighted materials.

v. Other Employees

1) For all other employees (e.g. employees on casual service contracts and post-doctoral fellows), unless their employment agreements set out terms concerning IP, by operation of law, generally, IP developed by these employees in the course of their employment is owned by the University.

vi. Contractors

1) Any contractor providing goods or services to the University must warrant them to be free of any Infringements of IP.

2) Procurement agreements with contractors must include all necessary Usage Rights to the IP associated with the supplied goods and services.

vii. Visiting Scholars

1) Ownership and Usage Rights to IP developed at the University by visiting scholars such as researchers, educators, or students from other organizations shall be clarified through a written agreement prior to their arrival at the University.

viii. Collaborations

1) Given that IP frequently results from collaborations amongst University Members, or amongst University Members and external persons, the University encourages all

parties to sign a written agreement amongst themselves at the very outset, clarifying respective rights and responsibilities related to both Background IP and Foreground IP in accordance with this IP Policy framework and applicable laws.

2) For greater certainty, the University makes no claim to ownership of Background IP belonging to other individuals or organizations that collaborate with the University.

3) To avoid Infringement, agreements between the University and other parties should grant Usage Rights to Background IP as may be necessary to facilitate collaboration.

4) Confidential Information belonging to the University and/or other parties may be protected through Non-Disclosure Agreements in a form approved by the Office of General Counsel.

5) Research materials belonging to the University and/or other parties may be protected through Material Transfer Agreements in a form approved by the Office of General Counsel.

6) Funding organizations may require specific IP provisions as a condition of providing funding. University Members who choose to pursue such funding must ensure that any written agreement complies with this IP Policy framework in addition to requirements identified by those funding organizations.

b. For greater certainty, the University makes no claim to IP owned by University Members prior to their studies or employment with the University, or created through Independent Effort.

**4. Recognitions**

a. All Creators should receive appropriate recognition for their contributions. The recognition will be consistent with the norms appropriate to their discipline and/or sector.

b. Specifically, the Integrity in Research and Scholarship Policy and Procedure addresses recognitions in the context of research and scholarly activities.

c. University Members who create IP have the right to summarize their non-confidential work on their resumes, portfolios, or curriculum vitae.

d. University Members who invent are required to be recognized as Inventors on any application filed to patent their invention.

**5. Protection and Disclosure**

a. University Members are encouraged to secure protection of IP they create prior to making any Public Disclosure. This applies whether the IP is owned by the University or by the University Members.

b. The University will be responsible for the protection and enforcement of any IP that it owns, including all costs of registration, maintenance, and bringing infringement actions.

c. University Members are responsible for the protection and enforcement of any IP that they own, including all costs of registration, maintenance, and bringing infringement actions.

d. Copyright

i. Pursuant to the terms of the Copyright Act, copyright protection is automatic for eligible works in Canada. Eligible works includes computer software and compilations, including databases.

ii. While a notice is not required to enforce copyright in Canada, the University encourages University Members to follow the notice provisions set out in Universal Copyright Conventions by marking their copyrighted works with the international copyright symbol ©, the date of first publication (or date of creation for an unpublished work) and the name of the copyright owner(s), e.g.: "© 2019, Kwantlen Polytechnic University".

iii. University Members are encouraged to submit a copy of their copyrighted work in an appropriate repository operated or endorsed by the University, such as Kwantlen Open Resource Access (KORA) or Kaltura. University Members may note that submitting to an open repository may limit the author's ability to publish the same work in another medium. University Members are encouraged to consult with the Office of the University Librarian to determine and label with appropriate open licenses (e.g. Creative Commons) to enable wider reuse of their work while imposing certain conditions on its reuse.

iv. University Members are encouraged to consult with the Office of the University Librarian to determine and label works which contain or are derived from Traditional Knowledge of Indigenous Peoples, as set out in Articles 11 and 31 of the United Nations Declaration on the Rights of Indigenous Peoples, as such works may likewise be subject to restrictions on reuse.

e. Patents

i. Unlike copyrights where protection is automatic, patent protection for inventions in Canada and many other jurisdictions is possible only through successful registration with the appropriate agency.

ii. Inventors should be aware that Public Disclosure, such as publication (including posting to a publicly available website) or presentation of an invention triggers deadlines for registration.

iii. University Members who invent are encouraged to file an Invention Disclosure Form with the University to be considered for patent protection.

**6. Utilization and Disposition**

a. University Members must ensure that appropriate Usage Rights have been secured for any IP they use for University purposes (e.g. teaching materials, software licenses etc.).

b. The University may license or assign IP it owns to other organizations through a written agreement while preserving rights of University Members associated with that IP, and fulfilling all related legal commitments and obligations.

c. Regardless of ownership, in accordance with University's Collective Agreement with the Kwantlen Faculty Association, both the University and the Faculty Members who create

copyrighted materials enjoy certain perpetual rights to use these materials, as well as amend and update them, as currently provided for in Articles 18.02(b)-(c).

d. University Members are free to license or assign any IP they own while preserving the rights of the University associated with that IP, and fulfilling all related legal obligations and commitments.

e. Specific to trademarks, the usage of University-owned trademarks is governed by the Use of Institutional Name, Coat of Arms, Crest, Logo, Seal and Other Graphic Images Policy (GV6).

**7. Publication and Dissemination**

a. The University is committed to the open exchange of ideas and to the right of University Members to publish, communicate, and disseminate their research and scholarship.

b. University Members are encouraged to publish (with appropriate delay to allow for IP protection where needed) while ensuring compliance with all applicable University policies, commitments, and obligations.

c. University Members are encouraged to create and adapt open education resources, publish in open access outlets (including by submitting pre-prints to KORA or another open repository, as permitted by scholarly journals or as required by funders) and adopt open science practices (e.g. pre-registering hypotheses and data analysis plans or sharing research data or materials in an open repository) to maximize access and impact.

**8. Commercialization**

a. University Members are free to commercialize IP they own in accordance with the following:

i. All University Members must comply with the University's Conflict of Interest Policy framework. They must minimize any potential for real or perceived conflict of interest, including by separating their private interests from University work. Any real or perceived conflict of interest must be promptly disclosed to the University.

ii. The University may require suitable measures to mitigate such conflicts in accordance with the Conflict of Interest Policy framework.

iii. Should the University Member desire to collaborate with the University for Commercialization, including seeking continued access to University Resources, the University Member may be considered on the same basis as any other industry or community partner.

iv. The University designates the Office of Associate Vice President, Research as a resource for IP matters in industry and community partnerships.

**9. Exceptions**

a. Any exceptions to this Procedure must be approved by the Provost in writing.

## C. RELATED POLICY

RS5 *Intellectual Property Policy*

## D. RELATED FORMS AND TEMPLATES

Non-Disclosure Agreements
Invention Disclosure Form
Model Permission Letter
Term Sheet template
Licensing Agreement
Assignment Agreement
General Services Agreements

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.** RS6 |
| **Approving Jurisdiction:** President |
| **Administrative Responsibility:** Provost and Vice President, Academic |
| **Effective Date:** June 2, 2021 |

# Animal Use and Ethics in Teaching and Research Policy

## A. CONTEXT AND PURPOSE

KPU's Vision includes strategic goals to foster environmental sustainability through course offerings, research, and operations; to increase the levels of activity, funding, and intensity of research and scholarship; to increase innovation in teaching, learning, and curriculum; to ensure continuous improvement of all KPU programs and services; and to be accountable to its partners, governments, and communities.

Current teaching and research at KPU involving animal use, includes (for example) animal husbandry courses, wild animal surveys in ecology courses, and model organism use in research. This policy on Animal Use and Ethics at KPU will set out mandatory responsibilities, processes, requirements, and authority for all animal teaching and research conducted at KPU.

Through this policy framework, KPU seeks to elevate its accountability by attaining and maintaining external certification of Good Animal Practice from the Canadian Council on Animal Care (CCAC) for responsible use of animals, as required by the Tri-Agency Framework: Responsible Conduct of Research and the Agreement on the Administration of Agency Grants and Awards by Research Institutions. This will ensure the proper care, welfare, and ethical treatment of all animals used in teaching and research at any KPU campuses, off-campus sites, or field locations, as per the guidelines and standards set out by the CCAC. Further, this certification will foster innovation and improvement of courses and programs involving animal use at KPU, increased opportunities for collaboration in research, and greater accountability to the community.

The purpose of this policy and related procedure is to establish an ethical animal care and use program that meets CCAC standards, by;

1. receiving and maintaining CCAC's Good Animal Practice certification;
2. establishing a hierarchy of responsibility for animal care at KPU, via Senior Administration, the Office of Research Services, an Animal Care Committee (ACC), and individual Principal Investigators, Course Instructors, and animal users;
3. ensuring through Senior Administration that adequate care facilities, services, staffing, and veterinary care access exist wherever animals are kept on KPU campuses and off-campus sites;

4. establishing an ACC that complies with CCAC requirements;
5. establishing multi-stage independent review, approval, and monitoring of all protocols and procedures furthering the care, welfare, and ethical treatment of animals used in teaching and research across KPU.

## B. SCOPE AND LIMITS

1. This policy applies to all Employees, Students, visitors, contractors, and volunteers at KPU.

2. This policy governs all teaching and research at KPU that involves live animals as subjects, as defined by the CCAC. This includes fish, amphibians, reptiles/birds, and mammals, as well as live cephalopod invertebrates (see Section A of related Procedure). Such use includes the husbandry and housing of such animals at KPU; invasive or non-invasive experimental manipulations; naturalistic or non-intrusive systematic observation or measurement; non-lethal biopsy/fluid/tissue collection; and euthanasia with or without sample collection. This policy applies to wild animal use in field studies as well as animals housed at KPU. This also includes the use of embryos or fertilized eggs from such animals, where mandated by the CCAC. It also governs any other use of animals on all campuses and off-campus or field sites, with the sole exception of categories of animal use that are not covered by the mandate of the CCAC, such as preserved or non-living specimens, most invertebrate animals, personal pets, or service animals not used in research, teaching, or testing.

3. Refer to current KPU Occupational Health and Safety (OHS) guidelines regarding personal pets within KPU buildings or vehicles.

4. This Policy and related Procedure shall be interpreted in harmony with up-to-date versions of related laws, agreements, policies, and external requirements (including CCAC requirements), as they may be amended from time to time.

## C. STATEMENT OF POLICY PRINCIPLES

The use of animals in teaching and research is considered acceptable only if it promises to contribute to understanding of fundamental biological principles, or to the development of knowledge that can reasonably be expected to benefit humans or animals. Animals should therefore only be used in teaching or research when best efforts to find an alternative have failed, as dictated by the Russell-Burch “3R” tenets of “Replacement, Reduction, and Refinement.”

CCAC guidelines establish the basic requirements for each institutional program within the Canadian system of oversight of animal ethics and care. Assessments of institutional animal ethics and care programs are based on CCAC guidelines and assessment policies. Given the goals outlined in KPU’s Vision, of increased research activity, sustainability, quality improvement, and accountability, it is vital that KPU as an institution undertake compliance with CCAC guidelines and policies to receive and maintain the CCAC Certificate of Good Animal Practice.

1. **Responsibilities of Senior Administration**
   The Provost and Vice President, Academic has designated the Associate Vice President, Research, Innovation, and Graduate Studies as the senior administrator responsible for this policy and

procedure. In accordance with the CCAC policy statement for senior administrators responsible for animal care and use programs (see links below), and working together with other departments across KPU, the senior administrator responsible for animal care shall:

a. Ensure that there are mechanisms in place to ensure that the proposed animal-based work has scientific and/or pedagogical merit.
b. Ensure that the ACC is appropriately composed and structured according to CCAC policy, and provided with sufficient human resources to function effectively.
c. Ensure the availability of appropriate veterinary and animal care staff and financial resources, to provide appropriate and sufficient animal facilities and services for any animals to be held and for the types of work to be undertaken.
d. Ensure that all animal users are well informed with regard to all aspects of the animal care and use program, and understand that using animals is a privilege that is granted with the understanding that institutional, provincial and national standards with respect to animal care and use, including CCAC policies and guidelines, are followed.
e. Ensure that institutional programs for occupational health and safety and crisis management include measures to protect all those who may be exposed to animals or related hazards.
f. Ensure that the institution prepares appropriately for every CCAC assessment visit.

2. **Responsibilities of the KPU Animal Care Committee**

In accordance with the CCAC terms of reference for animal care committees, the KPU ACC shall:

a. Ensure that the KPU Standard Animal Use Protocol documents are in line with CCAC guidelines and meet the requirements of the CCAC for assessment of ethical animal use and standards of care.
b. Review for approval all submitted Animal Use Protocols, following the CCAC guidelines for protocol review, prior to the commencement of any teaching and/or research using those animals, and follow up approved protocols with a system of routine monitoring.
c. Ensure that all submitted Animal Use Protocols and standard operating procedures (SOPs) include only procedures that comply with best standards of practice, CCAC guidelines, regulatory body requirements, and current government legislation, and that all animal use has been independently reviewed for scientific and/or pedagogical merit.
d. Ensure that all animals housed at KPU receive appropriate care at all stages of their lives, including appropriate methods of husbandry, housing, veterinary services, and euthanasia. This should involve at least annual site visits for all animal care facilities.

3. **Responsibilities of Animal Users**

In accordance with the CCAC terms of reference for animal care committees, all KPU Employees, Students, visitors, contractors, or volunteers involved in the use of animals shall:

a. Familiarize themselves with and abide by all approved protocols and SOPs regarding the care of the animals they will be using, including completion of all relevant training.
b. Familiarize themselves with and make appropriate use of reporting structures, including the submission of Standard Animal Use Protocols for approval by the ACC, regular reporting of animal use statistics, reporting of deviations in protocol, and any animal welfare incidents.
c. Notify the ACC about the presence of all animals (including service animals) on campus when they are being housed in KPU facilities, even temporarily.

4. **Liability**

By ensuring KPU's compliance with CCAC guidelines, this policy will further help prevent exposure of KPU to potential criminal liability under the Criminal Code of Canada and the BC Prevention of Cruelty to Animals Act.

Individuals who fail to obtain approval of the ACC before commencing teaching, research, or any other activities involving animals at KPU, may be personally liable under such laws as may apply.

## D. DEFINITIONS

Refer to Section A of RS6 *Animal Use and Ethics in Teaching and Research* Procedure for a list of definitions in support of this Policy.

## E. RELATED LEGISLATION, GUIDELINES, AND POLICIES

**Related Legislation Includes:**

1. Criminal Code of Canada (relevant sections are currently Sections 444 – 447)
2. BC Prevention of Cruelty to Animals Act
3. Health of Animals Act (S.C. 1990, c. 21)

**Related Agreements Include:**

1. Agreement on the Administration of Agency Grants and Awards by Research Institutions

**Related Standards and Guidelines Include:**

1. CCAC guidelines:
   a. CCAC general guidelines
   b. Policy Statement for: senior administrators responsible for animal care and use programs
   c. Terms of Reference for Animal Care Committees
2. Standard Acquisition Clauses and Conditions Manual (Clause A9015C - acquisition of animals for government funded research)
3. Canadian Food Inspection Agency (CFIA) conditions for handling of animals
4. CALAM (Canadian Association for Laboratory Animal Medicine) Standards of Veterinary Care
5. Codes of Practice for the Care and Handling of Farm Animals — National Farm Animal Care Council
6. Canadian Biosafety Standard (CBS) (2nd ed.) — Canadian Biosafety Standards and Guidelines
7. Containment Standards for Facilities Handling Aquatic Animal Pathogens (1st ed.) — CFIA

**Related Policies Include:**

1. AC1 *Advisory Committees* Policy
2. GV7 *Advisory Boards (Non-Program)* Policy
3. RS2 *Integrity in Research and Scholarship* Policy
4. SR5 *Insurance – Students* Policy
5. SR6 *Insurance – Employees* Policy
6. SR7 *Safety and Health* Policy
7. KPU OHS Guidelines - Pets on Campus
8. KPU Service Animal Guidelines

## F. RELATED PROCEDURES

RS6 *Animal Use and Ethics in Teaching and Research Procedure*

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.** RS6 |
| **Approving Jurisdiction:** President |
| **Administrative Responsibility:** Provost and Vice President, Academic |
| **Effective Date:** June 2, 2021 |

# Animal Use and Ethics in Teaching and Research Procedure

## A. DEFINITIONS

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|---|---|---|
| **1.** | **Animal Care Committee (ACC)**: | The committee which oversees the approval and implementation of all Animal Use Protocols and Standard Operating Procedures at KPU. |
| **2.** | **Animal Use Protocol (AUP):** | The protocols described on forms developed by the ACC to track and describe animal use for teaching and/or research; these forms must be filled out by principal investigators (for research) or course instructors (for teaching) for approval by the ACC. |
| **3.** | **Animals:** | As per the Canadian Council on Animal Care (CCAC) guidelines, 'animals' are defined to include all live vertebrate or cephalopod organisms that are covered under the mandate of the CCAC. |
| **4.** | **Animal User**: | Any and all employees, visitors, contractors, volunteers, students or other individuals who will be directly handling or caring for live animals for teaching or research at KPU. |
| **5.** | **Campuses and Sites**: | Includes any building, structure, parking lots, vehicle, space or land, (including vacant land or space) controlled, owned, leased, licensed, and/or occupied by KPU. |
| **6.** | **Course Instructor:** | The institutional instructor (or designate) who is primarily responsible for submission of a particular Course Outline that involves animal use. |
| **7.** | **Pedagogical Merit Review:** | An independent expert peer-review of the pedagogical merit of a given proposed AUP to use animals for teaching. Pedagogical merit review is required for all AUPs for use of animals in teaching prior to their subsequent review and requested approval by the ACC. |
| **8.** | **Principal Investigator (PI)**: | The researcher who has primary responsibility for a given research project. Every project has one lead researcher designated as the Principal Investigator. For course-based research, the individual advising the student engaged in a research project shall function as the PI for the |

purposes of obtaining all approvals and complying with this Policy.

**9.** **<u>Scientific Merit Review</u>:** An independent expert peer-review of the scientific merit of a research project that proposes to use animals for research. Such review is required for all AUPs for use of animals in research prior to their subsequent review and requested approval by the ACC.

**10.** **<u>Standard Operating Procedures (SOPs)</u>**: Specific established or prescribed methods of animal husbandry, maintenance, treatment, euthanization, or experimental manipulation to be followed routinely for the performance of these operations.

**11.** **<u>The Three Rs of Good Animal Practice</u>:**

**a)** **Replacement** refers to methods which avoid or replace the use of animals in an area where animals would otherwise have been used.

**b)** **Reduction** refers to any strategy that will result in fewer animals being used.

**c)** **Refinement** refers to the modification of husbandry or experimental procedures to minimize pain and distress.

# B. PROCEDURES

Ethical animal use requires consideration of animal welfare needs. KPU will adhere to the guidelines and standards of the CCAC. These procedures should be interpreted harmoniously within the current CCAC frameworks (e.g. standards, policies, and guidelines, and other requirements) and the Tri-Agency Agreement on the Administration of Agency Grants and Awards by Research Institutions as may be updated from time to time.

## 1. ROLE AND RESPONSIBILITIES:

a. **<u>Institutional Responsibility</u>**

In accordance with the CCAC policy statement for senior administrators responsible for animal care and use programs (Appendix 1), it is the responsibility of the Senior Administrator responsible for animal care at KPU (the Associate Vice President, Research, Innovation, and Graduate Studies, through the Office of Research Services or ORS) to:

i. Arrange for scientific and/or pedagogical merit review of all proposed animal-based work at KPU (see section 3 below).

ii. Ensure that a well-functioning ACC is appropriately composed and structured, according to the most recent version of the CCAC policy statement on: terms of reference for animal care committees (see section 2 below and Appendix 2).

iii. Ensure that appropriate resources and facilities are allocated to animal care, as dictated by the CCAC guidelines for animal care facilities (Appendix 3) and the CCAC policy statement for senior administrators responsible for animal care and use programs (Appendix 1).

iv. Lead the fulfillment of all other institutional responsibilities as required by CCAC, according to the CCAC policy statement for senior administrators responsible for animal care and use programs (Appendix 1).

v. Ensure that KPU operational units such as Faculties, Institutes and Schools, Facilities Services, Information Technology Services, Security, and the University Space Administration are proactively consulted at the start of planning any new, or modification to any existing, animal care facility to:

vi. Provide appropriate space allocation (for inclusion in the preparation of ACC applications), and cost estimates to create, operate, and maintain animal care facilities, including environmental controls and services (such as water supplies, emergency power, HVAC, etc.) for animal care facilities as needed to ensure animal health and welfare, as directed by the senior administrator described above.

vii. Provide 24-hour facility access for routine animal care/monitoring and emergency responses.

**b. <u>Roles of Animal Users</u>**

**Principal Investigators or Course Instructors must**:

i. Apply for and secure ACC approval of courses or research that make use of animals, prior to the commencement of teaching or research involving animals (see section 4 below). Each application will include the filling out of the Standard Animal Use Protocol (AUP) document, including any necessary supporting documents. The application shall also include documentation of approvals of the proposed research or course outline from Faculty and academic department levels, as well as evidence of appropriate animal housing and facilities (see b-ii below). Other supplemental information may be requested by the ACC. For research projects involving multiple PIs, only one Protocol is required, and should be submitted by the PI with the most direct involvement in handling/caring for the animals in question.

ii. Consult in advance with KPU operational units such as Facilities Services, Information Technology Services, Security, the University Space Administration, Risk Management, or any other relevant stakeholders regarding new or modified animal care facilities prior to the submission of any Animal Use Protocol to the ACC, and provide documentation of approvals for such plans from appropriate Faculty, institute, academic department, or other relevant stakeholders.

iii. Choose the most appropriate methods for their work, in consultation with veterinarians and other experts as needed; to detail all animal-based methods in writing to the ACC within the animal use protocol forms, and to answer questions from the committee on any aspect of animal-based work.

iv. Ensure that all individuals who will be involved in the handling and/or care of animals

under their protocols shall be appropriately trained as per item c below and be added to the existing protocol as users.

**All animal users (including PIs and Course Instructors) must:**

v. Familiarize themselves with and strictly follow the approved protocols, procedures, and SOPs regarding the animals they will be using in teaching and/or research.

vi. Complete the CCAC Animal Ethics Training modules, including the appropriate sub-streams (Fish, Vivaria, Farm Animals, or Wildlife) and submit records of completion to the ACC and ORS (ACC@kpu.ca and ORS@kpu.ca respectively).

vii. Familiarize themselves with the reporting structure set up for the animals they will be using, and to appropriately report all animal usage and care to the PI and the ACC as directed by their SOPs.

viii. Report any significant change or deviation in animal use protocols to the appropriate PIs, facility managers, or course instructors, and these changes must then be communicated to the ACC within 24 hours of use.

ix. Report any major animal welfare incident within 24 hours, directly to the ACC using the appropriate incident report forms, and immediately deal with the incident as directed by the relevant SOP.

**c. Role of the ACC**

The ACC ensures that KPU adheres to the CCAC guidelines and policies, as well as any applicable institutional, national, and provincial requirements. The ACCs operate under CCAC-established Terms of Reference (Appendix 1) which detail the roles and responsibilities of the ACC and the institution. KPU's ACC fulfills this mandate as follows:

i. Ethical review and approval of AUPs

1) Ensure that no KPU teaching or research activity (including field studies) involving animals be commenced without prior ACC approval of a written animal use protocol, and that no animals be acquired or used before such approval (see section ii-1 below). A transition plan will enable activities to continue until initial review of animal use protocols can occur (see section 4 a-iv).

2) Ensure that no animals be held on KPU campuses or sites for display or breeding purposes, or for eventual use in teaching or research, without prior ACC approval of a written animal use protocol, except where current CCAC guidelines provide for exemptions.

3) Ensure that all ACC members and animal users have the opportunity to become familiar with the CCAC guidelines on animal use protocol review (Appendix 4), the CCAC statement on Ethics of Animal Investigation (Appendix 5), and all other CCAC guidelines and policy statements, federal, provincial or municipal statutes that may apply, as well as specific institutional requirements on animal care.

ii. Development and implementation of documents, policies, and procedures for institutional animal care and use. This Policy and Procedure contains an appendix with links to guidelines for creating CCAC-compliant forms (Appendix 6), as well as relevant Occupational Health and Safety programs (Appendix 7) and Crisis Management programs (Appendix 8). See also: KPU Safety and Health Policy SR7.

1) Provide KPU Standard Animal Use Protocol documents that are consistent with CCAC Terms of Reference for animal care committees (Appendix 1), current standards of animal care, institutional needs, and community standards, and ensure that all PIs or course instructors complete these forms in language that all members of the ACC can clearly understand.

2) Meet at least twice per year to review and assess all submitted animal use protocols, with particular emphasis on the CCAC Statement on Ethics of Animal Investigation (Appendix 4), the CCAC Guidelines on Animal Use Protocol Review (Appendix 5), and all other relevant CCAC guidelines and policy statements. All protocols must have been found to have scientific or pedagogical merit through independent peer review prior to approval (see section 3, below).

3) Ensure that PIs or Course Instructors update their protocols with any modifications they intend to make and to approve any modifications to a protocol before they are implemented. Existing protocols must also be reviewed annually for renewal.

4) Document all ACC discussions and decisions in the committee minutes and on attachments to the protocol forms.

5) Ensure appropriate policies and procedures are established to provide for a system of animal care commensurate with current veterinary practices, to be provided for animals in all stages of their life and in all experimental situations. This must include veterinary care; formal arrangements must be made to obtain the services of a veterinarian, at least on a consultative basis, if they are not readily available within the institution. These formal arrangements must be based on the elements contained in the Standards of Veterinary Care of the Canadian Association for Laboratory Animal Medicine (CALAM), which define the roles and responsibilities of veterinarians involved in scientific animal care and use programs (Appendix 9).

iii. Site Visits: ACCs conduct site visits at least once a year to ensure proper and well-equipped facilities are available for the animals and to monitor care post-approval. A CCAC Site Visit Checklist is included in RS6 Appendix links (Appendix 10).

iv. Reporting to the CCAC: the ACC must submit complete and accurate animal use information in the CCAC Animal Use Data Form (AUDF) format for all protocols annually, and complete the Animal Care and Use Program Review Form every three

years for CCAC Assessment Visits.

v. Maintain committee membership and regular activities/reports as detailed below.

**2. MEMBERSHIP AND ACTIVITIES OF THE ACC:**

a. The Animal Care Committee shall be composed as required by the CCAC Terms of Reference (Appendix 1). Calls for specific member requirements (a veterinarian familiar with animal research, members of the broader community, etc.) will be made as necessary by the ORS.

b. The ACC shall report to the Associate Vice President, Research, Innovation, and Graduate Studies. The ACC shall provide an annual report on its activities in a form prescribed by the Office of Associate Vice President, Research, Innovation, and Graduate Studies.

c. The ACC should regularly review (preferably every year, but at least every three years):
   i. its Terms of Reference, expanding them as necessary to meet new CCAC guidelines or policies and changing needs within the institution, the scientific community, the animal welfare community and society as a whole;
   ii. the security of housed animals and research facilities at KPU;
   iii. all SOPs and institutional animal care and use policies that are not part of Standard Animal Use Protocols; and
   iv. policies and procedures for monitoring animal care and experimental procedures within the institution, including the identification of the persons responsible for monitoring and reporting on animal health and welfare.

d. The ACC must maintain liaison with the CCAC Secretariat and inform the Secretariat of any changes to their animal care program, to the senior administrator responsible for animal care and use, to the chairperson of the ACC, or the veterinary/senior animal care personnel.

e. The ACC must develop a crisis management program for the animal facilities and for the animal care and use program, in conjunction with any general institutional crisis management plan(s).

f. The ACC should try to achieve and maintain a high profile within the institution and in the community, including animal welfare organizations, in order to demonstrate the institution's efforts in promoting animal welfare and allay public concerns regarding animal experimentation.

g. Education and Training - the ACC shall, from time to time, sponsor seminars or workshops on the use of animals in science and the ethics of animal experimentation.

**3. SCIENTIFIC OR PEDAGOGICAL MERIT REVIEW**

**a. <u>Animal use in teaching</u>**

i. PIs or Course Instructors proposing animal use in any teaching program at KPU shall indicate in the appropriate Course Outline forms provided by the Senate Standing Committee on Curriculum (SSCC) that pedagogical merit review is required before

the SSCC can approve the course. This will trigger notification of the ACC (at acc@kpu.ca) and Office of Research Services (at ors@kpu.ca) to arrange for review by an ad hoc pedagogical merit review committee, as described below.

ii. PIs or Course Instructors will also submit appropriate animal use protocols and SOPs for review, including any additional information requested by the ad hoc pedagogical merit committee.

iii. The Associate Vice President (AVP), Research, Innovation, and Graduate Studies or their designate will strike the ad hoc pedagogical merit review committee consisting of at least two independent referees with knowledge of pedagogy and alternatives to animal-based teaching, and who do not currently sit on the ACC. This committee will review the relevant course outlines, SOPs, and animal use protocols, and determine if animal-based teaching or training is essential to meeting learning objectives and outcomes of the courses involved, using the CCAC guidelines for Pedagogical Merit Review. Decisions must be documented and sent to the ACC (acc@kpu.ca) and to the AVP (avpr@kpu.ca) so that ethics review of AUPs by the ACC may proceed (see section 4 below).

iv. The office of the AVP shall inform the SSCC and ACC chairs of the decision of the ad hoc pedagogical merit review committee so that course outline approval process and AUP review may proceed as may be appropriate. Implementation of animal use for the course may not commence until all approvals (course outlines and AUPs) are completed.

v. Key considerations for Review of Pedagogical Merit for animal use in teaching are found in the CCAC Policy Statement on Pedagogical merit of live animal-based teaching and training (Appendix 11), including schedule for review.

**b. <u>Animal use in research</u>**

i. For a research program or project that has been examined through an independent and expert peer-review process (e.g. federal and provincial granting agencies and others), the KPU's institutional research administration, ORS may choose to accept the results of this review as evidence of scientific merit.

ii. For projects that are either internally funded or that are funded by a source not using a peer review mechanism with appropriate independence and expertise, the AVP, Research, Innovation, and Graduate Studies or their designate will strike an ad hoc scientific merit review committee consisting of at least two independent experts in the research area, external to the ACC and with no affiliation with the PI of the project. It is not appropriate for the ACC or PI to select reviewers. This committee will review the relevant animal use protocols and SOPs, and produce written reviews that include comments on the objectives, hypotheses, methodological approach, and potential contribution(s) of the study to scientific knowledge, using the CCAC guidelines for Scientific Merit Review. Decisions must be documented and sent to the

ACC (acc@kpu.ca) and to the AVP (avpr@kpu.ca) so that ethics review of AUPs by the ACC may proceed (see Section 4 below).

iii. The PI should be provided with the reviews, and should address any questions or concerns, working with the ORS or the delegated ad hoc scientific review committee, before the ORS can confirm to the ACC that the work has been found to have scientific merit.

iv. Key considerations for Review of Scientific Merit for animal use in research are found in the CCAC Policy Statement on scientific merit and ethical review of animal-based research (Appendix 12).

**4. ANIMAL CARE REVIEW PROCESS:**

**a. Application for ACC Ethics Review:**

i. The PI or Course Instructor is responsible for submitting research proposals or proposed course outlines to the ACC via acc@kpu.ca. Each proposal will include a completed Standard AUP document provided by the ACC and any necessary supporting documents requested by the ACC (SOPs, descriptions of facilities, etc.). See the CCAC Addendum on Requirement for Submitting an Animal Protocol (Appendix 13).

ii. The proposal shall also include documentation of preceding approvals of the proposed research or course outline from faculty and department levels, as well as evidence of appropriate animal housing and facilities. Other supplemental information may be requested by the ACC.

iii. The submitted AUP shall include (at least) all information dictated by the CCAC Terms of Reference for Animal Care Committees (Appendix 1), as well as documentation of independent merit review (see section 3, above).

iv. The ACC, in consultation with the Office of the AVP Research, Innovation, and Graduate Studies and the CCAC, shall develop a transition plan, to be enacted upon the date of adoption of this policy. This plan shall enable current courses and other activities involving animal use at KPU to continue while the CCAC certification of Good Animal Practices is being attained. The transition will involve pedagogical merit review of existing courses, scientific merit review of research, drafting of AUPs for all current animal use at KPU, and ethical reviews of AUPs by the ACC.

**b. Review and Approval:**

i. The ACC will review all new protocols at their regular meetings. This may require further supportive information from the investigator/instructor or meetings with the investigator/instructor to ensure that all members of the committee understand the procedures to be used on the animals. All communications to and from the ACC shall occur exclusively through acc@kpu.ca to ensure continuity of records.

ii. Protocol authors and members of their research/teaching teams must always clearly remove themselves from ACC decision-making on their own protocols.

iii. The ACC may delegate the responsibility of interim approvals to an interim approval subcommittee of the ACC, which must include at least one scientific member, one veterinarian and one community representative, one of whom should preferably be the chair of the ACC. The interim review process, including exchanges between the ACC and protocol authors, must be documented and then be subject to discussion and final approval at a full meeting of the committee.

iv. The ACC shall define its own protocol review process in its Terms of Reference, following the CCAC Guidelines on Animal Use Protocol Review (Appendix 4). This process should include or refer to clear instructions to protocol authors, to ensure that all animal users in the institution understand how the ACC works, when it meets, how to fill out and submit a protocol form and what to expect after submission.

v. The ACC shall notify PIs or course instructors when their animal use protocols are currently being reviewed and make requests for interviews or for any further information as deemed necessary. The ACC will either approve of the protocols as written, or request revisions as necessary to satisfy all pertinent considerations required by the CCAC Guide, ACC terms of references, institutional needs, and community standards.

**c. <u>Protocol Renewal:</u>**

i. Minor modifications (e.g., one or two animal users added or removed, a small number of animals added, etc.), as defined by the ACC, can be approved by the Chair of the ACC or a delegate. Any major changes to a protocol must be reviewed and approved by the entire ACC.

ii. The ACC will define, in writing, the criteria as to what constitutes a major change to a protocol (e.g., a 10-15% increase of the number of animals required vs. the number in the original protocol, a change of species, use of more invasive or more frequent procedures, use of entirely new procedures, or other criteria).

iii. The ACC will review all approved protocols annually, i.e., within a year of commencement of the project; annual renewals should be approved by at least an interim subcommittee as described in section b-iii above, and should be subsequently brought to the attention of the full ACC for its information.

iv. The ACC may choose to use a shorter protocol renewal form, as described in the CCAC Guidelines on Animal Use Protocol Review (Appendix 4).

v. The ACC shall require the submission of a new protocol after a maximum of three consecutive renewals.

**d. <u>Reconsideration and Appeals:</u>**

i. Applicants have the right to appeal negative decisions of the ACC. An appeal can only be launched for procedural or substantive reasons, but ACC decisions made purely on ethical grounds should always stand.

ii. Where the appeal concerns ongoing research, the ACC may direct that the research be suspended during the Consultative Dialogue and Formal Appeal period(s).

iii. Consultative Dialogue (initial appeal) - Ongoing consultation and dialogue between the PI or Course Instructor and the ACC occurs throughout the protocol review process. The ACC will generally provide opportunities for response and alterations of a protocol before denial of approval. As such, an outright denial of approval will be very rare; instead, PIs or Course Instructors will be invited to re-submit with edits or alterations to the protocols.

iv. Formal Appeals:

1) KPU, through the AVP, shall enter into an agreement with another institution, whose Animal Care Committee shall function as an Appeal Board for the purposes outlined in this Policy. In return for providing the Appeal Board, the KPU ACC may be made available to hear appeals of applications rejected by the ACC of the other institution.

2) A PI or Course Instructor wishing to formally appeal a decision of the KPU ACC to deny approvals or to halt ongoing animal use, they (the Appellant) must contact the office of the AVP, Research, Innovation, and Graduate Studies within 30 days of the ACC's decision and provide the following documentation: the final application package including the AUP, related SOPs, and supplemental information as requested by the ACC during the protocol review process; a statement of the basis of the appeal (procedural, substantive, or both); and the rationale for the appeal. The Office of the AVP, Research, Innovation, and Graduate Studies shall submit all the materials to the Appeal Board within ten working days of receipt of the materials described above. Decisions of the Appeal Board shall be final and binding upon KPU and the Appellant.

**e. <u>Animal-Based Projects Involving Two or More Institutions:</u>**

i. The ACC is responsible for overseeing the work carried out by all KPU employees, faculty and students who use animals for teaching or research. For multi-jurisdictional projects, the KPU employee, faculty or student must first submit a written animal use protocol describing the project to KPU's ACC. who will review the project to ensure that it meets the committee's normal standards and does not contravene any institutional policies on animal care and use. The ACC would approve the protocol in principle, conditional to the approval of the protocol by the other host institution's ACC.

ii. This process may require submission of a single common protocol form to be agreed upon by the ACCs and the principal investigator. The chairs of each ACC will

communicate directly with each other to discuss any questions that either committee may have. Guidelines for this process can be found in the CCAC guidelines on Animal-based projects involving two or more institutions (Appendix 14).

**5. REPORTING AND VIOLATIONS**

**a. Reporting Structure**

All animal use statistics, protocol submissions, protocol and SOP changes, project completion reports, incidence reports, and facility upkeep reports must be made to the ACC and the ORS through proper channels, and distributed annually to the appropriate Senate standing committees:

i. The ACC reports directly to the Associate Vice President Research, Innovation, and Graduate Studies
ii. Individual Animal Care Facilities Managers, PIs, and course instructors report both to the ACC and to their respective Dean's office and/or Institute directors.
iii. Animal users such as technical staff, laboratory managers, laboratory instructors, or students report to the appropriate Animal Facilities Managers, and/or PIs or course instructors under whose animal use protocols they are working.
iv. Institutional animal use data is reported to the CCAC Secretariat annually by the ACC.

**b. Incident Reporting**

i. Animal welfare incidents include any unforeseen situation impacting the health or welfare of animals in KPU facilities. This includes any emergency situation requiring veterinary intervention, any damage to animal care facilities, missed feedings, or incidents causing undue animal stress.
ii. All animal care incidents must be reported directly to the ACC, within 24 hours, using the appropriate Incidence Report form.

**c. Project Completion report**

i. All completed research projects or discontinued courses involving animal use must be reported to the ACC so that endpoints can be documented.

**d. Violations**

i. Failure to comply with these procedures may result in loss of CCAC certification of Good Animal Practice, as well as legal ramifications under such federal and provincial legislation as may apply (see RS6 *Animal Use and Ethics in Teaching and Research and Policy*).
ii. KPU will also employ Breach of Policy processes as outlined in the Responsible Conduct of Research Framework and KPU policy RS2 *Integrity in Research and Scholarship* in addition to any other policies, employment agreements, and contracts as may apply.

# C. RELATED POLICY AND OTHER REFERENCES

RS6 *Animal Use and Ethics in Teaching and Research Policy*

# D. APPENDICES

1. Policy Statement for: senior administrators responsible for animal care and use programs
2. Terms of Reference for Animal Care Committees and Roles of Animal Care Committee Members
3. CCAC General guidelines
4. CCAC guidelines on animal use protocol review
5. Ethics of Animal Investigation
6. Presentation on Animal Use Protocol Forms
7. CCAC Occupational Health and Safety training module
8. CCAC guidelines on crisis management programs
9. CALAM standards of veterinary care
10. ACC Annual Site Visit Checklist
11. CCAC Policy: Pedagogical merit of live animal-based teaching and training
12. CCAC Policy Statement on: scientific merit and ethical review of animal-based research
13. Requirement for Submitting an Animal Protocol – Addendum to the CCAC policy statement on terms of reference for animal care committees
14. Animal-based projects involving two or more institutions

# KPU Research Data Management Strategy

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## Preamble

### Background

Research is a time-honoured example of KPU's motto, "where thought meets action". In the Vision 2023 Strategic Plan, KPU announced its intention to increase the levels of activity, funding, and intensity of research and scholarship, and Goal 3 of the complementary Academic Plan 2023 also focuses on the acceleration of research at KPU. This commitment to growing KPU's research capacity comes with an accompanying responsibility to ensure that research practices are evolving to meet the standards of the

modern scholarly ecosystem. One area of significant paradigm shift involves new expectations around the management and accessibility of research data.

In March 2021, the joint federal granting agencies of Canada - the Canadian Institutes of Health Research (CIHR), the Natural Sciences and Engineering Research Council of Canada (NSERC), and the Social Sciences and Humanities Research Council of Canada (SSHRC), collectively called the Tri-Agencies - passed the Tri-Agency Research Data Management Policy. The policy outlines the phased introduction of new research data management (RDM) requirements affecting both institutions that administer Tri-Agency funding, and researchers receiving that funding.

The first element of the policy requires that "each postsecondary institution [...] eligible to administer CIHR, NSERC or SSHRC funds is required to create an institutional RDM strategy and notify the agencies when it has been completed." The other two elements establish requirements for researchers to submit Data Management Plans (DMPs) and/or deposit their data in a data repository as a condition of certain funding opportunities.

The KPU Research Data Management Strategy (hereafter referred to as "the Strategy") not only fulfills KPU's obligation to the Tri-Agencies, it represents a broader institutional commitment to the adoption and promotion of good RDM practices as an important component of research excellence. By building RDM capacity, the university supports its researchers in meeting their own emerging RDM responsibilities.

## Key Definitions

- **Research data**

  Data that are used as primary sources to support technical or scientific enquiry, research, scholarship, or creative practice, and that are used as evidence in the research process and/or are commonly accepted in the research community as necessary to validate research findings and results. Research data may be experimental data, observational data, operational data, third party data, public sector data, monitoring data, processed data, or repurposed data. What is considered relevant research data is often highly contextual, and determining what counts as such should be guided by disciplinary norms." (Tri-Agency Research Data Management Policy, "Frequently Asked Questions", Government of Canada 2021)

- **Research data management (RDM)**

  Data Management refers to the storage, access and preservation of data produced from a given investigation. Data management practices cover the entire lifecycle of the data, from planning the investigation to conducting it, and from backing up data as it is created and used to long term preservation of data deliverables after the research investigation has concluded. Specific activities and issues that fall within the category of da[985]nagement include: file naming; data quality

control and quality assurance; data access; data documentation; metadata creation and controlled vocabularies; data storage; data archiving and preservation; data sharing and reuse; data integrity; data security; data privacy; data rights; notebook protocols. (Research Data Management Terminology, “Research Data Management”, CODATA 2021)

- **Sensitive Data**

  Information which must be protected against unauthorized access or disclosure due to its potential to cause harm to a person, organization, or entity. This includes personally identifiable information (such as name, ID numbers, education, health, genetic, financial, criminal, or location data; see What is Personal Information under the federal Privacy Act), confidential business information (such as trade secrets or intellectual property), and other forms of data that are provided in confidence (such as classified government information). Data sensitivity exists on a spectrum, with varying levels of risk and impact depending on the context of its creation, use, and disclosure. Many kinds of data may become sensitive under certain conditions or in combination with other data.

# Why Research Data Management?

In recent years, the concept of research data as a first-class output of research has gained considerable traction worldwide. As a corollary of this, the scholarly community is increasingly recognizing the importance of good data management to preserve these valuable outputs. Benefits of RDM include:

- improved transparency, accountability, and reproducibility of the research process
- protection of the Confidentiality, Integrity, and Availability of valuable research data to mitigate risk of loss, theft, or corruption
- acceleration of new discoveries through data sharing and reuse
- enhanced efficiency and ease in research workflows and collaboration throughout the entire research lifecycle

Funding agencies and scholarly publishers now also regularly suggest or require data management practices such as Data Availability Statements, data sharing, Data Management Plans (DMPs), and data deposit in repositories as a condition of funding or publication.

KPU acknowledges the value of research data as an important research output, and commits to supporting its faculty, staff, students, and partners in establishing good RDM protocols aligned with internationally accepted best practices and standards. Where such support does not yet exist, KPU recognizes the need to fill these gaps by developing or providing access to tools, services, infrastructure, and resources.

Government and community frameworks informing KPU's RDM Strategy include the TCPS-2, Tri-Agency Statement of Principles on Digital Data Management, FAIR Guiding Principles for scientific data management and stewardship, CARE Principles of Indigenous Data Governance, and the First Nations Principles of OCAP®. Indigenous ethical criteria as outlined in the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) take precedence in matters related to Indigenous data. When working in Canada a distinctions-based approach to research with First Nations, Métis, and Inuit peoples of Canada is recommended by the Declaration on Rights of Indigenous Peoples Act (DRIPA).

## Scope

The KPU RDM Strategy is a high-level guiding document designed to establish the university's priority areas for the development of RDM support over the next 2 to 3 years, from 2023 through 2025 or until a new KPU Strategic Plan is launched. Recommendations made by, and in response to, the Strategy apply to all research conducted under the auspices of the university, not only research funded by the Tri-Agencies; it represents an institution-wide effort to initiate a coordinated and cohesive approach to RDM at KPU.

The Strategy is not a policy detailing specific requirements and responsibilities, nor is it an implementation plan; putting its strategic priorities into action will require dedicated ongoing time, effort, and resources. The Strategy also does not represent an open data mandate. While KPU endorses the movement towards openness in science, government, and education, the degree to which data can and should be made open is dictated by complex contextual factors such as ethics, privacy, legal, and cultural considerations. In this, the university will follow the approach of making data "as open as possible, as closed as necessary."

## Oversight and Review

The Strategy was initially drafted by the RDM Strategy Librarian under the supervision of the University Librarian and AVP Research and the guidance of the Institutional RDM Strategy Working Group, consisting of representatives from the Library, Office of Research Services, Research Ethics Board, IT, Information Security, Privacy Office, Teaching and Learning Commons, and faculty and staff researchers. Feedback was also solicited from the Senate Standing Committee on Research and Graduate Studies, the senior executive, faculty Research and Scholarship Committees, and the broader KPU community during a 3-week public consultation period in January 2023.

The Strategy will need to be periodically revisited and adapted as RDM services are established and best practices in the field evolve. To perform this necessary upkeep, an RDM implementation committee shall be formed in early Spring 2023, subsequent to publication of the first version of the Strategy, to collaborate on an action plan that sets concrete goals and timelines. The committee will meet regularly to review implementation efforts and update the Strategy.

# Strategic Priorities

## 1. Institutional policy and governance

a. **Responsibility**: Define clear and centralized responsibility for RDM within KPU.
   i. Establish an RDM Strategy implementation committee with members from a cross-section of stakeholder units to develop an action plan, review efforts to implement the Strategy's priorities, and update the Strategy on an ongoing basis.

b. **Clarity**: Identify, make explicit, and/or create policies that address research data, and ensure the implications of these policies are widely understood within the research community.
   i. Perform a full review of institutional policies that affect research data in order to determine if amendments or additions are needed.

c. **Consistency**: Align new RDM practices and information resources with existing and future KPU policy and priorities.
   i. Determine and secure necessary resources to provide RDM support for the increased research activity, funding, and impact of research mandated by goal C2 of the Vision 2023 Strategic Plan.
   ii. Revisit the Strategy and RDM priorities and service offerings in response to the new Strategic and Academic Plans to be developed in the near future.

## 2. Awareness and education

Overall awareness of RDM and its value to different constituents needs to be significantly improved not only within KPU but nationwide. A key component of the implementation and utilization of RDM is the provision of training and education both to researchers (faculty, staff, students, partners) and to institutional staff who will provide support for data management services (librarians, ORS, IT).

a. **Train**: Invest in staff training and hiring for RDM expertise to increase support capacity.

b. **Network**: Identify and build relationships with key 'data champions' within the research community to promote a culture of increased RDM knowledge and practice.

c. **Leverage**: Capitalize on existing institutional groups and platforms to provide information and guidance on RDM best practices.

d. **Consolidate**: Establish a central KPU RDM resource hub to coordinate cross-unit RDM support efforts.

e. **Participate**: Get involved in national and international RDM initiatives, working groups, and communities to stay current with, and contribute to, the development of standards and practices.

## 3. Support for Researchers

To support the Academic Plan Goal of accelerating research at KPU, it is critical that the university provide access to the information and tools its faculty, staff, and student researchers need to navigate

RDM requirements laid out by funders, publishers, ethics boards, and information security compliance standards. Allocating resources to ease the administrative burden of these new responsibilities on researchers demonstrates institutional commitment and encourages adoption of RDM practices, helping the community grow to appreciate the benefits to their own work.

a. **Investigate**: Engage in dialogue with the research community to determine needed supports for all disciplines and types of research being conducted at KPU, including applied, course-based, student-conducted, Scholarship of Teaching and Learning, etc.

b. **Create and Iterate**: Launch pilot projects aimed at providing KPU researchers with resources and services to help them meet internal and external requirements, including but not limited to:
    i. Data Management Plans (DMPs): Provide tools and guidance for completing DMPs, such as templates and harmonization with REB applications
    ii. Data storage: Facilitate access to storage options at all stages of the research lifecycle, over the short (active research), medium (dissemination), and long term (preservation or disposal).
    iii. Sensitive data: Clarify responsibilities and solutions to comply with information security, privacy, and confidentiality needs where unauthorized access to data may result in harm to individuals or organizations.
    iv. FAIR data and metadata: Where appropriate, assist researchers in enhancing data findability, accessibility, interoperability, and reusability for sharing and secondary use.

c. **Collaborate**: Seek out opportunities to work with other institutions to pool RDM resources and take advantage of community expertise, tools, and shared services.

d. **Celebrate**: Showcase exemplars of RDM adoption and its benefits within the KPU community.

## 4. Context-based approach

As a Polytechnic Special Purpose Teaching University, KPU's research profile is unique, and care must be taken to ensure any services developed address responsibilities and considerations relevant to our diverse researchers, partners, and communities.

a. **Students**: As a teaching-focused postsecondary institution, ensure current RDM best practices are included in the education, training, and mentorship of student researchers.

b. **Community**: Tailor RDM at the project level to the unique considerations for research and outreach initiatives within the regions KPU serves. Build public trust through responsible, transparent data stewardship practices.

c. **Applied research**: Work with our industry, government, and nonprofit research partners to implement RDM protocols compatible with applicable legal requirements and contractual obligations.

d. **Indigenous data sovereignty**: Where research involves Indigenous data, establish partnerships and work closely with the relevant Indigenous communities and advisory groups to ensure research data is managed in accordance with those communities' rights and preferences, and well as with UNDRIP and the CARE Principles of Indigenous Data Governance. In Canada specifically, DRIPA and the First Nations Principles of OCAP® apply for research involving First Nations, Inuit, or Métis to support respectful research with these communities.

## Contact

Questions, comments, and feedback about the Institutional Strategy should be directed to rdm@kpu.ca.

## Appendix A: Relevant Policies and Legislation

- Internal
  - VISION 2023 Strategic Plan – Section C: Creativity
  - Academic Plan 2023 - Research
  - IM1 Copyright Compliance / Procedure
  - IM2 Freedom of Information / Procedure
  - IM3 Information and Educational Technology Usage / Procedure
  - IM4 Confidentiality / Procedure
  - IM7 Management of Surveys / Procedure
  - IM8 Privacy / Procedure
  - IM9 Information Security / Procedure
  - RS1 Research Involving Human Participants / Procedure
  - RS2 Integrity in Research and Scholarship / Procedure
  - RS3 Indirect Costs of Research / Procedure
  - RS4 Administration and Control of Research and Special Funds / Procedure
  - RS5 Intellectual Property / Procedure
  - KPU-KFA Collective Agreement
- External
  - Tri-Agency Framework: Responsible Conduct of Research (2021)
  - Tri-Agency Research Data Management Policy (2021)
  - Tri-Agency Statement of Principles on Digital Data Management
  - Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans – TCPS 2 (2018)

# Appendix B: Glossary

**Applied research**: Original investigation undertaken in order to acquire new knowledge. It is, however, directed primarily towards a specific, practical aim or objective. (OECD. (2015). "Glossary of terms", in Frascati Manual 2015: Guidelines for Collecting and Reporting Data on Research and Experimental Development, OECD Publishing, Paris. http://dx.doi.org/10.1787/9789264239012-17-en)

**Availability**: Assurance that the systems responsible for delivering, storing and processing information, and the information itself, are accessible and usable when needed, by those who need them, to support business functions. A goal of information security is to ensure availability. (Government of British Columbia. "Availability." Information Security Glossary. https://www2.gov.bc.ca/gov/content/governments/services-for-government/information-management-technology/information-security/information-security-awareness/information-security-glossary. Accessed 8 Dec. 2022.)

**Confidentiality**: Assurance that information is shared only among authorised persons or organisations. Breaches of confidentiality can occur when data is not handled in a manner adequate to safeguard the confidentiality of the information concerned. Such disclosure can take place by word of mouth, by printing, copying, e-mailing or creating documents and other data etc. The classification of the information should determine its confidentiality and hence the appropriate safeguards. (Government of British Columbia. "Confidentiality." Information Security Glossary. https://www2.gov.bc.ca/gov/content/governments/services-for-government/information-management-technology/information-security/information-security-awareness/information-security-glossary. Accessed 8 Dec. 2022.)

**Data Management Plan**: A formal statement describing how research data will be managed and documented throughout a research project. Most DMPs contain the following core elements: metadata; policies for data access, sharing, re-use and redistribution; and plans for archiving preservation and destruction. (Sensitive Data Expert Group. (2020). Sensitive Data Toolkit for Researchers Part 1: Glossary of Terms for Sensitive Data used for Research Purposes. Zenodo. https://doi.org/10.5281/zenodo.4088946 )

**Data Repository**: A place where researchers can submit their data to be stored and managed. Data repositories may have specific requirements regarding subject, research domain, format or data re-use. Others are open to receiving a broad variety of data. Materials in data repositories are ideally curated and stewarded to ensure they are authentic, discoverable, and appropriately accessible over the medium term. (Sensitive Data Expert Group. (2020). Sensitive Data Toolkit for Researchers Part 1: Glossary of Terms for Sensitive Data used for Research Purposes. Zenodo. https://doi.org/10.5281/zenodo.4088946 )

**Integrity**: The characteristic of information being authentic, accurate and complete and the preservation of accuracy and completeness by protecting the information from unauthorized, unanticipated, or unintentional modification. The integrity of data is not only whether the data is 'correct', but whether it can be trusted and relied upon. (Government of British Columbia. "Integrity." Information Security Glossary.

https://www2.gov.bc.ca/gov/content/governments/services-for-government/information-management-technology/information-security/information-security-awareness/information-security-glossary. Accessed 8 Dec. 2022.)


**Library**

**Research**

**Services**

**Employers**

**Teaching & Learning**

**One.KPU**

**Faculty & Staff**

**Work at KPU**

General Information

**604-599-2000**

Mailing Address

**12666 72 Avenue**
**Surrey, BC V3W 2M8**

Our Campuses

**KPU Civic Plaza**

**KPU Langley**

**KPU Richmond**

**KPU Surrey**

**KPU Tech**

Website Feedback
Accessibility
Privacy Policy
Campus Risk and Security
Contact
Social Media
Communicable Disease Prevention Plan

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We at Kwantlen Polytechnic University respectfully acknowledge that we live, work and study in a region that overlaps with the unceded traditional and ancestral First Nations territories of the xwməθkwəy̓ə (Musqueam), qi̓ c̓ə y̓ (Katzie), SEMYOME (Semiahmoo), sc̓ə waθən (Tsawwassen), qiqéyt (Qayqayt), and kwikwəƛ̓ə m (Kwikwetlem); and with the lands of the qʷ ɑ:nƛ̓ə n̓ (Kwantlen First Nation), which gifted its name to this university.

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.** RS1 |
| **Approving Jurisdiction:** President |
| **Administrative Responsibility:** Provost and Vice President Academic |
| **Effective Date:** April 10, 2012 |

# Research Involving Human Participants Policy

## CONTEXT AND PURPOSE

The purpose of this Policy is to promote ethical research practices, protect the interests of human participants, and describe institutional standards and procedures governing research involving human participants in compliance with the Tri-Council Policy Statement: Ethical Conduct of Research Involving Humans (second edition -2010, referenced herein as the "Tri-Council Policy Statement" or "TCPS")[1].

## SCOPE AND LIMITS

This Policy applies to all research involving human participants conducted under the auspices of Kwantlen Polytechnic University ("Kwantlen"). Research conducted under the auspices of Kwantlen includes, but is not limited to, research where funds are provided through or administered by Kwantlen; research where the researcher's affiliation with Kwantlen is explicit in contracts, reports or publications; research which utilizes Kwantlen resources (including accountable and professional development time); and research conducted by Kwantlen students as a component of their course or program requirements.

Unless expressly exempted, all research involving human participants requires prior approval by the Research Ethics Board, either by full or delegated review, as outlined in subsequent sections of this Policy.

## STATEMENT OF POLICY PRINCIPLES

In carrying out its responsibilities, the REB will act at all times guided by the Tri-Council Policy Statement, or future standards as may come to stand in its place. In particular the REB will adopt, as Kwantlen's

[1] At the time of drafting this Policy, the second edition of the *Tri-Council Policy Statement: Ethical Conduct of Research Involving Humans* is the national standard and adherence to it by Kwantlen is required by the tri-council funding agencies. It may be found at: http://www.pre.ethics.gc.ca/pdf/eng/tcps2/TCPS_2_FINAL_Web.pdf

ethical principles, the guiding principles contained and defined within the Tri-Council Policy Statement. The guidelines in this Policy are based on the following three core principles:

- Respect for Persons
- Concern for Welfare
- Justice

# DEFINITIONS

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

# RELATED POLICIES & LEGISLATION

AC8 Principles of Academic Freedom
HR1 Conflict of Interest
IM2 Freedom of Information and Protection of Privacy
IM4 Confidentiality
RS2 Integrity in Research and Scholarship
*Tri-Council Policy Statement: Ethical Conduct of Research Involving Humans*

# RELATED PROCEDURES

Refer to RS1 *Research Involving Human Participants Procedure*

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

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|---|
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| **Effective Date:** April 10, 2012 |

# Research Involving Human Participants Procedure

## DEFINITIONS

**Authorized Third Party**
A person with the necessary legal authority to make decisions on behalf of an individual who lacks the capacity to consent to participate or to continue to participate in a particular research project.

**Human Participant**
An individual whose data, or responses to interventions, stimuli, or questions by a researcher are relevant to answering a research question.

**Minimal Risk**
Research in which the probability and magnitude of possible harms implied by participation in the research is no greater than those encountered by participants in the aspects of their everyday life that relate to the research.

**Principal Investigator**
The researcher who has primary responsibility for a given research project. Every project has one investigator designated as the Principal Investigator. With the exception of course-based research (as described below), the instructor advising a student engaged in a research project (including a practicum assignment that involves research, a major project or thesis) shall function as the principal investigator for the purposes of obtaining ethical approval and complying with the requirements of this Policy.

**Research**
For the purposes of this Policy, "research" is defined as an undertaking intended to extend knowledge through a disciplined inquiry or systematic investigation. This Policy applies to all Kwantlen research which involves humans as research participants (formerly referenced as "subjects").

This includes most naturalistic observation, physical, sociological or psychological tests and measurements, survey research, non-intrusive systematic observation, and the study of recorded data from previous studies, databases and archives, in which it is possible to identify living individuals. This also includes human remains, cadavers, human organs, tissues and biological fluids from individually identified participants, embryos or fetuses.

# GUIDELINES

## A. ROLE AND RESPONSIBILITIES

1. The Vice President Academic has designated the Associate Vice President, Research as the administrator responsible.
2. The administrator responsible shall establish and maintain a Research Ethics Board (REB) to help ensure that ethical principles are applied to research involving human participants. The Associate Vice President, Research shall provide appropriate institutional administrative support to the REB and the Office of Research Ethics.

3. The REB is charged by the President with the responsibility of ensuring that Kwantlen's ethical principles are followed when research involves human participants. When it performs this function, the REB is doing so as the designated agent of the President.

4. The principal decision-making responsibilities of the REB are:

    a. Approving a research proposal that complies with the above ethical principles, rejecting a research proposal that does not comply, proposing modifications to a research proposal in order to bring it into compliance, or rescinding approval of ongoing research that ceases to be in compliance.

    b. Consulting as it deems necessary with experts who are not members of the committee in order to make an informed judgment on the ethical principles as they apply to an individual research proposal

5. The REB shall meet regularly (normally monthly) to discharge its responsibilities. Reviews of proposed research that is not subject to delegated review shall be face-to-face and shall be based upon fully detailed research proposals or, where applicable, progress reports. Videoconferencing, teleconferencing or use of other technologies may be regarded as meeting the face-to-face requirement when there is no other way of holding an effective, quorate REB meeting.

6. In collaboration with the Associate Vice President, Research, the REB shall recommend, develop and implement research ethics educational opportunities for researchers. Individual researchers may consult with the REB Chair for advice on preparation of applications and the REB Chair may seek the advice of other REB members in providing this advice. All formal communication with the REB shall be via the REB Chair in order to maintain a clear, consistent record.

7. All researchers, including students engaged in course-based research, shall successfully complete the Tri-Council on-line tutorial accessed at http://www.pre.ethics.gc.ca/english/tutorial, or a similar tutorial approved by the REB prior to commencement of their research involving humans.

8. The REB may collaborate with other REBs on the review of multi-centred projects, and may communicate any concerns they have with the other REBs reviewing the same project.

9. It is not the responsibility of the REB to determine whether or not research activities described in a research proposal:

    a. Conflict with the law of British Columbia or Canada or another jurisdiction where the research is proposed to be conducted except to the extent that it may be necessary for the REB to determine whether or not the proposed research methodology satisfies Kwantlen's ethical principles and policies; or
    b. Subject Kwantlen to an unacceptable risk of legal liability for a claim for compensation for harm, loss or damage caused by the research activities.

10. Conflict with the law and legal risk which does not directly impact ethical considerations may be assessed by the Associate Vice President, Research.

## B. MEMBERSHIP

1. The REB shall consist of at least five voting members, including both men and women, of whom

    a. at least two members have broad expertise in the methods, or in the areas of research that are covered by the REB,
    b. at least one member is knowledgeable in ethics,
    c. at least one member has no affiliation with the institution, but is recruited from the community served by the institution. In addition to a broad-based representation from the community, it is highly desirable to appoint one or more former research participants.

    Where possible, one member will additionally have legal knowledge. For consideration of biomedical research, at least one member shall be knowledgeable in the relevant law; if no regular member meets that criterion, a member may be appointed ad hoc for consideration of that research, as per section 3 below. The Office of Research and Scholarship shall maintain general records related to REB membership and qualifications of members (*e.g.*, copies of curriculum vitae, participation in relevant research ethics training).
    To ensure the independence of REB decision making, Kwantlen senior administrators shall not serve on the REB.

2. The REB Chair is a voting member of the REB.

3. The REB Chair may, in consultation with the Associate Vice President, Research, supplement the REB with one or more *ad hoc* members to review a specific project where it is deemed that expertise is lacking among regular REB members.

4. Members of the REB will normally serve for two-year terms. An annual, staggered system of selection will be employed. Members can be selected for consecutive terms. Normally, no more than two consecutive terms will be served. Terms will begin and end according to the academic year.

5. No later than five months prior to the start of the academic year, the Associate Vice President, Research will inform the Kwantlen community of the need for new members and of the areas of expertise to be filled on the REB and will solicit nominations and applications.

6. After receiving the nominations and applications, the Associate Vice President, Research will review them with the REB. The REB will make recommendations of individuals to serve. The Associate Vice President, Research will then present those recommendations and his/her own, if they differ, to the President.

7. The President shall then appoint the new REB members.

8. All members of the REB shall be knowledgeable about the principles and practices of ethical review of research. REB members may complete the on-line tutorial accessed at http://www.pre.ethics.gc.ca/english/tutorial or a similar tutorial approved by the REB, if they do not already meet this requirement.

9. Regular attendance by REB members at meetings is required. More than one unexplained absence will be construed as a notice of resignation.

10. The members of the REB shall annually elect a Chair from among their number.

11. If the REB is unable to elect a Chair from among their number, the Associate Vice President, Research will recommend one or more candidates to the President and the President shall appoint a Chair. The candidates recommended by the Associate Vice President, Research may be present REB members, other Kwantlen employees or, in exceptional circumstances, individuals external to Kwantlen.

12. The Associate Vice President, Research, with approval of the Chair of the REB, shall appoint additional members in order to replace regular members who resign during their term or who are have been absent (and construed to have resigned as per section 9 above). This appointment shall occur within two months of the resignation and maintain the required balance of expertise on the REB. Members appointed in this way will serve for the remainder of the original term of the member they replace. They may be considered under the regular process described above for subsequent terms

13. . If the Chair is temporarily unable to perform his/her duties, the Associate Vice President, Research shall be informed and the REB shall elect one from among their number to serve as Chair *pro tem* for the purpose of chairing the REB meeting.

## C. INDEPENDENCE OF REB

1. Consistent with TCPS requirements, Kwantlen respects the authority delegated to the REB to make final determinations concerning the ethical probity of research proposals and research undertaken under its auspices.

2. A decision of the REB that a research proposal satisfies Kwantlen's ethical principles does not necessarily mean that a research project may proceed or continue. Consistent with the TCPS, Kwantlen senior administration may refuse to allow certain research under its auspices, even though the REB has found it acceptable ethically.

## D. REQUIREMENT FOR FREE, INFORMED AND CONTINUING CONSENT

1. Research governed by this Policy may begin only if

    a. prospective participants, or their authorized third parties, have been given the opportunity to give free and informed consent about participation, and
    b. their free and informed consent has been given and is maintained throughout their participation in the research, except as provided in Sections 3 and 6 below.

2. Evidence of free and informed consent by the participant or authorized third party should ordinarily be obtained in writing. Where written consent is culturally unacceptable, or where there are good reasons for not recording consent in writing, the procedures used to seek free and informed consent shall be documented. Reference to TCPS Chapter 10 on Qualitative Research may be helpful.

3. The REB may approve a consent procedure that does not include, or that alters, some or all of the elements of informed consent set forth above, or waive the requirement to obtain informed consent (permitting, for example, partial disclosure or deception) provided that the REB finds and documents that:

    a. The research involves no more than minimal risk to the participants;
    b. The waiver or alteration is unlikely to adversely affect the rights and welfare of the participants;
    c. The research could not practicably be carried out without the waiver or alteration;
    d. Whenever possible and appropriate, the participants will be provided with a debriefing and additional pertinent information after participation; and
    e. The waived or altered consent does not involve a therapeutic intervention.

4. Provided that participants are informed of the probability of being randomly assigned to one arm of a study or another, a waiver or alteration of the requirements for consent is not required in studies which involve randomization and blinding, as neither the research participants nor those responsible for their care know which arm of the study the participants are in before the project commences.

5. Free and informed consent must be voluntarily given, without manipulation, undue influence or coercion.

6. Researchers shall provide, to prospective participants and to authorized third parties, full disclosure of all information necessary for making an informed decision to participate in a research project.

    a. At the commencement of any process of consent, researchers (or their qualified representatives) shall provide prospective participants with the information set out in the following list, as appropriate to the particular research project. Not all the listed elements are required for all research. However, additional information may be required in particular types of research or under particular circumstances.

b. If a researcher does not include some of the listed disclosure requirements, he or she should explain to the REB why these requirements do not apply to that particular project. It is also up to the REB to decide whether all elements listed, or additional elements, are necessary to the consent process of the research project. The information generally required for informed consent includes:
c. information that the individual is being invited to participate in a research project;
d. a statement of the research purpose in plain language, the identity of the researcher, the identity of the funder or sponsor, the expected duration and nature of participation, a description of research procedures, and an explanation of the responsibilities of the participant;
e. a plain language description of all reasonably foreseeable risks and potential benefits, both to the participants and in general, that may arise from research participation;
f. an assurance that prospective participants:

    i. are under no obligation to participate; are free to withdraw at any time without prejudice to pre-existing entitlements;
    ii. will be given, in a timely manner throughout the course of the research project, information that is relevant to their decision to continue or withdraw from participation; and
    iii. will be given information on the participant's right to request the withdrawal of data or human biological materials, including any limitations on the feasibility of that withdrawal;

g. information concerning the possibility of commercialization of research findings and the presence of any real, potential or perceived conflicts of interest on the part of the researchers, their institutions or the research sponsors;
h. description of the measures to be undertaken for dissemination of research results and whether participants will be identified directly or indirectly;
i. the identity and contact information of a qualified designated representative who can explain scientific or scholarly aspects of the research to participants;
j. the identity and contact information of the appropriate individual(s) outside the research team whom participants may contact regarding possible ethical issues in the research;
k. indication of what information will be collected about participants and for what purposes; indication of who will have access to information collected about the identity of participants, a description of how confidentiality will be protected, a description of the anticipated uses of data; and information indicating who may have a duty to disclose information collected, and to whom such disclosures could be made;
l. information about any payments, including incentives for participants, reimbursement for participation-related expenses and compensation for injury;
m. a statement to the effect that, by consenting, participants have not waived any rights to legal recourse in the event of research-related harm; and
n. in clinical trials, information on stopping rules and when researchers may remove participants from the trial.

7. Capacity refers to the ability of prospective or actual participants to understand relevant information presented about a research project and to appreciate the potential consequences of their decision to participate or not participate. Absence of such capacity may stem from any of a number of factors including (but not limited to) immaturity,

cognitive impairment, other mental health issues, or illness. Assessing capacity is a matter of determining, at a particular point in time, whether a participant or prospective participant sufficiently understands the nature of the research project and the risks, consequences and potential benefits associated with it.

a. For research involving individuals who lack the capacity, either permanently or temporarily, to decide for themselves whether to participate, the REB shall ensure that, as a minimum, the following conditions are met:
b. the researcher involves participants, who lack the capacity to consent on their own behalf to the greatest extent possible, in the decision-making process;
c. the researcher seeks and maintains consent from authorized third parties in accordance with the best interests of the persons concerned;
d. the researcher ensures that authorized third parties who are asked to make a consent decision on behalf of a prospective participant are aware of their legal responsibilities;
e. the authorized third party is not the researcher or any other member of the research team;
f. the researcher demonstrates that the research is being carried out for the participant's direct benefit, or for the benefit of other persons in the same category;
g. If the research does not have the potential for direct benefit to the participant but only for the benefit of the other persons in the same category, the researcher shall demonstrate that the research will expose the participant to only a minimal risk and minimal burden, and demonstrate how the participant's welfare will be protected throughout the participation in research; and
h. when authorization for participation was (is?) granted by an authorized third party, and a participant acquires or regains capacity during the course of the research, the researcher shall promptly seek the participant's consent as a condition of continuing participation.

8. Where an authorized third party has consented on behalf of an individual who lacks capacity to consent, but that person has the ability to understand the significance of the research and its risks and benefits, the researcher shall ascertain the wishes of that individual with respect to participation. Prospective participants' dissent will preclude their participation.

9. In the cases of prospective participants who are under the age of legal majority in British Columbia (19), for the purposes of this Policy:

    a. Individuals 16 to 18 years of age will normally be deemed to have the capacity to give their free and informed consent to participate in minimal risk research;
    b. Research exceeding minimal risk involving individuals 16 to 18 years of age will be considered by the REB on a case-by-case basis to determine whether the free and informed consent of their authorized third parties will be required. Decision criteria may include the nature of the risks and the identifiability of their authorized third parties.
    c. Individuals 14 to 15 years of age may be deemed to have the capacity to give their free and informed consent to participate in minimal risk research; this will be determined by the REB on a case-by-case basis;
    d. Research exceeding minimal risk involving individuals 14 to 15 years of age will normally require the free and informed consent of their authorized third parties;
    e. Persons under the age of 14 may not participate as research participants in either

minimal or non-minimal-risk research protocols without the free and informed consent of their authorized third parties.

10. Kwantlen researchers planning research involving clinical trials of drugs or medical devices should consult chapter 11 of the TCPS for detailed information on acceptable procedures to follow.

11. Kwantlen researchers do not currently conduct research involving emergency health situations. Policy addressing the special circumstances surrounding free and informed consent in these circumstances will be developed before research may be undertaken in this area.

## E. REVIEW PROCESS

1. Application for Ethics Review

    a. The principal investigator is responsible for submitting research proposals to the REB for review prior to initiating the research. The use of Form #8 "Application for Ethics Review", found on the Kwantlen REB website, is required and must be completed and submitted electronically (hand-written forms will not be accepted). It is the responsibility of the principal investigator to ensure that the research is carried out ethically, including the need to incorporate the principles of free and informed consent, privacy and confidentiality, conflict of interest, and the needs of specific populations of research participants. This also entails following the approved protocol and abiding by the decision of the REB if the project is not approved.
    b. A Kwantlen instructor enrolled in a graduate program at another institution or otherwise conducting research approved by an REB at another institution, if that research is to be conducted under Kwantlen's auspices, shall seek and obtain the approval of the Kwantlen REB. The use of Form #13 "Application for Ethics Review, Expedited Review of Minimal Risk Project Approved at Another Research Institution", found on the Kwantlen REB website, is required for minimal risk research and the use of Form #8 is required for other research.
    c. Prior to Kwantlen REB review, researchers who plan research involving First Nations, Inuit and Métis peoples, regardless of where they reside and whether or not their names appear on an official register, must consult the TCPS (Chapter 9) for additional guidance on such research. These communities have unique histories, cultures and traditions. Among the key principles that must be respected are:
        i. Need for Community Engagement;
        ii. Respect for First Nations, Inuit and Métis Governing Authorities;
        iii. Engagement with Organizations and Communities of Interest;
        iv. Recognition of Complex Authority Structures;
        v. Recognition of Diverse Interests within Communities;
        vi. Respect for Community Customs and Codes of Practice;
        vii. Requirement of Mutual Benefits in Research; and
        viii. Recognition of the Role of Elders and Other Knowledge Holders.
    d. A researcher presenting a proposal for multi-jurisdictional research – research which involves Kwantlen and sites overseen by other REBs – must identify the research as such, and provide the Kwantlen REB with contact information for all REBs with potential

oversight. The researcher may consider providing the REBs with detailed information concerning core elements of the research – which cannot be altered without invalidating the pooling of data from the participating institutions – and those elements which can be altered to comply with local requirements without invalidating the research project. Kwantlen's REB may coordinate their review of such projects with other REBs, including sharing information and concerns with the other REBs during the review process.

e. Research to be performed outside of Canada shall undergo prospective ethics review both by Kwantlen's REB and by the REB, where such exists, with the legal responsibility and equivalent ethical and procedural safeguards in the country or jurisdiction where the research is to be done.
f. As part of an application submitted for REB review, researchers shall disclose to the REB any real, potential or perceived individual conflicts of interest, as well as any institutional conflicts of interest of which they are aware that may have an impact on their research. The REB shall determine the appropriate steps to manage the conflict of interest. This may require disclosure of all kinds and amounts of contributions (financial or in-kind) to the researchers by sponsors, commercial interests, and consultative or other relationships, as well as any other relevant information that may affect the project (*e.g.*, donation to the institution by a research sponsor). The REB may require access to the complete budget for the project.

2. Review

a. The REB shall function impartially and provide reasoned and appropriately documented decisions.
b. REB decisions should normally be by consensus. In the event of a tied vote, the Chair's vote becomes the deciding vote.
c. A quorum shall consist of four voting members, where those members meet the minimum requirements of representation outlined in section B 1.
d. When there is less than full attendance, decisions requiring full review shall be adopted only when the members in attendance at that meeting have the specific expertise, relevant competence and knowledge necessary to provide an adequate research ethics review of the proposal(s) under consideration.
e. The purpose of scholarly review is to elucidate whether the research project (1) adheres to established, high scholarly standards stipulated by the relevant discipline; (2) is capable of addressing the questions being asked in the research; and (3) will further the understanding of the phenomenon or issue in question.
    i. Scholarly review will not normally be required when the research is at most minimal risk.
    ii. It is the REB's responsibility to ensure that an appropriate process of scholarly review and approval has been completed for each research project that requires full review.
    iii. It is normally the researcher's responsibility to document the scholarly review and approval, if required by the REB.
    iv. If scholarly review as indicated and there is nobody available to perform it, the REB shall consider the following mechanisms in satisfying itself that scholarly review of the research is completed:
        1. if the REB itself has the necessary scholarly expertise, assume responsibility for the scholarly review; or

2. establish an *ad hoc* independent peer review committee.

f. When reviewing research in which a member of the REB has a personal interest (*e.g.*, as a researcher, recent collaborator or as an entrepreneur), conflict of interest principles require that the member not be present when the REB is discussing the proposal or making its decision. The REB member may disclose and explain the conflict of interest and offer evidence to the REB, provided the conflict is fully disclosed to the REB. The principal investigator, if not the REB member, has the right to hear the evidence of conflict and to offer a rebuttal.
g. Decisions of the REB to approve, modify, or reject a research proposal or to rescind approval for ongoing research are filed with the Office of Research Ethics, together with a copy of the research proposal, any conditions imposed by the REB, and the Chair's notice to the researcher.
h. Minutes of meetings of the REB are filed with the Office of Research Ethics. The minutes shall clearly document the REB's decisions, any dissents and the reasons for them. In order to assist internal and external audits or research monitoring, and to facilitate reconsideration or appeals, these records must be accessible to authorized representatives of the institution and research funding agencies.
i. The REB Chair shall send an annual report summarizing the activities of the REB to the Associate Vice President, Research whom shall then send it to the President.

3. Notification

a. In the case of approval of a proposed project, written notice of ethics approval ("Ethics Certificate") will be sent to the principal investigator by the Chair of the REB.
b. In the case of rejection or when more information is required before the submission can be finally considered, the Chair of the REB will communicate in writing with the principal investigator. The Chair shall provide the principal investigator with a rationale for the REB's decision or request.
c. Public notices (posters, emails, etc.) soliciting participation in the research shall contain reference to the approval of the project by the Kwantlen REB and the project number assigned by the Office of Research Ethics.

4. Delegated REB review

a. This is the level of REB review assigned to minimal risk research projects. A delegated reviewer may be the REB Chair or may be selected by the Chair from among the REB membership. Approvals made under the delegated review process must be reported to the next REB meeting with a brief rationale for the decision. If the delegated reviewer is not able to approve the proposal, it will be referred to the full REB at its next meeting for decision.

5. Delegated review of course-based research

    a. Ethical review of course-based research by students may be performed by delegates from the student's Department, Faculty, or an equivalent level, as described below.
    b. Course-based research occurs within the context of a specific course offering, and involves an assigned research activity, the key objective of which is to allow students to learn about the research process. When course-based research involves human participants, it falls within the scope of this Policy.
    c. Instructors of courses that include course-based research must submit to the REB for approval, prior to commencement of the course-based research, Kwantlen REB Form #6, "Application for Approval of Minimal Risk, Course-Based Research", found on the Kwantlen REB website, accompanied by the following:
        i. the official current, approved course outline,
        ii. a description of the types of student research that will be undertaken,
        iii. a description of the methods by which the ethical standards are taught to students; the minimum requirement is successful completion of the TCPS Tutorial, accessed at http://www.pre.ethics.gc.ca/english/tutorial, or a similar tutorial approved by the REB,
        iv. templates on which students present their proposed research, including the free and informed consent protocol,
        v. a description of the methods by which research proposals and informed consent protocols are to be assessed by the instructor,
        vi. evidence that the instructor has completed the on-line TCPS Tutorial (see above), or a similar tutorial approved by the REB, and
        vii. a signed confirmation that all student research will be of minimal risk to the participants and will conform to TCPS ethical principles and the principles incorporated in this Policy. Specifically: instructors should ensure that all materials related to their students' research (*e.g.* signed consent forms, data, questionnaires) are handled in manners consistent with this Policy.
    d. Instructors must re-submit a request for approval whenever there are material changes planned in any of the elements listed above. Re-submission will be required when the official course outline is reviewed according to the normal review schedule, if there are any material changes.
    e. Extension of approval to a new instructor requires submission of the form "Course-Based Research Extension of Approval" found on the Kwantlen REB website.
    f. The delegated process described above does not apply to:
        i. thesis or project courses where the research is the key evaluative component within the course, or
        ii. course-based research by students which is above minimal risk, or
        iii. research which forms a component of an instructor's own research.
    g. In these cases, the instructor must submit an application for full or delegated review as appropriate and shall function as the principal investigator for the purposes of obtaining ethical approval and complying with REB requirements.

## F. RECONSIDERATION AND APPEAL

1. Applicants have the right to appeal negative decisions of the REB. An appeal can be launched

for procedural and/or substantive reasons.

2. Where the appeal concerns on-going research, the REB may direct that the research be suspended during the Consultative Dialogue and Formal Appeal period(s).

3. Consultative Dialogue (initial appeal)

    a. Before initiating a Formal Appeal of a decision to reject a proposal or to stop research previously approved by the REB, the principal investigator must submit to the REB a written request for reconsideration, with rationale. If the written request is not approved by the REB, the REB shall meet with the principal investigator to reconsider its decision.
    b. The results of the REB's reconsideration will be conveyed to the principal investigator in written form, with the rationale for its decision provided.

4. Formal Appeal

    a. Kwantlen shall enter into an agreement with an institution, whose Human Research Ethics Board shall function as an Appeal Board for the purposes outlined in this Policy. In return for providing the Appeal Board, the Kwantlen REB may be made available to hear appeals of applications rejected by the REB of the other institution. Currently, Kwantlen has a Memorandum of Understanding (MOU) to this effect with the University of the Fraser Valley.
    b. A principal investigator wishing to formally appeal a decision of the Kwantlen REB to reject a research proposal or to rescind approval of on-going research (the Appellant) must engage in the consultative dialogue process described above. Within 30 days of receipt of notification of the REB's decision following its reconsideration, the Appellant shall provide the Associate Vice President, Research with the following:
        i. the final application, as submitted to the Kwantlen REB, and
        ii. a statement of the basis of the appeal (procedural, substantive, or both) and the rationale for the appeal.
    c. The REB Chair will provide to the Associate Vice President, Research the REB materials specified in the MOU.
    d. The Associate Vice President, Research shall submit all the materials to the Appeal Board within five working days of receipt of the materials described above.
    e. Decisions of the Appeal Board shall be final and binding upon Kwantlen and the Appellant.

## G. POST-APPROVAL MONITORING

1. The REB will maintain continuing oversight of the research after the project has received initial ethical approval.

2. In the conduct of their approved research, should unanticipated issues arise that may increase the level of risk or have other ethical implications, researchers shall report them to the REB in a timely manner.

3. If a change in the research procedures is contemplated, the principal investigator will immediately submit an amended proposal to the REB for review. The amended proposal should consist of the original application with changes high-lighted and a cover page on which the changes are summarized. The REB Chair will be available for advice.

4. Ongoing research is subject to continuing ethics review. The rigour of the continuing review will be in accordance with a proportionate approach to ethics assessment. Research that poses greater-than-minimal risk may require more extensive continuing ethics review. This may include more frequent reporting to the REB, monitoring and review of the consent process, review of participant records, and site visits.

5. An on-going status report on the research must be submitted to the REB by the principal investigator annually, or more frequently, as required by the REB. This includes summary reports by the course instructor on course-based research of the students in the course.

6. In addition to the above requirement, the REB may work with the researcher to develop an appropriate plan for continuing review and the reporting structure for the termination of the project. Some examples of continuing review processes include:

    a. formal review of the process of free and informed consent;
    b. establishment of a safety monitoring committee;
    c. periodic review by a third party of the documents generated by the study;
    d. review of reports of adverse events;
    e. review of patients' charts;
    f. random audit of the process of free and informed consent; and
    g. random audit of the implementation of the approved research protocol.

7. Kwantlen has no institutional policy on retention of research data or consent forms. Appropriate retention periods vary depending on the research discipline, research purpose and the kind of data involved. Some funding bodies, such as the Social Sciences and Humanities Research Council and the Canadian Institutes of Health Research, have specific policies on data archiving and sharing. Researchers are reminded that the use of information for purposes other than that originally approved is not permitted, with the exception of data that are fully anonymous and the process of data linkage or recording or dissemination of results does not generate identifiable information about the participants whose information is included.

**8.** A report, in the format specified by the REB, must be submitted by the principal investigator to the REB within 60 days of the completion of data collection.

## H. BREACH OF POLICY

1. Kwantlen reserves the right to immediately halt any research involving human participants that has been started without the required approval, or which does not follow the approved protocol.

2. Kwantlen employees may be served with a warning letter and/or lose research privileges and funding for serious or repeated violations of ethics policy. Existing disciplinary processes may also apply. For students, penalties may include a warning letter, a failing grade on a research project, or suspension from studies and will be dealt with under the existing academic disciplinary process.

## I. EXEMPTIONS FROM ETHICS REVIEW

The following activities do not require approval by the REB, but researchers must consult, prior to initiating the project, with the REB if there is uncertainty as to whether a project constitutes research or requires approval from the REB.

1. Research that relies exclusively on publicly available information does not require REB review when:

    a. the information is legally accessible to the public and appropriately protected by law; or
    b. the information is publicly accessible and there is no reasonable expectation of privacy.

2. Interactions with individuals, who themselves are not the focus of the research, only in order to obtain information about their organizations. For example, one may collect information from authorized individuals, in the ordinary course of their employment, about the employing organization, its policies, procedures, professional practices or statistical reports. Such individuals are not considered research participants for the purposes of this Policy.

3. Quality assurance and quality improvement studies, program evaluation activities, and performance reviews, or testing within normal educational requirements when used exclusively for assessment, management or improvement purposes, do not constitute research for the purposes of this Policy, and do not fall within the scope of REB review.

4. REB review is not required for research involving the observation of people in public places where:

    a. it does not involve any intervention staged by the researcher, or direct interaction with the individuals or groups;
    b. individuals or groups targeted for observation have no reasonable expectation of privacy; and
    c. any dissemination of research results does not allow identification of specific individuals.

5. REB review is not required for research that relies exclusively on secondary use of anonymous information, or anonymous human biological materials, so long as the process of data linkage or recording or dissemination of results does not generate identifiable information.

# RELATED POLICY

Refer to RS1 *Research Involving Human Participants Policy*

KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.** RS6 |
| **Approving Jurisdiction:** President |
| **Administrative Responsibility:** Provost and Vice President, Academic |
| **Effective Date:** June 2, 2021 |

# Animal Use and Ethics in Teaching and Research Policy

## A. CONTEXT AND PURPOSE

KPU's Vision includes strategic goals to foster environmental sustainability through course offerings, research, and operations; to increase the levels of activity, funding, and intensity of research and scholarship; to increase innovation in teaching, learning, and curriculum; to ensure continuous improvement of all KPU programs and services; and to be accountable to its partners, governments, and communities.

Current teaching and research at KPU involving animal use, includes (for example) animal husbandry courses, wild animal surveys in ecology courses, and model organism use in research. This policy on Animal Use and Ethics at KPU will set out mandatory responsibilities, processes, requirements, and authority for all animal teaching and research conducted at KPU.

Through this policy framework, KPU seeks to elevate its accountability by attaining and maintaining external certification of Good Animal Practice from the Canadian Council on Animal Care (CCAC) for responsible use of animals, as required by the Tri-Agency Framework: Responsible Conduct of Research and the Agreement on the Administration of Agency Grants and Awards by Research Institutions. This will ensure the proper care, welfare, and ethical treatment of all animals used in teaching and research at any KPU campuses, off-campus sites, or field locations, as per the guidelines and standards set out by the CCAC. Further, this certification will foster innovation and improvement of courses and programs involving animal use at KPU, increased opportunities for collaboration in research, and greater accountability to the community.

The purpose of this policy and related procedure is to establish an ethical animal care and use program that meets CCAC standards, by;

1. receiving and maintaining CCAC's Good Animal Practice certification;
2. establishing a hierarchy of responsibility for animal care at KPU, via Senior Administration, the Office of Research Services, an Animal Care Committee (ACC), and individual Principal Investigators, Course Instructors, and animal users;
3. ensuring through Senior Administration that adequate care facilities, services, staffing, and veterinary care access exist wherever animals are kept on KPU campuses and off-campus sites;

4. establishing an ACC that complies with CCAC requirements;
5. establishing multi-stage independent review, approval, and monitoring of all protocols and procedures furthering the care, welfare, and ethical treatment of animals used in teaching and research across KPU.

## B. SCOPE AND LIMITS

1. This policy applies to all Employees, Students, visitors, contractors, and volunteers at KPU.

2. This policy governs all teaching and research at KPU that involves live animals as subjects, as defined by the CCAC. This includes fish, amphibians, reptiles/birds, and mammals, as well as live cephalopod invertebrates (see Section A of related Procedure). Such use includes the husbandry and housing of such animals at KPU; invasive or non-invasive experimental manipulations; naturalistic or non-intrusive systematic observation or measurement; non-lethal biopsy/fluid/tissue collection; and euthanasia with or without sample collection. This policy applies to wild animal use in field studies as well as animals housed at KPU. This also includes the use of embryos or fertilized eggs from such animals, where mandated by the CCAC. It also governs any other use of animals on all campuses and off-campus or field sites, with the sole exception of categories of animal use that are not covered by the mandate of the CCAC, such as preserved or non-living specimens, most invertebrate animals, personal pets, or service animals not used in research, teaching, or testing.

3. Refer to current KPU Occupational Health and Safety (OHS) guidelines regarding personal pets within KPU buildings or vehicles.

4. This Policy and related Procedure shall be interpreted in harmony with up-to-date versions of related laws, agreements, policies, and external requirements (including CCAC requirements), as they may be amended from time to time.

## C. STATEMENT OF POLICY PRINCIPLES

The use of animals in teaching and research is considered acceptable only if it promises to contribute to understanding of fundamental biological principles, or to the development of knowledge that can reasonably be expected to benefit humans or animals. Animals should therefore only be used in teaching or research when best efforts to find an alternative have failed, as dictated by the Russell-Burch “3R” tenets of “Replacement, Reduction, and Refinement.”

CCAC guidelines establish the basic requirements for each institutional program within the Canadian system of oversight of animal ethics and care. Assessments of institutional animal ethics and care programs are based on CCAC guidelines and assessment policies. Given the goals outlined in KPU’s Vision, of increased research activity, sustainability, quality improvement, and accountability, it is vital that KPU as an institution undertake compliance with CCAC guidelines and policies to receive and maintain the CCAC Certificate of Good Animal Practice.

1. **Responsibilities of Senior Administration**
   The Provost and Vice President, Academic has designated the Associate Vice President, Research, Innovation, and Graduate Studies as the senior administrator responsible for this policy and

procedure. In accordance with the CCAC policy statement for senior administrators responsible for animal care and use programs (see links below), and working together with other departments across KPU, the senior administrator responsible for animal care shall:

a. Ensure that there are mechanisms in place to ensure that the proposed animal-based work has scientific and/or pedagogical merit.
b. Ensure that the ACC is appropriately composed and structured according to CCAC policy, and provided with sufficient human resources to function effectively.
c. Ensure the availability of appropriate veterinary and animal care staff and financial resources, to provide appropriate and sufficient animal facilities and services for any animals to be held and for the types of work to be undertaken.
d. Ensure that all animal users are well informed with regard to all aspects of the animal care and use program, and understand that using animals is a privilege that is granted with the understanding that institutional, provincial and national standards with respect to animal care and use, including CCAC policies and guidelines, are followed.
e. Ensure that institutional programs for occupational health and safety and crisis management include measures to protect all those who may be exposed to animals or related hazards.
f. Ensure that the institution prepares appropriately for every CCAC assessment visit.

2. **Responsibilities of the KPU Animal Care Committee**

In accordance with the CCAC terms of reference for animal care committees, the KPU ACC shall:

a. Ensure that the KPU Standard Animal Use Protocol documents are in line with CCAC guidelines and meet the requirements of the CCAC for assessment of ethical animal use and standards of care.
b. Review for approval all submitted Animal Use Protocols, following the CCAC guidelines for protocol review, prior to the commencement of any teaching and/or research using those animals, and follow up approved protocols with a system of routine monitoring.
c. Ensure that all submitted Animal Use Protocols and standard operating procedures (SOPs) include only procedures that comply with best standards of practice, CCAC guidelines, regulatory body requirements, and current government legislation, and that all animal use has been independently reviewed for scientific and/or pedagogical merit.
d. Ensure that all animals housed at KPU receive appropriate care at all stages of their lives, including appropriate methods of husbandry, housing, veterinary services, and euthanasia. This should involve at least annual site visits for all animal care facilities.

3. **Responsibilities of Animal Users**

In accordance with the CCAC terms of reference for animal care committees, all KPU Employees, Students, visitors, contractors, or volunteers involved in the use of animals shall:

a. Familiarize themselves with and abide by all approved protocols and SOPs regarding the care of the animals they will be using, including completion of all relevant training.
b. Familiarize themselves with and make appropriate use of reporting structures, including the submission of Standard Animal Use Protocols for approval by the ACC, regular reporting of animal use statistics, reporting of deviations in protocol, and any animal welfare incidents.
c. Notify the ACC about the presence of all animals (including service animals) on campus when they are being housed in KPU facilities, even temporarily.

4. **Liability**

By ensuring KPU's compliance with CCAC guidelines, this policy will further help prevent exposure of KPU to potential criminal liability under the Criminal Code of Canada and the BC Prevention of Cruelty to Animals Act.

Individuals who fail to obtain approval of the ACC before commencing teaching, research, or any other activities involving animals at KPU, may be personally liable under such laws as may apply.

## D. DEFINITIONS

Refer to Section A of RS6 *Animal Use and Ethics in Teaching and Research* Procedure for a list of definitions in support of this Policy.

## E. RELATED LEGISLATION, GUIDELINES, AND POLICIES

**Related Legislation Includes:**

1. Criminal Code of Canada (relevant sections are currently Sections 444 – 447)
2. BC Prevention of Cruelty to Animals Act
3. Health of Animals Act (S.C. 1990, c. 21)

**Related Agreements Include:**

1. Agreement on the Administration of Agency Grants and Awards by Research Institutions

**Related Standards and Guidelines Include:**

1. CCAC guidelines:
   a. CCAC general guidelines
   b. Policy Statement for: senior administrators responsible for animal care and use programs
   c. Terms of Reference for Animal Care Committees
2. Standard Acquisition Clauses and Conditions Manual (Clause A9015C - acquisition of animals for government funded research)
3. Canadian Food Inspection Agency (CFIA) conditions for handling of animals
4. CALAM (Canadian Association for Laboratory Animal Medicine) Standards of Veterinary Care
5. Codes of Practice for the Care and Handling of Farm Animals — National Farm Animal Care Council
6. Canadian Biosafety Standard (CBS) (2nd ed.) — Canadian Biosafety Standards and Guidelines
7. Containment Standards for Facilities Handling Aquatic Animal Pathogens (1st ed.) — CFIA

**Related Policies Include:**

1. AC1 *Advisory Committees* Policy
2. GV7 *Advisory Boards (Non-Program)* Policy
3. RS2 *Integrity in Research and Scholarship* Policy
4. SR5 *Insurance – Students* Policy
5. SR6 *Insurance – Employees* Policy
6. SR7 *Safety and Health* Policy
7. KPU OHS Guidelines - Pets on Campus
8. KPU Service Animal Guidelines

## F. RELATED PROCEDURES

RS6 *Animal Use and Ethics in Teaching and Research Procedure*

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.** RS6 |
| **Approving Jurisdiction:** President |
| **Administrative Responsibility:** Provost and Vice President, Academic |
| **Effective Date:** June 2, 2021 |

# Animal Use and Ethics in Teaching and Research Procedure

## A. DEFINITIONS

1. **Animal Care Committee (ACC)**: The committee which oversees the approval and implementation of all Animal Use Protocols and Standard Operating Procedures at KPU.

2. **Animal Use Protocol (AUP):** The protocols described on forms developed by the ACC to track and describe animal use for teaching and/or research; these forms must be filled out by principal investigators (for research) or course instructors (for teaching) for approval by the ACC.

3. **Animals:** As per the Canadian Council on Animal Care (CCAC) guidelines, 'animals' are defined to include all live vertebrate or cephalopod organisms that are covered under the mandate of the CCAC.

4. **Animal User**: Any and all employees, visitors, contractors, volunteers, students or other individuals who will be directly handling or caring for live animals for teaching or research at KPU.

5. **Campuses and Sites**: Includes any building, structure, parking lots, vehicle, space or land, (including vacant land or space) controlled, owned, leased, licensed, and/or occupied by KPU.

6. **Course Instructor:** The institutional instructor (or designate) who is primarily responsible for submission of a particular Course Outline that involves animal use.

7. **Pedagogical Merit Review:** An independent expert peer-review of the pedagogical merit of a given proposed AUP to use animals for teaching. Pedagogical merit review is required for all AUPs for use of animals in teaching prior to their subsequent review and requested approval by the ACC.

8. **Principal Investigator (PI)**: The researcher who has primary responsibility for a given research project. Every project has one lead researcher designated as the Principal Investigator. For course-based research, the individual advising the student engaged in a research project shall function as the PI for the

purposes of obtaining all approvals and complying with this Policy.

**9.** **Scientific Merit Review:** An independent expert peer-review of the scientific merit of a research project that proposes to use animals for research. Such review is required for all AUPs for use of animals in research prior to their subsequent review and requested approval by the ACC.

**10.** **Standard Operating Procedures (SOPs)**: Specific established or prescribed methods of animal husbandry, maintenance, treatment, euthanization, or experimental manipulation to be followed routinely for the performance of these operations.

**11.** **The Three Rs of Good Animal Practice:**

**a)** **Replacement** refers to methods which avoid or replace the use of animals in an area where animals would otherwise have been used.

**b)** **Reduction** refers to any strategy that will result in fewer animals being used.

**c)** **Refinement** refers to the modification of husbandry or experimental procedures to minimize pain and distress.

# B. PROCEDURES

Ethical animal use requires consideration of animal welfare needs. KPU will adhere to the guidelines and standards of the CCAC. These procedures should be interpreted harmoniously within the current CCAC frameworks (e.g. standards, policies, and guidelines, and other requirements) and the Tri-Agency Agreement on the Administration of Agency Grants and Awards by Research Institutions as may be updated from time to time.

## 1. ROLE AND RESPONSIBILITIES:

a. **Institutional Responsibility**

In accordance with the CCAC policy statement for senior administrators responsible for animal care and use programs (Appendix 1), it is the responsibility of the Senior Administrator responsible for animal care at KPU (the Associate Vice President, Research, Innovation, and Graduate Studies, through the Office of Research Services or ORS) to:

i. Arrange for scientific and/or pedagogical merit review of all proposed animal-based work at KPU (see section 3 below).

ii. Ensure that a well-functioning ACC is appropriately composed and structured, according to the most recent version of the CCAC policy statement on: terms of reference for animal care committees (see section 2 below and Appendix 2).

iii. Ensure that appropriate resources and facilities are allocated to animal care, as dictated by the CCAC guidelines for animal care facilities (Appendix 3) and the CCAC policy statement for senior administrators responsible for animal care and use programs (Appendix 1).

iv. Lead the fulfillment of all other institutional responsibilities as required by CCAC, according to the CCAC policy statement for senior administrators responsible for animal care and use programs (Appendix 1).

v. Ensure that KPU operational units such as Faculties, Institutes and Schools, Facilities Services, Information Technology Services, Security, and the University Space Administration are proactively consulted at the start of planning any new, or modification to any existing, animal care facility to:

vi. Provide appropriate space allocation (for inclusion in the preparation of ACC applications), and cost estimates to create, operate, and maintain animal care facilities, including environmental controls and services (such as water supplies, emergency power, HVAC, etc.) for animal care facilities as needed to ensure animal health and welfare, as directed by the senior administrator described above.

vii. Provide 24-hour facility access for routine animal care/monitoring and emergency responses.

**b. <u>Roles of Animal Users</u>**

**Principal Investigators or Course Instructors must**:

i. Apply for and secure ACC approval of courses or research that make use of animals, prior to the commencement of teaching or research involving animals (see section 4 below). Each application will include the filling out of the Standard Animal Use Protocol (AUP) document, including any necessary supporting documents. The application shall also include documentation of approvals of the proposed research or course outline from Faculty and academic department levels, as well as evidence of appropriate animal housing and facilities (see b-ii below). Other supplemental information may be requested by the ACC. For research projects involving multiple PIs, only one Protocol is required, and should be submitted by the PI with the most direct involvement in handling/caring for the animals in question.

ii. Consult in advance with KPU operational units such as Facilities Services, Information Technology Services, Security, the University Space Administration, Risk Management, or any other relevant stakeholders regarding new or modified animal care facilities prior to the submission of any Animal Use Protocol to the ACC, and provide documentation of approvals for such plans from appropriate Faculty, institute, academic department, or other relevant stakeholders.

iii. Choose the most appropriate methods for their work, in consultation with veterinarians and other experts as needed; to detail all animal-based methods in writing to the ACC within the animal use protocol forms, and to answer questions from the committee on any aspect of animal-based work.

iv. Ensure that all individuals who will be involved in the handling and/or care of animals

under their protocols shall be appropriately trained as per item c below and be added to the existing protocol as users.

**All animal users (including PIs and Course Instructors) must:**

v. Familiarize themselves with and strictly follow the approved protocols, procedures, and SOPs regarding the animals they will be using in teaching and/or research.

vi. Complete the CCAC Animal Ethics Training modules, including the appropriate sub-streams (Fish, Vivaria, Farm Animals, or Wildlife) and submit records of completion to the ACC and ORS (ACC@kpu.ca and ORS@kpu.ca respectively).

vii. Familiarize themselves with the reporting structure set up for the animals they will be using, and to appropriately report all animal usage and care to the PI and the ACC as directed by their SOPs.

viii. Report any significant change or deviation in animal use protocols to the appropriate PIs, facility managers, or course instructors, and these changes must then be communicated to the ACC within 24 hours of use.

ix. Report any major animal welfare incident within 24 hours, directly to the ACC using the appropriate incident report forms, and immediately deal with the incident as directed by the relevant SOP.

**c. Role of the ACC**

The ACC ensures that KPU adheres to the CCAC guidelines and policies, as well as any applicable institutional, national, and provincial requirements. The ACCs operate under CCAC-established Terms of Reference (Appendix 1) which detail the roles and responsibilities of the ACC and the institution. KPU's ACC fulfills this mandate as follows:

i. Ethical review and approval of AUPs

1) Ensure that no KPU teaching or research activity (including field studies) involving animals be commenced without prior ACC approval of a written animal use protocol, and that no animals be acquired or used before such approval (see section ii-1 below). A transition plan will enable activities to continue until initial review of animal use protocols can occur (see section 4 a-iv).

2) Ensure that no animals be held on KPU campuses or sites for display or breeding purposes, or for eventual use in teaching or research, without prior ACC approval of a written animal use protocol, except where current CCAC guidelines provide for exemptions.

3) Ensure that all ACC members and animal users have the opportunity to become familiar with the CCAC guidelines on animal use protocol review (Appendix 4), the CCAC statement on Ethics of Animal Investigation (Appendix 5), and all other CCAC guidelines and policy statements, federal, provincial or municipal statutes that may apply, as well as specific institutional requirements on animal care.

ii. Development and implementation of documents, policies, and procedures for institutional animal care and use. This Policy and Procedure contains an appendix with links to guidelines for creating CCAC-compliant forms (Appendix 6), as well as relevant Occupational Health and Safety programs (Appendix 7) and Crisis Management programs (Appendix 8). See also: KPU Safety and Health Policy SR7.

1) Provide KPU Standard Animal Use Protocol documents that are consistent with CCAC Terms of Reference for animal care committees (Appendix 1), current standards of animal care, institutional needs, and community standards, and ensure that all PIs or course instructors complete these forms in language that all members of the ACC can clearly understand.

2) Meet at least twice per year to review and assess all submitted animal use protocols, with particular emphasis on the CCAC Statement on Ethics of Animal Investigation (Appendix 4), the CCAC Guidelines on Animal Use Protocol Review (Appendix 5), and all other relevant CCAC guidelines and policy statements. All protocols must have been found to have scientific or pedagogical merit through independent peer review prior to approval (see section 3, below).

3) Ensure that PIs or Course Instructors update their protocols with any modifications they intend to make and to approve any modifications to a protocol before they are implemented. Existing protocols must also be reviewed annually for renewal.

4) Document all ACC discussions and decisions in the committee minutes and on attachments to the protocol forms.

5) Ensure appropriate policies and procedures are established to provide for a system of animal care commensurate with current veterinary practices, to be provided for animals in all stages of their life and in all experimental situations. This must include veterinary care; formal arrangements must be made to obtain the services of a veterinarian, at least on a consultative basis, if they are not readily available within the institution. These formal arrangements must be based on the elements contained in the Standards of Veterinary Care of the Canadian Association for Laboratory Animal Medicine (CALAM), which define the roles and responsibilities of veterinarians involved in scientific animal care and use programs (Appendix 9).

iii. Site Visits: ACCs conduct site visits at least once a year to ensure proper and well-equipped facilities are available for the animals and to monitor care post-approval. A CCAC Site Visit Checklist is included in RS6 Appendix links (Appendix 10).

iv. Reporting to the CCAC: the ACC must submit complete and accurate animal use information in the CCAC Animal Use Data Form (AUDF) format for all protocols annually, and complete the Animal Care and Use Program Review Form every three

years for CCAC Assessment Visits.

v. Maintain committee membership and regular activities/reports as detailed below.

**2. MEMBERSHIP AND ACTIVITIES OF THE ACC:**

a. The Animal Care Committee shall be composed as required by the CCAC Terms of Reference (Appendix 1). Calls for specific member requirements (a veterinarian familiar with animal research, members of the broader community, etc.) will be made as necessary by the ORS.

b. The ACC shall report to the Associate Vice President, Research, Innovation, and Graduate Studies. The ACC shall provide an annual report on its activities in a form prescribed by the Office of Associate Vice President, Research, Innovation, and Graduate Studies.

c. The ACC should regularly review (preferably every year, but at least every three years):
   i. its Terms of Reference, expanding them as necessary to meet new CCAC guidelines or policies and changing needs within the institution, the scientific community, the animal welfare community and society as a whole;
   ii. the security of housed animals and research facilities at KPU;
   iii. all SOPs and institutional animal care and use policies that are not part of Standard Animal Use Protocols; and
   iv. policies and procedures for monitoring animal care and experimental procedures within the institution, including the identification of the persons responsible for monitoring and reporting on animal health and welfare.

d. The ACC must maintain liaison with the CCAC Secretariat and inform the Secretariat of any changes to their animal care program, to the senior administrator responsible for animal care and use, to the chairperson of the ACC, or the veterinary/senior animal care personnel.

e. The ACC must develop a crisis management program for the animal facilities and for the animal care and use program, in conjunction with any general institutional crisis management plan(s).

f. The ACC should try to achieve and maintain a high profile within the institution and in the community, including animal welfare organizations, in order to demonstrate the institution's efforts in promoting animal welfare and allay public concerns regarding animal experimentation.

g. Education and Training - the ACC shall, from time to time, sponsor seminars or workshops on the use of animals in science and the ethics of animal experimentation.

**3. SCIENTIFIC OR PEDAGOGICAL MERIT REVIEW**

**a. <u>Animal use in teaching</u>**

i. PIs or Course Instructors proposing animal use in any teaching program at KPU shall indicate in the appropriate Course Outline forms provided by the Senate Standing Committee on Curriculum (SSCC) that pedagogical merit review is required before

the SSCC can approve the course. This will trigger notification of the ACC (at acc@kpu.ca) and Office of Research Services (at ors@kpu.ca) to arrange for review by an ad hoc pedagogical merit review committee, as described below.

ii. PIs or Course Instructors will also submit appropriate animal use protocols and SOPs for review, including any additional information requested by the ad hoc pedagogical merit committee.

iii. The Associate Vice President (AVP), Research, Innovation, and Graduate Studies or their designate will strike the ad hoc pedagogical merit review committee consisting of at least two independent referees with knowledge of pedagogy and alternatives to animal-based teaching, and who do not currently sit on the ACC. This committee will review the relevant course outlines, SOPs, and animal use protocols, and determine if animal-based teaching or training is essential to meeting learning objectives and outcomes of the courses involved, using the CCAC guidelines for Pedagogical Merit Review. Decisions must be documented and sent to the ACC (acc@kpu.ca) and to the AVP (avpr@kpu.ca) so that ethics review of AUPs by the ACC may proceed (see section 4 below).

iv. The office of the AVP shall inform the SSCC and ACC chairs of the decision of the ad hoc pedagogical merit review committee so that course outline approval process and AUP review may proceed as may be appropriate. Implementation of animal use for the course may not commence until all approvals (course outlines and AUPs) are completed.

v. Key considerations for Review of Pedagogical Merit for animal use in teaching are found in the CCAC Policy Statement on Pedagogical merit of live animal-based teaching and training (Appendix 11), including schedule for review.

**b. <u>Animal use in research</u>**

i. For a research program or project that has been examined through an independent and expert peer-review process (e.g. federal and provincial granting agencies and others), the KPU's institutional research administration, ORS may choose to accept the results of this review as evidence of scientific merit.

ii. For projects that are either internally funded or that are funded by a source not using a peer review mechanism with appropriate independence and expertise, the AVP, Research, Innovation, and Graduate Studies or their designate will strike an ad hoc scientific merit review committee consisting of at least two independent experts in the research area, external to the ACC and with no affiliation with the PI of the project. It is not appropriate for the ACC or PI to select reviewers. This committee will review the relevant animal use protocols and SOPs, and produce written reviews that include comments on the objectives, hypotheses, methodological approach, and potential contribution(s) of the study to scientific knowledge, using the CCAC guidelines for Scientific Merit Review. Decisions must be documented and sent to the

ACC (acc@kpu.ca) and to the AVP (avpr@kpu.ca) so that ethics review of AUPs by the ACC may proceed (see Section 4 below).

iii. The PI should be provided with the reviews, and should address any questions or concerns, working with the ORS or the delegated ad hoc scientific review committee, before the ORS can confirm to the ACC that the work has been found to have scientific merit.

iv. Key considerations for Review of Scientific Merit for animal use in research are found in the CCAC Policy Statement on scientific merit and ethical review of animal-based research (Appendix 12).

**4. ANIMAL CARE REVIEW PROCESS:**

**a. Application for ACC Ethics Review:**

i. The PI or Course Instructor is responsible for submitting research proposals or proposed course outlines to the ACC via acc@kpu.ca. Each proposal will include a completed Standard AUP document provided by the ACC and any necessary supporting documents requested by the ACC (SOPs, descriptions of facilities, etc.). See the CCAC Addendum on Requirement for Submitting an Animal Protocol (Appendix 13).

ii. The proposal shall also include documentation of preceding approvals of the proposed research or course outline from faculty and department levels, as well as evidence of appropriate animal housing and facilities. Other supplemental information may be requested by the ACC.

iii. The submitted AUP shall include (at least) all information dictated by the CCAC Terms of Reference for Animal Care Committees (Appendix 1), as well as documentation of independent merit review (see section 3, above).

iv. The ACC, in consultation with the Office of the AVP Research, Innovation, and Graduate Studies and the CCAC, shall develop a transition plan, to be enacted upon the date of adoption of this policy. This plan shall enable current courses and other activities involving animal use at KPU to continue while the CCAC certification of Good Animal Practices is being attained. The transition will involve pedagogical merit review of existing courses, scientific merit review of research, drafting of AUPs for all current animal use at KPU, and ethical reviews of AUPs by the ACC.

**b. Review and Approval:**

i. The ACC will review all new protocols at their regular meetings. This may require further supportive information from the investigator/instructor or meetings with the investigator/instructor to ensure that all members of the committee understand the procedures to be used on the animals. All communications to and from the ACC shall occur exclusively through acc@kpu.ca to ensure continuity of records.

ii. Protocol authors and members of their research/teaching teams must always clearly remove themselves from ACC decision-making on their own protocols.

iii. The ACC may delegate the responsibility of interim approvals to an interim approval subcommittee of the ACC, which must include at least one scientific member, one veterinarian and one community representative, one of whom should preferably be the chair of the ACC. The interim review process, including exchanges between the ACC and protocol authors, must be documented and then be subject to discussion and final approval at a full meeting of the committee.

iv. The ACC shall define its own protocol review process in its Terms of Reference, following the CCAC Guidelines on Animal Use Protocol Review (Appendix 4). This process should include or refer to clear instructions to protocol authors, to ensure that all animal users in the institution understand how the ACC works, when it meets, how to fill out and submit a protocol form and what to expect after submission.

v. The ACC shall notify PIs or course instructors when their animal use protocols are currently being reviewed and make requests for interviews or for any further information as deemed necessary. The ACC will either approve of the protocols as written, or request revisions as necessary to satisfy all pertinent considerations required by the CCAC Guide, ACC terms of references, institutional needs, and community standards.

**c. <u>Protocol Renewal:</u>**

i. Minor modifications (e.g., one or two animal users added or removed, a small number of animals added, etc.), as defined by the ACC, can be approved by the Chair of the ACC or a delegate. Any major changes to a protocol must be reviewed and approved by the entire ACC.

ii. The ACC will define, in writing, the criteria as to what constitutes a major change to a protocol (e.g., a 10-15% increase of the number of animals required vs. the number in the original protocol, a change of species, use of more invasive or more frequent procedures, use of entirely new procedures, or other criteria).

iii. The ACC will review all approved protocols annually, i.e., within a year of commencement of the project; annual renewals should be approved by at least an interim subcommittee as described in section b-iii above, and should be subsequently brought to the attention of the full ACC for its information.

iv. The ACC may choose to use a shorter protocol renewal form, as described in the CCAC Guidelines on Animal Use Protocol Review (Appendix 4).

v. The ACC shall require the submission of a new protocol after a maximum of three consecutive renewals.

**d. <u>Reconsideration and Appeals:</u>**

i. Applicants have the right to appeal negative decisions of the ACC. An appeal can only be launched for procedural or substantive reasons, but ACC decisions made purely on ethical grounds should always stand.

ii. Where the appeal concerns ongoing research, the ACC may direct that the research be suspended during the Consultative Dialogue and Formal Appeal period(s).

iii. Consultative Dialogue (initial appeal) - Ongoing consultation and dialogue between the PI or Course Instructor and the ACC occurs throughout the protocol review process. The ACC will generally provide opportunities for response and alterations of a protocol before denial of approval. As such, an outright denial of approval will be very rare; instead, PIs or Course Instructors will be invited to re-submit with edits or alterations to the protocols.

iv. Formal Appeals:

1) KPU, through the AVP, shall enter into an agreement with another institution, whose Animal Care Committee shall function as an Appeal Board for the purposes outlined in this Policy. In return for providing the Appeal Board, the KPU ACC may be made available to hear appeals of applications rejected by the ACC of the other institution.

2) A PI or Course Instructor wishing to formally appeal a decision of the KPU ACC to deny approvals or to halt ongoing animal use, they (the Appellant) must contact the office of the AVP, Research, Innovation, and Graduate Studies within 30 days of the ACC's decision and provide the following documentation: the final application package including the AUP, related SOPs, and supplemental information as requested by the ACC during the protocol review process; a statement of the basis of the appeal (procedural, substantive, or both); and the rationale for the appeal. The Office of the AVP, Research, Innovation, and Graduate Studies shall submit all the materials to the Appeal Board within ten working days of receipt of the materials described above. Decisions of the Appeal Board shall be final and binding upon KPU and the Appellant.

**e. <u>Animal-Based Projects Involving Two or More Institutions:</u>**

i. The ACC is responsible for overseeing the work carried out by all KPU employees, faculty and students who use animals for teaching or research. For multi-jurisdictional projects, the KPU employee, faculty or student must first submit a written animal use protocol describing the project to KPU's ACC. who will review the project to ensure that it meets the committee's normal standards and does not contravene any institutional policies on animal care and use. The ACC would approve the protocol in principle, conditional to the approval of the protocol by the other host institution's ACC.

ii. This process may require submission of a single common protocol form to be agreed upon by the ACCs and the principal investigator. The chairs of each ACC will

communicate directly with each other to discuss any questions that either committee may have. Guidelines for this process can be found in the CCAC guidelines on Animal-based projects involving two or more institutions (Appendix 14).

**5. REPORTING AND VIOLATIONS**

**a. Reporting Structure**

All animal use statistics, protocol submissions, protocol and SOP changes, project completion reports, incidence reports, and facility upkeep reports must be made to the ACC and the ORS through proper channels, and distributed annually to the appropriate Senate standing committees:

i. The ACC reports directly to the Associate Vice President Research, Innovation, and Graduate Studies

ii. Individual Animal Care Facilities Managers, PIs, and course instructors report both to the ACC and to their respective Dean's office and/or Institute directors.

iii. Animal users such as technical staff, laboratory managers, laboratory instructors, or students report to the appropriate Animal Facilities Managers, and/or PIs or course instructors under whose animal use protocols they are working.

iv. Institutional animal use data is reported to the CCAC Secretariat annually by the ACC.

**b. Incident Reporting**

i. Animal welfare incidents include any unforeseen situation impacting the health or welfare of animals in KPU facilities. This includes any emergency situation requiring veterinary intervention, any damage to animal care facilities, missed feedings, or incidents causing undue animal stress.

ii. All animal care incidents must be reported directly to the ACC, within 24 hours, using the appropriate Incidence Report form.

**c. Project Completion report**

i. All completed research projects or discontinued courses involving animal use must be reported to the ACC so that endpoints can be documented.

**d. Violations**

i. Failure to comply with these procedures may result in loss of CCAC certification of Good Animal Practice, as well as legal ramifications under such federal and provincial legislation as may apply (see RS6 *Animal Use and Ethics in Teaching and Research and Policy*).

ii. KPU will also employ Breach of Policy processes as outlined in the Responsible Conduct of Research Framework and KPU policy RS2 *Integrity in Research and Scholarship* in addition to any other policies, employment agreements, and contracts as may apply.

# C. RELATED POLICY AND OTHER REFERENCES

RS6 *Animal Use and Ethics in Teaching and Research Policy*

# D. APPENDICES

1. Policy Statement for: senior administrators responsible for animal care and use programs
2. Terms of Reference for Animal Care Committees and Roles of Animal Care Committee Members
3. CCAC General guidelines
4. CCAC guidelines on animal use protocol review
5. Ethics of Animal Investigation
6. Presentation on Animal Use Protocol Forms
7. CCAC Occupational Health and Safety training module
8. CCAC guidelines on crisis management programs
9. CALAM standards of veterinary care
10. ACC Annual Site Visit Checklist
11. CCAC Policy: Pedagogical merit of live animal-based teaching and training
12. CCAC Policy Statement on: scientific merit and ethical review of animal-based research
13. Requirement for Submitting an Animal Protocol – Addendum to the CCAC policy statement on terms of reference for animal care committees
14. Animal-based projects involving two or more institutions

## Appendix 6.10 LinkedIn Learning: Uncovering Unconscious Bias in Recruiting and Interviewing

# Managing Bias in Hiring eLearning

## Audience

The LinkedIn Learning course, Uncovering Unconscious Bias in Recruiting and Interviewing is designed to help anyone involved in making hiring decisions (e.g., search committee members, human resources professionals and hiring managers) ensure that inclusive processes and practices support the recruitment of a diverse and innovative workforce.

## Description

The LinkedIn Learning course, Uncovering Unconscious Bias in Recruiting and Interviewing explores an important factor that can affect the success of your hiring practices—bias. Despite our best efforts, bias is a contributing factor in our decision-making. Unconscious bias is even more precarious, as we are often unaware that it's a factor in our decisions. In this 52 minute course, Dr. Tana M. Session walks you through how to define a number of unconscious biases, as well as how the biases can impact your decision-making and how you can combat them when recruiting and hiring qualified candidates. First, Dr. Session explains what the term "unconscious bias" means and ensures no one feels guilty about discovering their own biases. Next, Dr. Session covers several common types of unconscious bias, including confirmation bias and affinity bias. For each type, she defines the bias and shows how it might impact your decision-making. After this, Dr. Session concludes by outlining strategies to minimize bias in the recruiting and interview process.

## When to Access the Program

Specifically, search committee members and hiring managers are recommended to complete the course prior to the start of a search. This will ensure the information is relevant right before it is needed and can be applied right away.

## How to Access the Program

Employees have access to LinkedIn Learning courses.

**Step 1:** Obtain a LinkedIn Learning License
If you have not obtained a LinkedIn Learning License, you can do so by following the instructions outlined on this page: Training & Development - LinkedIn Learning (sharepoint.com)

LinkedIn Learning is available whether you have a LinkedIn Account or not.

**Step 2:** Click here to enroll in the course Uncovering Unconscious Bias

## Additional Learning on Unconscious Bias

As a Canadian Centre for Diversity and Inclusion (CCDI) employee partner, KPU employees have access to CCDI's monthly webinars, in-person events, and knowledge repository where you can extend your learning about unconscious bias, best practices in hiring, and other diversity and inclusion topics.
Visit https://kpuemp.sharepoint.com/sites/hr/training/SitePages/CCDI.aspx for more information.

An additional option is to explore Harvard's Implicit Association Tests by clicking here or to complete Canada Research Chair's Unconscious Bias training module which, while it focuses on the peer review process, reviews concepts in bias which are transferable to other contexts.

**Appendix 6.11 KPU Equity, Diversity, and Inclusion (EDI) Recommendations for Institutional Change Action Plan**

March 2023

# Equity, Diversity, and Inclusion (EDI) Recommendations for Institutional Change

***We at Kwantlen Polytechnic University respectfully acknowledge that we live, work and study in a region that overlaps with the unceded traditional and ancestral First Nations territories of the Musqueam, Katzie, Semiahmoo, Tsawwassen, Qayqayt, and Kwikwetlem; and with the lands of the Kwantlen First Nation, which gifted its name to this university.***

***In the cause of reconciliation, we recognize our commitment to address and reduce ongoing systemic colonialism, oppression and racism that Indigenous Peoples continue to experience.***

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## Introduction

KPU is committed to actively fostering an equitable and inclusive learning and working environment that enables every member of our diverse community to thrive. Building such an environment is essential to being a unique, progressive and highly regarded university that upholds a culture of social justice, sustainability, creativity and equity. KPU's goal is not only to reflect our diverse, dynamic and growing community, but also to enable our students and employees to enjoy rich, engaging, and supportive educational and working experiences.

In order to facilitate this, KPU is developing an Equity, Diversity, and Inclusion (EDI) Action Plan using the Canada Research Chairs: Institutional Equity, Diversity and Inclusion Action Plans Best Practices Guide as a starting point.

The EDI Action Plan is focused on employees and has the following goals:

1. To support EDI practices throughout the institution
2. To strengthen employee awareness and understanding of EDI
3. To address systemic barriers to create space for full participation of employees in the university community.

## How to Approach this Document

This document was written by the EDI Action Plan Development Committee and contains draft recommendations we propose to be included in KPU's first EDI Action Plan.

We invite all KPU employees to provide feedback.

As you read through the document, you may come across terms you are unfamiliar with. To assist with this, you will find definitions of key terms used within this document in the last section. These terms are hyperlinked in the report so you can click on the word and will be taken to the definition.

The contents of this document are deeply connected to lived experiences and may trigger strong feelings and responses. If you need support, please consider the following resources. All organizations listed below are hyperlinked to their respective websites.

- KPU Employee and Family Assistance Program
- BC Mental Health Supports
- KUU-US Crisis Line
- Crisis Centre BC
- Indian Residential School Survivors Society
- Multicultural Mental Health Resource Centre Canada
- Vancouver Black Therapy and Advocacy Foundation
- Healing in Colour

- WAVAW Rape Crisis Centre
- Trans Lifeline

If you feel defensive while reading these recommendations, please remember that discomfort is part of change. Please take time to sit with your feelings and process before engaging in feedback.[1]

## EDI Action Plan Steering & Development Committees

The Equity, Diversity, and Inclusion (EDI) Action Plan Steering Committee was established in late 2019. Although this committee was formed in response to the Canada Research Chairs Program's (CRCP) requirement that institutions develop individual EDI action plans to ensure equitable distribution of and support for Canada Research Chair (CRC) allocations, KPU decided to take this opportunity to create a wider action plan that would benefit all employees. The Steering Committee contracted the Canadian Centre for Diversity and Inclusion (CCDI) to collect baseline data. CCDI administered a Diversity Census and Inclusion Survey (Diversity Meter) in March 2021 and conducted interviews with CRC applicants and nominees in May 2021. CCDI provided KPU with key findings and recommendations in a Current State Inclusivity Assessment (CSIA) report[2] in November 2021.

With data from the CSIA report regarding KPU's employee demographics and work culture, the Steering Committee approved the formation of a separate development committee led by Human Resources to draft recommendations on which to base the action plan. KPU faculty with recent experience participating on KPU EDI committees, lived experience and/or demonstrated understanding of EDI issues, and strong writing and editing skills were invited to apply. Applications from equity-denied groups were encouraged.[3]

The EDI Action Plan Development Committee was formed in January 2022.

***EDI Action Plan Steering Committee Members***

- **Dr. Alan Davis** (he/him), President and Vice Chancellor

[1] Thank you to the Task Force on Anti-Racism for sharing this content warning.
[2] Throughout this document references will be made to some of this data. Readers are encouraged to review the entire CSIA report in full, including written feedback provided by respondents and interviewees.

[3] Time-releases were offered to mitigate the reality that equity-denied employees are often expected to do an institution's "diversity work" which amounts to additional unpaid labor including administrative work and mentoring colleagues (Canada Research Chairs Institutional Equity, Diversity and Inclusion Action Plans Best Practices Guide, p. 9).

- **Dr. Asma Sayed** (she/her), Interim Associate Vice President, Anti-Racism, and Canada Research Chair in South Asian Literary and Cultural Studies, Department of English (*joined December 2022*)
- **Dr. Deepak S. Gupta** (he/him), Associate Vice President, Research, Innovation, and Grad Studies
- **Dr. Diane Purvey** (she/her), Provost and Vice President Academic (*joined January 2022*)
- **Gayle Bedard** (she/her), Associate Vice President, Indigenous Leadership (*joined December 2022*)
- **Laurie Clancy** (she/her), Vice President, Human Resources
- **Dr. Lori McElroy** (she/her), Associate Vice President, Planning and Accountability
- **Randall Heidt** (he/him), Vice President, External Affairs (*joined January 2022*)
- **Dr. Rajiv Jhangiani** (he/him), Associate Vice President, Teaching and Learning *(until July 2022)*
- **Dr. Romy Kozak** (they/she), Director of Diversity, and Faculty, Department of English
- **Teresa Smith** (she/her), Director, Organizational Development and Employee Experience, Human Resources
- **Trina Prince** (they/them)**,** Manager, Equity, Diversity, and Inclusion, Human Resources *(joined January 2022)*

***EDI Action Plan Development Committee Members***

- **Dr. Asma Sayed** (she/her), Interim Associate Vice President, Anti-Racism, and Canada Research Chair in South Asian Literary and Cultural Studies, Department of English
- **Dr. Cherylynn Bassani**, Faculty, Department of Sociology
- **Dr. Fiona Whittington-Walsh** (she/her), Lead Advisor on Disability, Accessibility, and Inclusion, Faculty, Department of Sociology
- **Dr. Lilach Marom** (she/her), Faculty, Department of Educational Studies *(until August 2022)*
- **Dr. Romy Kozak** (they/she), Director of Diversity, and Faculty, Department of English
- **Teresa Smith** (she/her), Director, Organizational Development and Employee Experience, Human Resources
- **Trina Prince** (they/them)**,** Manager, Equity, Diversity, and Inclusion, Human Resources
- **Dr. Daniel Tones** (he/him), Chair, Music Department (*until February 2022*)

## Naming this Document

Over the past few years, the terms equity, diversity, and inclusion have become commonly used buzzwords among many organizations, including post-secondary institutions. However, these concepts are just words unless they are supported by strong, intentional action.

When work began on this document, the EDI Action Plan Development Committee discussed calling it the Equity, Diversity, Inclusion, and Decolonization (EDID) Recommendations Report[4]. This title recognized that EDI initiatives must occur in partnership with decolonization efforts, and that developing EDI recommendations which did not acknowledge and attempt to address the wrongs that continue to be committed against Indigenous peoples would be misguided. Both equity and decolonization are central to successfully bringing about transformative, inclusive change.

Work on these recommendations proceeded with this awareness in mind. When it came time to release this draft for public comment, however, it was noted that that the appearance of "decolonization" in such a prominent place as the title may be problematic due to several factors. These include the following:

- No members of the EDI Action Plan Development Committee identified as Indigenous.
- The Diversity Census and Inclusion Survey (the starting point of these recommendations) did not adequately represent Indigenous voices, given the low response rate of KPU employees who identified as Indigenous.
- During the past two years, the Indigenous Advisory Committee — in collaboration with Campus Development, representatives from the nations whose unceded lands KPU occupies, and Indigenous students, faculty, and staff—have been working to develop *xéʔelɬ - KPU Pathway to Systemic Transformation*. There must be no confusion as to the role of *xéʔelɬ* in guiding KPU's work on decolonization.

In light of these concerns, it was decided that it was more appropriate for the title of this document to retain its initially assigned focus on "EDI": equity, diversity, and inclusion. The Committee hopes that the following Guiding Principles will clarify that this decision in no way reflects a lack of commitment to the essential work of decolonization, as well as Anti-Racism, accessibility and disability justice, and gender justice, but is rather a gesture of humility that recognizes the collaboration which must occur as we pull together toward these common goals.

## Guiding Principles

The recommendations in this document have been influenced by the following guiding principles:

1. ***EDI work cannot be done without centering decolonization and challenging the colonial context in which universities have historically operated***

Colonization has created long-lasting systems of oppression. Educational institutions were built on and used as a tool for oppression for hundreds of years. By decolonizing the very

[4] The discussion included following the lead of the Igniting Change: EDID Final Report and Recommendations.

institutions that marginalize equity-denied groups, it will be possible to transform these systems that cause harm into places that give everyone a space to belong.

KPU needs to have a strong commitment to honouring, centering, and being accountable to the communities on whose unceded lands KPU campuses are located. All EDI work must be done in consultation with Indigenous voices and further the goals of and commitment to reconciliation and decolonization. KPU's EDI efforts must work in alignment with *xéʔelɬ - KPU Pathway to Systemic Transformation (forthcoming)* and the *Truth and Reconciliation Commission of Canada: Calls to Action*.

***2. EDI work cannot be done without combatting racism***

Post-secondary institutions were built on and continue to uphold racist ideology, practice, culture, and systems. Dismantling racism requires not only the acknowledgement of its existence, but a collective shift and deep commitment to actionable and ongoing anti-racism.

Many scholars who focus on Anti-Racist praxis argue that EDI initiatives can open space for discussions about racial inequities, but should not become "a containment zone"[5]. It is important to acknowledge that words such as equity, diversity, and inclusion are not all encompassing and can exclude areas of anti-oppression work. It is important to clearly commit to anti-racism.

All EDI work must be done in consultation with Black, Indigenous, People of Colour (BIPOC) (also identified as People of the Global Majority) and further the goals of and commitment to Anti-Racism. Therefore, KPU's EDI efforts must work in alignment with *KPU's Task-Force on Anti-Racism: Final Report and Recommendations (2022)*.

***3. EDI work cannot be done without challenging ability bias and privilege***

Disability justice experts argue that there is not only a lack of academic engagement with students and staff with disabilities, but that EDI work itself defines disability through an 'ability bias' and ableist perspective[6]. This disempowers disabled individuals, subjecting them to discrimination, and creates institution-wide barriers. KPU needs to commit to creating space to hear and centre the voices of employees with disabilities. This would include, but is not limited to, creating a *Disability and Accessibility Action Plan* that will work in alignment with KPU's EDI efforts and further the goals of disability justice and accessibility and inclusion.

[5] Thobani, Sunera, (Ed.). (2022). *Coloniality and Racial (In)Justice in the University: Counting for Nothing?* University of Toronto Press. 6.

[6] Wolbring, G. and Lillywhite, A. (2021). "Equity/Equality, Diversity, and Inclusion (EDI) in Universities: The Case of Disabled People." *In Societies*, 11, 49.

### *4. EDI work cannot be done without dismantling gender norms*

Due to societal structures, gender norms are deeply rooted in the frameworks of organizations. Not only does this create unsafe spaces for Two-Spirit, trans, and non-binary people, but it also fosters a workplace where all marginalized genders experience a high rate of discrimination, bullying, misgendering, and harm. In order to create a gender inclusive workplace for everyone, KPU needs to commit to doing further work and consultation with 2SLGBTQIA+ employees and students. This would include, but is not limited to, creating a *Gender & Sexuality Equity Action Plan*.

### *5. EDI work must recognize that people have multiple social identities*

Everyone has multiple social identities (e.g., ability, gender, race) and many of these social identities are connected to systems of oppression (e.g., ableism, heterosexism, patriarchy, racism, transphobia, capitalism) and privilege (e.g., ability privilege, citizenship, cisgender privilege, male privilege, white privilege). EDI work cannot address specific forms or systems of oppression in isolation from others; the approach must be intersectional. EDI work must recognize that these systems of oppression impact everyone depending on their social identities.

### *6. EDI work centers equity-denied groups*

EDI work moves equity-denied groups to the center by shifting attention from dominant viewpoints held by those with power and privilege to the viewpoints of those who are marginalized. It involves trusting and respecting what individuals from equity-denied groups have to say about their lived reality, being open to change, and ensuring that people participate in decision-making matters that impact them.

### *7. EDI work is a collective, intentional responsibility*

EDI work must be intentional; it is not and cannot be the responsibility of one small group at KPU. Every individual and department across the University is accountable for actively contributing to a culture of equity and inclusion which values diversity and is rooted in decolonization. KPU's EDI work requires deliberate action by all members of our community.

### *8. EDI work is a responsibility that is ongoing*

These recommendations are only a starting point. Further data collection and ongoing relevant work will be necessary to address gaps in the existing data. While the EDI Action Plan, to which these recommendations contribute, will be the first of its kind at KPU, it cannot be the last. As KPU increases the collection of EDI-related data, KPU's EDI efforts will need to be monitored, revisited, reported on, reimagined, and renewed.

# Recommendations

The EDI Action Plan Development Committee reviewed the CSIA report's qualitative and quantitative data and created a series of recommendations that form the foundation of this document.

Recommendations have been organized into nine themes:

1. Broad Institutional Support
2. Education, Training, and Resources
3. Leadership
4. Complaint Reporting and Processes
5. Health & Wellness
6. Accommodations and Supports
7. Hiring
8. Retention and Advancement
9. Ongoing Data Collection

## 1. Broad Institutional Support

The CSIA report indicates that there is low satisfaction regarding fairness, inclusion, and well-being, particularly among faculty and other employees from equity-denied groups (CSIA, p. 13). The inclusion climate[7] at KPU received *low* overall agreement (60-69%) on 8 out of 13 indicators, and *very low* (<59%) overall agreement on 6 out of 13 indicators (CSIA, p. 12). The perception that KPU is committed to and supportive of diversity also scored *low*, while the perception that one's unique value is known and appreciated scored *very low*. As an organization, KPU needs to demonstrate a strong and a sustained commitment to EDI principles throughout its institutional culture and values to respond to these critiques.

**Recommendations:**

1.1. Create a Vice President position[8] (see Appendix C) which will connect and coordinate EDI-related offices.

[7] The *Diversity Census and Inclusion Survey* asked respondents 20 inclusion questions relating to topics such as feeling included, support for wellness, fairness, work flexibility and accommodation support, harassment and discrimination, and Superior/Senior Leaders behaviours. Respondents were asked to indicate their agreement with each inclusion question on a Likert-type scale that ranged from "strongly agree" to "strongly disagree". These questions served as indicators to assess the extent to which employees perceive that the KPU is an inclusive environment.

[8] A search for a Vice President, Equity and Inclusive Communities launched December 2022 and is currently underway. As suggested in the institutional structure outlined in the *KPU's Task-Force on Anti-Racism: Final Report and Recommendations*.

1.2. In addition to supporting the Office of Anti-Racism and the institutional structures recommended by *xéʔelɬ*, KPU needs to create two other offices supported by the Vice President (see Recommendation 1.1): one focused on disability justice and anti-ableism and one focused on gender and sexuality equity.

1.3. Develop an institutional Action Plan focusing on disability and anti-ableism.

1.4. Develop an institutional Action Plan focusing on gender and sexuality equity.[9]

1.5. Expand KPU's EDI webpage (https://www.kpu.ca/edi) to include all EDI initiatives, events, and information, and ensure this page is maintained.

1.6. Develop communications and news releases to celebrate, honour, and elevate ongoing EDI work at KPU.

1.7. Ensure all policies and procedures are developed and/or revised in an iterative process involving consultation with a variety of representatives from equity-denied groups to include an EDI lens.[10]

1.8. Ensure that all governance processes and decision-making bodies, including Senate, Board of Governors, and relevant standing committees, are guided by EDI goals.

1.9. Establish a research centre at KPU to advance understanding of equity, diversity and inclusion within and beyond the KPU Community.

1.10. As the EDI Action Plan is focused on employees, develop recommendations, in consultation with students and the Kwantlen Student Association, that work alongside this EDI Action Plan and increase student EDI initiatives at KPU, strengthen awareness and understanding among students, and address systemic barriers to full participation in the university community.

## 2. Education, Training, and Resources

The CSIA report indicates that employees, faculty in particular, do not perceive KPU as a safe place where colleagues understand the importance of diversity, equity, and inclusion. In

[9] Only a small amount of data was collected through the CSIA regarding the experience of 2SLGBTQIA+ people and all marginalized genders. With *KPU's Task-Force on Anti-Racism: Final Report and Recommendations* and with *KPU's xéʔelɬ - Pathways to Systemic Transformation document,* plus the creation of an Accessibility Committee to create an Accessibility Plan by end of 2023, this recommendation is created to ensure the voices of 2SLGBTQIA+ people and all marginalized genders are heard. A small amount of data suggests 2SLGBTQIA+ people experience KPU as less welcoming than cisgender, heterosexual people.

[10] This process has begun through the latest updates to GV2. EDI consultants are now a part of the policy development process.

response to the statement "racist, sexist, homophobic, and other inappropriate comments or jokes are not tolerated at KPU," only 58.3% of faculty agreed, compared to 81.25% of BCGEU staff.

Responding to the same statement, those who identified as Persons with a Disability (61.2%), LGB2SQ+ (62.7%), Women (70%), and Racialized Persons (72.6%) had a lower rate of agreement than Straight White Able-Bodied Men (80.2%) (CSIA, p. 43).

These indicators demonstrate the need to improve EDI awareness and understanding across all employee groups at KPU, including senior management[11], administrators, and Board of Governors members, through learning opportunities, training and resources.

Overall, as a place of learning, KPU needs to further commit time, resources, and funding to provide educational opportunities for all employees to deepen their knowledge of EDI and create safer, inclusive communities (CSIA, p. 66).

**Recommendations:**

2.1. Develop and implement a plan for employees to engage in meaningful, sustainable, and mandatory learning opportunities that will deepen awareness and understanding of EDI topics.

2.2. Develop and implement mandatory training, available to all employees, that provides education around recognizing, identifying, and addressing microaggressions and identity-based harm.

2.3. Develop and implement ongoing training for all senior management to learn how to support and facilitate EDI initiatives.

2.4. Develop and implement training from an EDI lens that is mandatory for members of Senate, Board of Governors, and relevant standing committees.

2.5. Ensure infrastructure of training and resources available to employees is grounded in Universal Design principles.

2.6. Create an incentive and appreciation program for employees who actively participate in EDI learnings and training.

[11]Senior Management refers to the following positions at KPU: President & Vice Chancellor; Provost & Vice President, Academic; Vice President; Chief Financial Officer; General Counsel; Chief Information Officer; Associate Vice President; Dean; University Librarian; and/or Executive Director.

## 3. Leadership

The CSIA report identifies *low* levels of representation of equity-denied groups within leadership and senior administrative roles, yet high representation in part-time and temporary positions among other employees (CSIA, p. 22). Specifically, "survey respondents who identified as Racialized are more represented in BCGEU Staff roles and less represented in Excluded Administrator and Faculty roles," and "survey respondents who identified as Persons with a Disability are less represented in Excluded Administrator[12] roles" (CSIA, p. 22). The CSIA also indicates *low* agreement by members of equity-denied groups—Persons with a Disability and LGB2SQ+ people—that managers and senior leadership are committed to EDI. These results indicate that KPU needs to significantly increase diversity in senior management positions, and that those in leadership positions need to actively empower all employees to create a culture of equity across the institution.

**Recommendations:**

3.1. Provide annual reports on senior management and board composition as per the 50-30 Challenge.[13]

3.2. Ensure the Polytechnic University Executive reviews progress on the EDI Action Plan every six months.

3.3. Create and share an EDI Action Plan progress report annually with the entire university community.

3.4. Implement mandatory training (see Recommendation 2.3) for all senior management.

3.5. Implement mandatory training and resources for senior management to improve understanding and support of person-centered accommodation processes.

3.6. Embed EDI responsibilities and goals into all senior management performance reviews, competencies, and position descriptions, and establish criteria to objectively assess these.

[12] Excluded administrator refers to administrative employees excluded from a bargaining unit.

[13] The 50-30 Challenge is a Government of Canada initiative that invites private and public sector organizations of all sizes to improve diversity and inclusion in their senior management and boards. By joining the Challenge in 2021, KPU committed to a "board and/or senior management" group with "gender parity (50% women and/or non-binary people") and "significant representation (30%) . . . of members of other equity-deserving groups, including those who identify as Racialized, Black, and/or People of colour. . . , People with disability . . . , 2SLGBTQ+ and/or gender and sexually diverse individuals, and Aboriginal and/or Indigenous Peoples" ("The 50-30 Challenge"). Data collection has begun for the 50-30 Challenge. Also see recommendation 7.10.

## 4. Complaint Reporting and Processes

The CSIA findings report *very low* agreement (<58%) with the question of whether employees feel comfortable seeking assistance when experiencing or witnessing workplace harassment and/or discrimination. While all employee groups reported some lack of comfort in seeking assistance when experiencing or witnessing workplace harassment and/or discrimination, several groups were much more likely to express disagreement with this indicator than their counterparts. Of particular note are the following:

- 44% of non-binary, trans, and Two-Spirit employees did not feel comfortable seeking assistance compared to 14% of cis men and women.
- 28% of LGB2SQ+ employees did not feel comfortable seeking assistance while only 13% of employees who identified as heterosexual felt uncomfortable.
- 28% of employees with a disability did not feel comfortable seeking assistance compared to 12% of employees without a disability.
- 21% of employees who identified as Indigenous did not feel comfortable seeking assistance compared to 15% of non-Indigenous employees.

These findings, alongside other indicators and relevant written feedback, indicate the need for a multi-dimensional approach to improving employees' access to, comfort with, and confidence in processes for reporting and addressing formal and informal complaints.

**Recommendations:**

4.1. Incorporate a safe system to provide support and advice throughout the current complaint and reporting process using an inclusive, people-centered, and trauma-informed approach.

4.2. Create policies and procedures for recognizing, identifying, and addressing microaggressions and identity-based harm.

4.3. Create an anonymous and confidential mechanism (separate from the current HR24 Protected Disclosure policy) providing multiple avenues for reporting instances of identity-based harm and microaggressions.

4.4. Create an employee guidebook that clearly outlines how to report instances of identity-based harm and microaggressions and lists available supports.

4.5. Implement mandatory EDI training (see Recommendation 2.2), for all employees, that provides education around recognizing, identifying, and addressing microaggressions and identity-based harm and how they relate to complaints.

4.6. Create an annual report that is shared with KPU employees to acknowledge identity-based harm and microaggressions that employees have reported.

4.7. Based on the annual report recommended in 4.6, develop additional resources and training opportunities for employees, including management, to further learn how to engage in conflict management, difficult conversations and/or interventions and to otherwise build systems to address each report.

4.8. Review and revise policy AC8 Principles of Academic Freedom and Responsibility in consultation with employees to include functional definitions of hate speech and respectful communication.

## 5. Health and Wellness

Data from the CSIA report indicates *very low* rates of agreement (57%) with the statement “KPU is supportive in maintaining employees’ physical and mental well-being.". Employees with a disability report much lower agreement (41%) than those without a disability (64%). Two-Spirit, non-binary, and trans employees also showed a higher disagreement compared to cisgender men and women.

Data from the CSIA also indicates *low* overall satisfaction regarding the provision of flexible work options. For example, employees with disabilities reported experiencing barriers and had lower rates of agreement regarding flexible work options (61%) than employees without a disability (72%). Disagreement rates were also high among Two-Spirit, non-binary, and trans employees.

These findings indicate the need for a greater focus on employees’ physical and mental well-being.

Inclusive workplaces foster enhanced well-being in a variety of ways. KPU needs to take a holistic approach toward employee well-being and to create multiple support systems.

**Recommendations:**

5.1. Develop policy and clear processes for flexible work options for all employees.

5.2. Improve the extended health benefits packages for all employees from an EDI lens, with particular attention to offering flexible benefits packages and a broader range of professional services and benefits.

5.3. Work with KPU's Employee and Family Assistance Program provider to prioritize and expand upon current EDI-informed services and practices to meet the needs of equity-denied employees, such as providing access to culturally competent counsellors who speak multiple languages and matching employees with counsellors who share similar lived experiences.

5.4. Revise SR7 Safety and Health Policy to include a specific focus on psychological health and safety.[14]

5.5. Provide education to all managers on how employees can easily access support for maintaining a healthy and ergonomic work environment.

5.6. Implement training and resources for employees and leadership to deepen their understanding on the importance of psychological and physical health and wellbeing.

## 6. Accommodations and Supports

Data from the CSIA identifies that KPU employees have *very low* confidence in existing accommodation processes. Most significantly, respondents expressed concerns regarding confidentiality and they described difficult experiences requesting accommodations.

Data from the CSIA also indicates a *low* rate (47%) of agreement from employees with physical disabilities with the statement, "At KPU, I feel included." Employees without disabilities had a much higher agreement rate of 73%. Data also identified a *very low* rate (32%) of agreement from employees with physical disabilities with the statement, "At KPU, my unique value is known and appreciated." Employees without disabilities were twice as likely to agree with the same statement.

Having access to equitable accommodation processes, including those for family care and religious, spiritual, and/or cultural obligations, is central to creating a sense of inclusion and of being valued for all employees. It is important that the accommodation processes, as well as the accommodations themselves, be effective and respect the dignity and privacy of employees requesting accommodations.

**Recommendations:**

6.1. Develop a new accessibility policy and process to uphold Universal Design and accessibility (as defined in the Accessible British Columbia Act, the Accessible Canada Act, and the UN Convention on the Rights of Persons with Disabilities) as core institutional values.[15]

6.2. Revise existing and develop new policies to create specific, person-centered approaches to different types of accommodations including family care, religious/spiritual, and/or cultural.

[14] SR7 is currently under revision. Phase One Rationale was posted on the policy blog from September 20 to October 12, 2022.
[15] Development of a new workplace accessibility policy has begun. Phase One Rationale was posted on the policy blog from January 10 to 30, 2023.

6.3. Within the new proposed office focused on disability justice and anti-ableism (see Recommendation 1.2), provide readily available tools and personal supplies for employees to use without them having to go through an extensive accommodation process (e.g. hearing aid batteries, amplifiers, crutches, voice to text transcription software, etc.).

6.4. Create an annual communication plan which provides detailed information about accommodation processes, including one's rights, supports available, KPU's duty to accommodate, and whom to approach with questions.

6.5. Conduct ongoing accessibility and inclusivity audits[16] and provide detailed reports to the entire community on recommended updates and implemented changes.

6.6. Develop and promote a wayfinding strategy that makes KPU more accessible and inclusive. This should include an interactive digital map of each campus.

6.7. Enhance communications and provide further education to employees around flexibility and support for those who have family, elder and/or childcare responsibilities.

## 7. Hiring

In the CSIA report, many employees' comments indicate a need for changes in hiring practices to better promote diversity at KPU. Faculty, employees with disabilities, and employees who are racialized reported experiencing challenges during the hiring process. The CSIA report also observes that "written feedback indicates there may be issues regarding hiring, advancement, and inclusion of Indigenous Persons at KPU, as well as the inclusion of Indigenous communities in KPU activities more widely" (CSIA, p. 58). Embedding EDI principles into KPU's hiring practices will allow us to create a more equitable experience for candidates and allow KPU to attract a greater variety of talented applicants.

**Recommendations:**

7.1. Review and revise policies and procedures related to recruitment, hiring, and search committees to align with current and effective EDI practices.

7.2. Ensure all search committee members, hiring managers, and Human Resources (HR) representatives have completed relevant EDI training (see recommendation 2.1).[17]

[16] Example: Gender and Trans Inclusive Washroom audit

[17] Bias in Hiring training is currently offered. Further training needs to be provided.

7.3. Develop a guide in support of EDI practices in recruitment, hiring, and onboarding for use by search committees, hiring managers, and HR representatives.

7.4. Revise existing and develop future position descriptions, job advertisements, criteria, and/or competencies through an EDI lens.

7.5. Review and revise strategies for placing job advertisements in spaces and job boards that serve equity-denied groups.

7.6. Create partnerships with relevant search firms and recruiters to increase the hiring of individuals from equity-denied groups. Require any contracted search firm or recruiter to demonstrate an understanding of and commitment to EDI and a proven track record in facilitating the hiring of individuals from equity-denied groups.

7.7. Collect data during the hiring process to understand the demographics of who is applying and who gets hired. Analyze and report on the data annually to assess where there are gaps or areas for improvement.[18]

7.8. Pursue BC Office of Human Rights Special Program applications to increase representation of employees from equity-denied groups which data shows to be underrepresented at KPU.[19]

7.9. Develop a recruitment and hiring plan to increase the number of BIPOC faculty to better reflect KPU's diverse student population and the communities we serve.

7.10. Develop a recruitment and hiring plan to meet or exceed the goals of the 50-30 challenge.

## 8. Retention and Advancement

In the CSIA survey, respondents who identified as Straight, White Able-Bodied Men reported the highest agreements across all 6 indicators relating to current opportunities to advance. Employees from equity-denied groups reported a lack of fairness in relation to career advancement. People who identified as LGB2SQ+ and persons with disabilities reported the lowest agreement with perceptions of equal opportunities for advancement. 17% of employees with disabilities felt that their career path at KPU was negatively impacted due to their health and wellness, versus only 5% of employees who did not identify as having a disability. In addition, employees with disabilities were two to three times more likely to disagree with the

[18] Data collection has begun.

[19] KPU has received approval from the BC Office of Human Rights for a special program expiring February 17, 2027 which permits preferential hiring of qualified self-identified Indigenous applicants for 10 faculty positions, 5 administrative positions, and 7 support staff positions. The expectation is to both hire and retain Indigenous employees

statement that employees had equal opportunity to advance based on family status, gender, sexual orientation and religion. LGB2SQ+ agreement on these indicators was 5% to 15% lower than those who did not identify as LGB2SQ+. Employees who indicated they are not out about their sexual orientation at work were also much more inclined to perceive an equal opportunity to advance at KPU than employees who are out at work.

**Recommendations:**

8.1. Create a mentorship-focused program specifically for employees of equity-denied groups to receive peer-to-peer and leadership development support with the goal to enhance advancement opportunities internally.

8.2. Develop equitable career paths for faculty that reward excellence in teaching, service, research, scholarship, and creativity.

8.3. Provide more transparency and communication around career advancement from faculty to administration roles.

8.4. Build a stronger, more equitable culture of research, scholarship, and creativity for all employees at KPU through additional funding, time releases, training, recognition, and celebration.

8.5. Build a more equitable culture of service at KPU at the departmental, Faculty, and institutional level through additional funding, time releases, recognition, and celebration.

8.6. Gather further data from all employee groups around career progression and potential barriers faced.

8.7. Ensure that anonymous self-identification questions are included in the employee exit process.

## 9. Ongoing Data Collection

While the CSIA report provides us with some preliminary data to help form the recommendations presented here, further data is necessary to monitor progress, and revise and expand recommendations as indicated. The first set of data collected and presented in the CSIA report will act as the KPU benchmark against which to compare future EDI data. For KPU to maintain its commitment to EDI, data needs to be collected on an ongoing basis.

A key factor in data collection is to establish trust among employees. Data that is collected must be strictly confidential as per privacy legislation and must be used only to further advance EDI initiatives at KPU. Response rates for the survey in the CSIA report were less than ideal with only 43.9% of employees completing the survey. High response rates for all employee groups

will provide more useful information to guide decision-making, so establishing trust and understanding of the importance of this information is critical.

This data should be used to inform decision-making pertaining to hiring, retention, recruitment, promotion, wages, development and revision of policies and procedures, and other EDI matters at KPU.

**Recommendations:**

9.1. Establish a working group to develop an ongoing plan on how to collect EDI-related data in a respectful manner that builds trust among employees and addresses privacy needs.

9.2. Collect identity-based data annually from KPU employees.

9.3. Provide an annual report on identity-based data of KPU employees using an intersectional lens to allow for goals, practices and supports to be identified.

9.4. Conduct a yearly comparison of student demographic data with faculty, staff, and administration demographic data, and report on discrepancies.

9.5. Conduct a pay equity comparison for excluded administrative positions which analyzes the data with an EDI lens for position level inequities. If inequities are determined, develop and apply a strategy to achieve equity.

9.6. Review and collect data on existing advancement opportunities for all employees.

9.7. Gather data from employees about how KPU can better support accommodation requests.

## Summary and Conclusion

These recommendations were formed using benchmark data that was collected by an external research agency, the Canadian Centre for Diversity and Inclusion (CCDI), to assess employee perceptions of EDI in the workplace. Nine themes emerged from the data that was collected, and multiple recommendations have been offered to create a stronger, more diverse, equitable, inclusive, decolonized workplace.

The EDI Action Plan Development committee noted limitations in data collected from the Diversity Census and Inclusion Survey with regard to Indigenous employees and trans employees, as well as faculty. While we cannot make up for the reliability and validity errors in the baseline data collection, the recommendations in this document emphasize that future data collection efforts must be more comprehensive and specifically seek to include Indigenous and trans voices.

It is the goal that these recommendations will work alongside *KPU's Task-Force on Anti-Racism: Final Report and Recommendations*, and *xéʔelɬ - KPU Pathway to Systemic Transformation* document. The critical comments of KPU employees indicate a desire and need for change in our workplace so that they feel like they belong. Employees want to see that EDI is embedded in the structure and culture of KPU.

We look forward to hearing feedback from you on all or any part of these recommendations.

## Definitions

The following are definitions of some key EDI terms that appear in this document. Many of these terms have evolving definitions and for some, different understandings are possible. These definitions provided here are ones the committee has adopted and worked with while developing the Action Plan recommendations.[20]

**2SLGBTQIA+:** An acronym used to refer in general to sexually- and gender-diverse people. Specific letters/characters acknowledge Two Spirit, Lesbian, Gay, Bisexual, Trans, Queer, Intersex, and Asexual people, and the "+" signifies further, continually evolving diverse sexual orientations and gender identities and expressions. Two Spirit, a term used by some Indigenous people, is placed first in recognition that "Indigenous people are the first peoples of this land and their understanding of gender and sexuality precedes colonization" (https://equity.ubc.ca/). Two Spirit identity does not neatly align with either gender or sexuality as these are settler-imposed concepts; thus, "Two Spirit," "2S" or "2" appears in discussions of both.

**LGB2SQ+:** The Current State Inclusivity Assessment (CSIA) by CCDI uses this acronym to refer to people of diverse sexualities: that is, "respondents of all gender identities (including Trans Persons) who also identify as Lesbian, Gay, Bisexual, Two-spirit, Queer, Questioning, Asexual and Pansexual" (CSIA, p. 8). A separate question on the survey invited respondents to report their gender identity as "Cisgender Woman, Cisgender Man, Non-binary, Gender-fluid, Gender Non-Conforming, or Gender Queer, Two-spirit, Trans Woman, or Trans Man" (CSIA, p. 20). The CSIA report does not disaggregate non-cis individuals in its comparative analysis, but the raw data shows their responses correspond with and amplify those of LGB2SQ+ people. Accordingly, this document uses "LGB2SQ+" or "Non-binary, Two Spirit, and trans" when referring to CSIA data and "2SLGBTQIA+" when making recommendations.

**Ableism**: The systemic oppression of people with disabilities and privileging of those currently without disabilities, whether physical, intellectual, or emotional. Ableism is based on a normative presumption that certain types of bodies and minds are more fully human and valuable than others and that it is therefore acceptable to discriminate against, exclude, and

[20] The definitions of Diversity, Equity, Inclusion, Decolonization, and Healthy Organizational Climate were written by the EDI Action Plan Development Committee.

otherwise dehumanize those with different bodies and minds. Like racism and sexism, ableism is embedded in and perpetuated through multiple levels of social systems, including institutional, cultural, and individual.

**Academic Freedom**: "Academic freedom includes the right of all members of the University community to inquire, discuss and express themselves, study, conduct research, teach, publish, create and exhibit their work, associate and peaceably assemble without deference to prescribed doctrine on ideas, principles, concepts, or issues related to pedagogy and research; and without hindrance by the University, any of its representatives, or coercion by external agents. . . . In exercising academic freedom, there is a responsibility to remain within the bounds of all applicable institutional policies, municipal, provincial and federal laws, and to respect the rights and freedoms of all others within the University and society at large. Hence, academic freedom does not entitle anyone to promote hatred or contempt for any social, national, or ethnic group, to display incompetence in teaching or scholarship, or to violate the rights of others" (AC8: Principles of Academic Freedom and Responsibility Policy).

**Accommodation**: In an employment context, the adjustment of a qualified individual's work environment, schedule, responsibilities, or job assignment to support them in performing the essential duties of their job. Accommodation may involve additional support or the removal of barriers, and can be temporary, periodic, or long term, according to the needs of the individual. The term "accommodation" may or may not refer to an adjustment required to fulfill the employer's "duty to accommodate" as prescribed by the BC Human Rights Code.

**Anti-racism: "**Actively opposing systemic and individual racism and racial prejudice and taking constructive action/s to ensure equity and systemic justice in all facets of our lives" (TFA (Task Force on Antiracism) Final Report and Recommendations).

**BIPOC/IBPOC/People of the Global Majority:** BIPOC is an acronym that stands for Black, Indigenous, and People of Colour. IBPOC is another common variation of this acronym which purposefully elevates Indigenous people as the First Peoples of the territories we currently call Canada. People of the Global Majority is a term which decentres whiteness and acknowledges Indigenous, Black, and People of Colour as the global majority. These acronyms and terms seek to acknowledge the different yet overlapping systems of racism and oppression faced by Black peoples, Indigenous peoples, and People of Colour in Canada. While the terms are designed to demonstrate solidarity between communities of Colour, it is important to know that [they] lack specificity and have the potential to ignore the unique experiences of individual racial and ethnic communities" (TFA Final Report and Recommendations).

**Cis or cisgender**: A term describing people who identify with the gender they were assigned at birth.

**Decolonization:** The process of exposing and dismantling colonial and colonizing worldviews, procedures, structures, and systems that presume the inherent superiority of white European-

derived culture and thought, uphold settler entitlement to the land of Turtle Island, and erase and destroy Indigenous peoples, cultures, languages, and ways of being and knowing.

**Disability**: "[A] complex phenomenon, reflecting an interaction between features of a person's body and mind and features of the society in which they live. A disability can occur at any time in a person's life; some people are born with a disability, while others develop a disability later in life. It can be visible and/or invisible, temporary, permanent, temporary, or episodic. Disability can steadily worsen, remain the same, or improve. It can be very mild to very severe. The social model approach views disability as a natural part of society, where attitudes, stigma and prejudices present barriers to people with disabilities, and prevent or hinder their participation in mainstream society" (Federal Disability Resource Guide).

**Diversity**: Diversity is the presence of differences among members of a collective whole. Diversity is a fact of Canadian (as well as British Columbian and Metro Vancouver) society, but it must also be consciously valued and cultivated in order to counteract intentional and unintentional systemic exclusions and to ensure the sustainability and success of any organization. Diversity sometimes refers specifically to a range of characteristics protected under human rights legislation, e.g. Indigenous identity, race, colour, ancestry, place of origin, religion, marital or family status, disability, sex, sexual orientation, gender identity or expression, and age. It may also refer to the presence of individuals from underrepresented groups recognized in equity acts or charters: women, Indigenous people, racialized people, people with disabilities, and 2SLGBTQIA+ people. Unfortunately, in EDI contexts, diversity has often been understood superficially and celebrated as an end in itself, thereby containing and impeding the more difficult work of dismantling colonialist, racist, and patriarchal structures that uphold the privilege of a select homogeneous minority.

**Equity:** Equity is the principle and practice of fairness and justice grounded in the recognition that existing social systems do not support the success and wellbeing of all people equally. Equity acknowledges that treating people as though they are the same, or as though current systems and practices constitute an 'even playing field,' does not ensure equality or inclusion. Rather, equity involves intentional and proactive measures to remove or counteract historically entrenched barriers, prejudices, disparities, and imbalances that have resulted in the exclusion and disempowerment of structurally marginalized groups.

**Equity-denied groups**: Groups or communities that, due to historical and ongoing systemic discrimination, have faced barriers and been denied equal access to opportunities and resources available to other groups. "Equity-denied" is an evolution of the terms "equity-seeking" and "equity-deserving"; in contrast to these, it takes the onus off disadvantaged groups from intentionally pursuing conditions that should exist for everyone in a just society.

**Healthy Organizational Climate:** At KPU, a healthy organizational climate is one in which inclusion, diversity, equity, decolonization, respect and justice are valued, expected and reflected in the day-to-day attitudes and behaviours of all community members.

**Inclusion:** Inclusion refers to the act of ensuring all members of a group feel they belong, are welcome as themselves, know that their ideas and contributions are valued, and can find the space and supports needed to participate fully and succeed. Inclusion is not only an individual but also an institutional obligation, grounded in equitable structures and actions that remove barriers, create access, support real empowerment, and are themselves open to transformation.

**Inclusive Excellence:** "Inclusive Excellence views anti-racism, equity, diversity, and inclusion as essential to individual and institutional innovation and excellence. It is a transformational framework that not only acknowledges, upholds, and celebrates diverse ways of knowing, learning, and engaging, but also encourages and supports creation and dissemination of this knowledge" (TFA Report).

**Intersectionality**: "'Intersectionality as an analytic tool examines how power relations are intertwined and mutually constructing. Race, class, gender, sexuality, dis/ability, ethnicity, nation, religion, and age are categories of analysis, terms that reference important social divisions' (Collins and Bilge 7). Intersectionality is a concept articulated by Black, feminist scholar Kimberlé Crenshaw that suggests that various forms of power and privilege intersect to create varied marginalizations (for example, a Black woman with a disability may face sexism, racism, and ableism). While one may face these power structures separately, the combined/intersectionality of multiple and overlapping forms of discriminations must be considered in assessing the impact of power structures" (TFA Final Report and Recommendations).

**Microaggression: "**Microaggressions are everyday snubs and insults that marginalized groups face. They are often very subtle comments or actions that come from implicit bias and/or stereotypes. They might seem like a compliment . . ., a harmless comment . . . , or a subconscious action" (The Micropedia). The impact of such behaviours on those constantly targeted by them is far from 'micro,' leading many to refer to such acts simply as "aggressions."

**Racism: "**Racism is based on privilege and power, and it can be individual and/or systemic. It can include prejudice, discrimination, and mistreatment directed at an individual or community based on their race and ethnicity. Additionally, racism includes systems of advantage and oppression based on race, where certain individuals and communities receive privileges based on their race or ethnicity that others do not" (TFA Final Report and Recommendations).

**Universal Design**: An approach to design and creation that prioritizes accessibility, equity, and inclusion from the outset rather than relying on adaptation or retrofitting to accommodate some groups or individuals. Universal design ensures that any environment (and any physical structure, product, or service offered) can be used and understood by all people, inclusive of all abilities and other forms of diversity. To many proponents, universal design is simply good design.

# Appendix 6.12 Professional Staff Support and Minimum Qualifications

| JOB TITLE: | MINIMUM QUALIFICATIONS: | NUMBER OF POSITIONS: | SUMMARY OF ROLE: |
|---|---|---|---|
| Administrative Assistant - School of Business | Completion of four-year baccalaureate degree from a publicly accredited post-secondary institution or equivalent combination of education and experience.<br>Five years recent related experience in an administrative support capacity that demonstrates increasing levels of responsibility. | 5 | Provides administrative support for functions related to the School of Business and its associated departments. |
| Administrative Assistant - Strategic Initiatives | Completion of four-year baccalaureate degree from a publicly accredited post- secondary institution or equivalent combination of education and experience.<br>Five years recent related experience in an administrative support capacity that demonstrates increasing levels of responsibility. | 1 | Supports the Melville Business Strategy Internship Program |
| Administrative Coordinator- School of Business | A Bachelor's degree from a recognized post-secondary institution and five years related experience that demonstrates increasing levels of responsibility, preferably within a post-secondary work environment, or an equivalent combination of education, training and experience. | 1 | Plans, analyzes and interprets complex divisional issues (i.e. scheduling, workloads, student issues/appeals), researches options, recommends and implements solutions. The Coordinator also provides leadership and supervision to support staff and program support staff. |
| Administrative Coordinator - Advising | A Bachelor's degree from a recognized post-secondary institution and five years related experience that demonstrates increasing levels of responsibility, preferably within a post-secondary work environment, or an equivalent combination of education, training and experience. A minimum of two years leadership and supervisory experience, including completion of performance evaluations, preferably in a unionized environment. | 1 | Plans, analyzes and interprets complex divisional issues (i.e. scheduling, workloads, student issues/appeals), researches options, recommends and implements solutions. The Coordinator also provides leadership and supervision to support staff, program support staff and School of Business Advisors. |
| | | | |
| Associate Dean - Melville School of Business | Master's degree in a related discipline required.<br>Minimum five years progressive leadership experience. Experience in post-secondary academic leadership such as Department Head, Chair or Associate Dean roles<br>At least five (5) years of teaching experience, preferably in a post-secondary environment. | 4 | Provides strategic and day-to-day administrative and educational leadership to a group of diverse departments and disciplines. |
| Associate Dean's Assistant - School of Business | Completion of a two-year diploma in Office Administration, or related field, or equivalent combination of education and experience. | 2 | Provides administrative support for the office of the Associate Deans in the School of Business. |
| Department Chair | All regular faculty members of the discipline(s) or program(s) or closest related discipline(s) or program(s) are eligible to be elected | 1 | Liaise between department colleagues and the Dean's Office. Consult regularly with department colleagues to establish departmental priorities. They then consult with the Dean to finalize priorities. |

| | | | |
|---|---|---|---|
| Communications & Events Coordinator | Bachelor's degree in Communications, Marketing or a relevant discipline, plus at least three years' experience in marketing, communications and office administration, or an equivalent combination of education, training and experience. Administrative experience considered an asset. | 2 | Responsible for developing and implementing comprehensive department/faculty communications plans for the department/faculty at KPU to enhance the profile of KPU with increased visibility, branding, promotions and community relations to support recruitment, admissions, retention, and global and/or local engagement activities. |
| | | | |
| Dean, Melville School of Business | A Ph.D in a related discipline, or earned doctoral or terminal degree in a related field. Five or more years of relevant leadership experience as well as a minimum of five years of faculty experience preferably within a university environment. | 1 | Responsible for the strategic leadership and ongoing operation of the Melville School of Business. The Dean also has a commitment to academic excellence, and to advance new programming opportunities, the quality and content of programs, courses, initiatives, and the student learning experience. |
| Dean's Office Coordinator | A minimum of two years leadership and supervisory experience, including completion of performance evaluations, preferably in a unionized environment.<br>Completion of a diploma from a publicly accredited post-secondary institution or a combination of education and related experience. Minimum five years administrative experience in a post-secondary environment. | 1 | The Dean's Office Coordinator provides a wide range of administrative and analytical services to support ensuring the Dean and the Office administrative activities are organized and positioned within the school. |

| | | | |
|---|---|---|---|
| Degree Advisor | Successful completion of an undergraduate degree (Masters preferred) in a related area from an accredited university. | 2 | Engage in collaborative practice to enhance the development, progression and retention of KPU students. |
| Divisional Business Manager | Bachelor's degree in Business Administration or Business Management, or related field required.<br>Minimum five years of administrative experience with increasing levels of responsibility | 1 | Accountable for the implementation and oversight of management, financial and human resources systems and controls to ensure Faculty operations are effective and efficient and meet the needs. |

| | | | |
|---|---|---|---|
| Quality Assurance Analyst | Bachelor's degree or equivalent, supplemented by one to two years of related work experience in a post-secondary environment | 1 | Provides the School of Business Dean's Office with professional, technical and analytical assistance on a variety of sensitive projects such as strategic enrolment management, data mining and statistical analysis to support strategic planning, new programs, accreditation, and evidence- based decision making. . |
| Student Success Coach | Successful completion of a Bachelor's Degree in a related filed (a Career Development Certificate, a related Master Degree, would be considered an asset).<br>2-3 years of demonstrated recent advising or coaching experience (experience in a post-secondary institution, supporting students' career development, and experience working in at least one of: academic advising, career counselling and/or coaching, employment counselling, or student orientation would be considered an asset). | 3 | Responsible for providing academic, career development, and industry related advice and support to year 3rd and 4th business bachelor level students, as well as to post-baccalaureate and graduate level business students.<br>. |
| Work Integrated Learning Coordinator | Successful completion of a Bachelor's Degree plus a minimum of 2-3 years of recent related experience (experience in a post-secondary institution, and/or a Master's Degree, would be considered an asset) A minimum of two years leadership and supervisory experience, including completion of performance evaluations, preferably in a unionized environment A minimum of two years working with industry partners to create work placements for potential candidates | 1 | Plays a key role in developing relationships with industry and students, securing work placements, managing the placement opportunities, and overseeing the Student<br>Success Coach team. |

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

Melville School of Business

# Master of Operations and Supply Chain Management (OSCM)

# Stage 2 Appendix 7

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## Appendix 7.1 Program Resources

***Information Technology***

KPU Information Technology provide a wide range of resources for students, including making campus computers available to students registered in the current semester with an extension of up to four months after semester ends. KPU students can also access a variety of software applications in KPU student labs, campus libraries, and via remote tools such as AppsAnywhere and Citrix Receiver. See Appendix 7.2 for a list of software available to KPU students.

The support for graduate programming across KPU should eventually include extended hours for learning technology and IT support. IT support for the first year of the program will be minimal and current staff will be able to handle this program. IT will continue to monitor Master's student IT support as the program grows in future years.

Current IT Service Desk hours are conducive to online, in person learning. Here are the details of IT support:

Service Desk Call Center Hours:

- Monday to Thursday 8:00 AM to 8:00 PM
- Friday 8:00 AM to 6:00 PM
- Saturday 8:00 AM to 4:00 PM
- Final Exam Support until 10:00 PM

***Facilities and Equipment***

For in person fixed, in-person components, there will be a dedicated technology enhanced classroom to facilitate multi point access of working professionals who may have work travel commitments or wish to review recorded classes for study purposes. As such, KPU's Richmond campus will host any in person learning as it has library access, learning center and economical food/hotels.

For the BUSM 7210 course (Technology and Data Analytics), there are a few software programs mentioned in the Data Visualization section, namely Microsoft PowerQuery, Microsoft BI, and Tableau. Given that this is an online program, students will have their own laptops so there will be no need for campus computers to have this software. The MS software options should be included in MS Office and there is a free public version of Tableau.

***Learning Resources***

This program will require online library support to help faculty and students with online searches and resource materials like case studies, articles, OER textbooks and videos. This program will also require support from the Teaching and Learning Commons to build and maintain current materials for the courses. It would also be beneficial for this program to have support from Melville

School of Business to find industry partnerships and projects that can be worked on by students, like consulting projects, in the related topic courses. This could also include finding industry speakers and advisory committee members that want to give back to the community by providing knowledge philanthropy.

KPU Library is well positioned to support the Master in Operations and Supply Chain Management (OSCM) Program, with a host of library services, resources, and research databases already in place. The Business Librarian will be able to provide in-person orientation to all new students in this program. As many students will be mostly mid-career professionals, who will have varying degrees of information literacy and research skills, the Business Librarian would be able to use the opportunity to showcase KPU Library resources and supports.

Most library book and media collections are available remotely in online or streaming format. There are over 13,000 physical items and 61,000 online books and media focused on OSCM subject areas (See Appendix 7.3 for details). Any key titles and subject ranges of physical materials not currently located at the Richmond campus library will be reallocated to that campus in advance of the on-site residency of the first cohort. Outside the residency period, students wanting access to hard copy library collections may request they be picked up at any campus library or mailed to them free of charge via Canada Post. Free and fast interlibrary loan services are also available to obtain items outside the library collections. However, we expect most students' information needs in this program will be satisfied remotely by online resources at KPU Library.

KPU Library provides a comprehensive Indigenous Studies subject guide that help students with their research and assignments in the area of Indigenous Studies. This includes background and contextual information relating to Indigenous history, citation considerations, and other specific topics. The Indigenous Studies Liaison Librarian at KPU also provides dedicated support to students with questions or inquiries about research, assignments or topics in the area of Indigenous Studies.

KPU Business Liaison Librarian, Andre Iwanchuk, has created an OSCM research guide[1] bringing together the key resources specific to this area of study, so students can easily access information relevant to OSCM from the library's thousands of business books, 40+ business databases[2], and Open web resources. Specific databases identified on the OSCM research guide are *Business Source Complete, ABI/Inform, IBIS World, CBCA Complete, Passport, Hoover's Company Records, Business Market Research Collection, Sage Business Cases, Academic Search Complete* and *Canadian Newsstream*. A few of the key journals the library carries include *The Journal of Business Logistics, Journal of Operations Management, Journal of Purchasing and Supply Management, Journal of Supply Chain Management, Journal of Transport and Supply Chain Management, Logistics Management* and *Supply Chain Management*.

In addition to library collections, three tiers of support are available to students. 1. *Self-Directed Learning:* Additional Business research guides in areas of adjacent interest (such as the Business

[1] KPU Library OSCM Research Guide: https://libguides.kpu.ca/OSCM

[2] KPU Library LibGuides - Business Database: https://libguides.kpu.ca/az.php?s=39189

Statistics guide); citation styles resources (APA Citation guide and self-directed Pressbook tutorial); and research skills & methods resources ranging from introductory to advanced (Research Help guide, self-directed Moodle & Pressbook tutorials, and *Sage Research Methods* database). 2. *Help from a Librarian:* Students can access KPU Librarians via chat, phone, text, email, and in-person for answers to any research and citation style questions. 3. *Specialized or in-depth assistance*: Both the Business Liaison Librarian and the Citations & Academic Integrity Librarian are available by email or Teams/Zoom appointment.

Additional library resources have been identified for future acquisition to support the Master's in Operations and Supply Chain Management program once it is approved.

***Program and Student Support Services***

The Office of Vice President, Students oversees three areas that provide supports for nearly 20,000 KPU students (domestic and international) across five campuses.

- Student Affairs
- Office of the Registrar
- KPU International

Financial aid and awards, counselling, accessibility services, library, learner support, and the Teaching and Learning Commons are available to support faculty and students in the program. For example, within the Office of Student Affairs, there are a wide range of student support services that will be available to students in this program. This includes the Career Development Centre, which will be able to provide services including but not limited to career coaching, resume review to support students throughout the program. Students also have access to student clubs in the Melville School of Business, such as the OTM Club led by KPU students in the fields of operations and supply chain management (https://www.linkedin.com/in/kpu-oscm-student-club/). The Melville School of Business also has a team of degree advisors and success coaches to support students in the program.

KPU International offers a wide range of support services for international students at KPU, including but not limited to academic and immigration advising, housing, learner supports for success.

The Office of Vice President, Equity & Inclusive Communities (OEIC) advances equity, diversity, inclusion and accessibility across KPU. OEIC offers opportunities, supports and resources for all students and employees of equity-denied groups to ensure that they thrive and succeed. This includes the OEIC Sponsorship Fund that is made available to all KPU students, on projects, initiatives and events that further the goals of equity, diversity, inclusion, anti-racism, decolonization, social sustainability, accessibility, and intersectional social justice at KPU. This program proposal received support from OEIC, and aims to mitigate identified barriers and promote a more accessible and inclusive environment at KPU as outlined in the KPU Accessibility Plan and the Accessible BC Act. These recommended actions align with KPU's Vision 2026 and its

values, emphasizing equity and diverse perspectives. Recommendations are categorized under three key themes from KPU's Vision 2026: Student and Employee Experience; Creativity – innovation, teaching excellence, scholarship and research; and Justice.

Information Technology

# Remote Software Resources

For online or mixed-mode courses the following lab software has been made available via AppsAnywhere or Citrix Workspace.

## Software Available via AppsAnywhere

| Software |
| --- |
| ArcGIS |
| Caseware |
| Cisco Packet Tracer |
| Dynascape Color 2.01 |
| Eclipse |
| IBM SPSS Statistics |
| Keyboarding Pro |
| Live Psych |
| Maple 2021 |
| Power BI |
| Profile |
| Psych Sim 5 |
| R & RStudio |
| Rhino |
| Sage 50 |
| SketchBook |

| |
|---|
| Tableau |
| Visual Studio |
| Vortex |

## AppsAnywhere Installation

The **KPU AppsAnywhere Portal**, AppsAnywhere.kpu.ca, is available for both Windows-based and Mac-based computers. Once the student logs into the portal, the portal will determine if the computer is Windows-based or Mac-based and launch software accordingly.

For a **Windows-based** computer, the portal will launch the application using the **AppsAnywhere Client**. In this case, the applications will be running on the user's computer.
For a **Mac-based** computer, the portal will launch the application using the **Parallels** infrastructure. In this case, the applications will be running on the cloud infrastructure.

## AppsAnywhere Login

- **Students** - log in with your 9-digit KPU number
- **Employees** - log in with your shortname

The AppsAnywhere installation guide pertains only for Windows users, there is no installation required for Mac's as the app runs in the cloud.

AppsAnywhere Installation Guide for Windows.docx
AppsAnywhere - Setup for SPSS on Mac.pdf
AppsAnywhere - Adobe Software.pdf

## Citrix Workspace

Citrix Workspace is used only for specific software in the Design, CAD and Horticulture Programs.

**We have updated the documentation for Citrix Workspace.**

### When adding your account, please use the new address kpuworkspace.cloud.com

**Log in with your KPU Email Address.**

Citrix Workspace Cloud for Students - Instructions for Windows
Citrix Workspace Cloud for Students - Instructions for Mac

## Adobe Creative Cloud

Adobe Creative Cloud is a collection of 20+ desktop and mobile apps and services for photography, design, video, web, UX and more. Some of your courses may use this tool for digital course delivery. For more details, **click here**.

## Office Software

**Microsoft Office 365** is available for currently enrolled students.

Get help using Microsoft Office from **Microsoft's Support Website**

**Apache OpenOffice** is a free alternative - available at http://www.openoffice.org/

## Other Software

**Foxit PDF Reader** - to open and read pdf documents. **Download Foxit Reader**
**IrfanView** - a free viewer and basic editor for image files. **Download IrfanView**

## Requesting Software

All software applications used by KPU (staff, faculty, students, alumni, and contractors, collectively called "users") must be reviewed by Teaching and Learning, Privacy, Information Security and IT and Finance & Procurement if funding is required to purchase the software.

**Software reviews ensure that:**

1. Teaching and Learning has assessed the software.
2. A privacy impact assessment has been conducted.
3. Legal compliance has been met.
4. The software is compatible with current KPU systems and usage policies.
5. The software vendor agreement complies with BC and Canadian laws.

Please note that only KPU employees are authorized to submit such requests. If you are a student, you may choose to ask your instructor or your faculty's Dean whether they are willing to support your request. If only a small number of individuals want to use the app you are interested in, there may be a significant delay while waiting for more individuals to express interest.

TUITION ESTIMATOR

APPLY NOW

**How can we help you?**

I'm looking for…




General Information

**604-599-2000**

Mailing Address

**12666 72 Avenue**
**Surrey, BC V3W 2M8**

Our Campuses

**KPU Civic Plaza**

**KPU Langley**

**KPU Richmond**

**KPU Surrey**

**KPU Tech**

Website Feedback
Accessibility
Privacy Policy
Campus Risk and Security
Contact
Social Media
Communicable Disease Prevention Plan

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We at Kwantlen Polytechnic University respectfully acknowledge that we live, work and study in a region that overlaps with the unceded traditional and ancestral First Nations territories of the xwməθkwəy̓ə̓ (Musqueam), qi̓ cə̓ y̓ (Katzie), SEMYOME (Semiahmoo), sc̓ə̓ waθən (Tsawwassen), qiqéyt (Qayqayt), and kwikwəƛ̓ə̓ m (Kwikwetlem); and with the lands of the qw̓ ɑ:nƛ̓ə̓ n̓ (Kwantlen First Nation), which gifted its name to this university.

Statistics by Call Number Range

| Call Number Range | Print | Electronic (ebooks, streaming videos) | Other (DVD, CD, CD-ROM) |
|---|---|---|---|
| HB1-3840<br>Economic Theory | 1222 | 4668 | 14 |
| HD28 – HD9999<br>Industries – Land Use & Labour | 5467 | 30742 | 112 |
| HE1 – HE9900<br>Transportation & Communication | 597 | 2532 | 5 |
| HF1-6182<br>Commerce | 3917 | 12535 | 138 |
| HG1-9999<br>Finance | 856 | 7146 | 8 |
| HJ9-9940<br>Public Finance | 192 | 1959 | 1 |
| TS1-2301<br>Manufactures | 751 | 1702 | 59 |
| **TOTAL** | **13002** | **61284** | **337** |

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Melville School of Business

# Master of Operations and Supply Chain Management (OSCM)

# Stage 2 Appendix 8

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# Appendix 8.1 Policy and Procedure AC3 Program Review

KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.**<br>AC3 |
| **Approving Jurisdiction:**<br>Board of Governors, with Senate advice |
| **Administrative Responsibility:**<br>Provost and Vice President Academic |
| **Effective Date:**<br>October 19, 2022 – August 31, 2025 |

# Program Review Policy

*This version is valid until August 31, 2025.*
See section 2 for version effective on September 1, 2025.

## A. CONTEXT AND PURPOSE

1. Program Review at Kwantlen Polytechnic University is a faculty-led, collaborative, systematic and evidence-based examination of a program's quality. Program Review allows for a detailed analysis of a program's strengths and areas for improvement that result in enhancements to the program. Students, faculty and alumni are all given an opportunity to provide their perspectives during the review.
2. As a public institution, KPU has a duty to ensure and report on the quality of its programs. Program Review is the mechanism by which we practice this accountability, and communicate it to our community. KPU's Senate Standing Committee on Program Review (SSCPR) oversees this process.
3. Program Review is the process that drives continual progress and improvement at the program level. Program Review findings should inform Senate deliberations on curricula changes, and curriculum development. For this reason, Quality Assurance Plans will be submitted to Senate, following approval by the SSCPR, as part of the SSCPR Chair's Report.

## B. SCOPE AND LIMITS

1. This policy applies to educational programs under the governance of Senate.
2. Program Review does not evaluate performance of individual faculty, staff, or

administrators.

3. This policy does not apply to programs which are not under the governance of Senate (e.g. Continuing/Professional Studies and Apprenticeship).

## C. STATEMENT OF POLICY PRINCIPLES

1. All programs will be scheduled for review on a regular basis. Degree programs will undergo review at least once every five (5) years and all non-degree programs will undergo review at least once every seven (7) years.
2. All programs under the governance of Senate must meet the requirements of Policy AC3, including programs that undergo extensive review by external accrediting bodies. As appropriate, the review of programs that undergo external review may occur concurrently with the external accreditation so as not to duplicate processes.
3. Successful completion of a program review requires the SSCPR's approval of the following reports: Self-Study Report, External Review, and Quality Assurance Plan.
4. Implementation of the Quality Assurance Plan is not deemed completed until a program can demonstrate, through Annual Follow-Up Reports to the satisfaction of the SSCPR, its substantial completion.
5. The SSCPR Chair will include approved Quality Assurance Plans in the SSCPR Report to Senate.

## D. DEFINITIONS

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

## E. RELATED POLICIES & LEGISLATION

University Act 35.2 (6)(f)
AC9 Skills and Outcomes Policy
AC10 Development and Change of Senate-Approved Programs

## F. RELATED PROCEDURES

AC3 Program Review Procedure

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.**<br>AC3 |
| **Approving Jurisdiction:**<br>Board of Governors, with Senate advice |
| **Administrative Responsibility:**<br>Provost and Vice President Academic |
| **Effective Date:**<br>October 19, 2022 – August 31, 2025 |

# Program Review Procedure

*This version is valid until August 31, 2025.*
See section 2 for version effective on September 1, 2025.

## A. DEFINITIONS

1. **Program**: A defined set of courses of instruction that lead to a credential approved by KPU Senate. A program 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.

2. **SSCPR**: The Senate Standing Committee on Program Review is responsible for: developing procedures and standards to ensure program reviews are conducted in accordance with the principles of the Program Review Policy; and reviewing reports to ensure they meet KPU's program review standards. The Committee includes faculty, dean, staff and student representation.

## B. PROCEDURES

1. The schedule for program reviews is updated on a yearly basis by the Manager of Quality Assurance, in consultation with the Deans and Associate Deans, and provided to Senate to ensure programs are reviewed as required by the policy, as follows:
    a. Degree programs are reviewed at least once every five years.
    b. Non-degree programs are reviewed at least once every seven years.

c. If a department offers different credentials, all credentials are reviewed together.

2. The review consists of four components, each of which requires a report to be submitted to the SSCPR:

    a. Phase 1: Self-Study;

    b. Phase 2: External Review;

    c. Phase 3: Quality Assurance Plan;

    d. Phase 4: Annual Follow-Up Reporting.

3. Faculty are responsible for writing and submitting all program review reports and appendices (with the exception of the External Review) and ensuring that each report is in compliance with SSCPR-approved standards and templates. Deans are expected to provide input as well to all reports (with the exception of the External Review). The Provost is expected to provide direct input to the Quality Assurance Plan.

4. Guides that lay out expectations for each component of the review process as well as templates for each report are available on the *Program Review Webpage* under Guides & Sample Reports. These documents include, but are not limited to, the following:

    - ***Guide #1: Getting Started*** – provides the Program Review Team with an overview of the Program Review process at KPU and prepares them for the Program Review kick-off meeting.

    - ***Guide #2: Curriculum Review*** – includes information on how to conduct a curriculum review, including developing/reviewing program learning outcomes, career pathways map, and curriculum map. It also explains where to report this information in the Self-Study Report template.

    - ***Guide #3: Self-Study Data*** – provides information about the data sources available for the Self-Study, including the administrative data and standard survey questions, and explains the survey development process.

    - ***Guide #4: Self-Study*** – covers the rest of the Self-Study process, explaining how to use the Self-Study data to address the Program Review questions and where to report this information in the Self-Study Report template.

    - ***Guide #5: External Review*** – provides information on the steps required to plan an external review site visit and criteria for selection of external reviewers.

    - ***Guide #6: Quality Assurance Plan Development*** – comes with a template and explains in detail how to develop a Quality Assurance Plan based on the

findings and recommendations in the Self-Study and External Review Reports.

- ***Guide #7: Annual Follow-Up Reporting*** – explains the process for reporting back to the SSCPR on progress made in carrying out the Quality Assurance Plan.

5. Sample approved reports are available on the *Program Review Webpage* under *Guides & Sample Reports*.
6. To ensure quality standards, the SSCPR must approve each report before the review can proceed to the next phase of the process.
7. The SSCPR also approves the individuals the program nominates to serve as external reviewers.
8. A program with an external accreditation body will only require one external review site visit (to be conducted by the accreditation external review team) if the following conditions are met:
    - The composition of the accreditation external review panel is equivalent to that of a KPU external review team (i.e. the team consists of a combination of academics and discipline/sector professionals).
    - The accreditation review site visit is similar in scope to that of a KPU external review site visit and will involve talking to similar groups of stakeholders (e.g. students, faculty, staff, alumni, advisory board members).
    - The accreditation external review report can be made public on KPU's Program Review website.
9. A program review is completed once the SSCPR has approved the Quality Assurance Plan. The approved Quality Assurance Plan should then go forward to Senate. The approved Quality Assurance Plans are available on the Program Review Webpage under *Completed Reviews*.
10. A review typically takes 16 months from commencement to submission of the Quality Assurance Plan, unless the program has provided the SSCPR with an appropriate rationale for an extension.
11. Institutional Analysis and Planning (IAP) provides planning support and guidance throughout the review process; provides administrative data; oversees survey data collection (which includes gathering views from students, faculty and alumni), including guidance on survey design, survey administration, and data analysis and reporting. IAP also provides administrative support to the SSCPR. The IAP staff who are on-hand to provide support are:

a. Manager, Quality Assurance;

b. Research Analysts, Quality Assurance.

## C. RELATED POLICY

AC3 Program Review
AC9 Skills and Outcomes
AC10 Development and Change of Senate-Approved Programs

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.**<br>AC3 |
| **Approving Jurisdiction:**<br>Board of Governors, with Senate advice |
| **Administrative Responsibility:**<br>Provost and Vice President Academic |
| **Effective Date:**<br>September 1, 2025 |

# Program Review Procedure

## A. DEFINITIONS

1. **Annual Follow-up Report:** Annual Follow-up Reporting is the last phase in KPU's Program Review process. It provides programs with a framework for reporting on progress made in carrying out the Quality Assurance Plan (QAP). The first annual-follow up report is due one year after the Quality Assurance Plan has been approved. Reports are provided annually until the program has demonstrated to the satisfaction of the Senate Standing Committee on Program Review (SSCPR) that the Quality Assurance Plan (QAP) is substantially completed. This is required so KPU can demonstrate how the Program Review led to program improvements, one of our accountability requirements to government.

2. **External Review:** The External Review follows the completion of the Self-Study Report. It is conducted by a team of three members, two of whom are external to KPU, and one who is a faculty member from another faculty at KPU. The purpose is to validate the Self-Study Report and provide additional information regarding program's strengths and areas needing improvement. The External Review phase involves a site visit, either on-campus or online, which allows the External Review Team (ERT) to meet with various interested parties to ensure that the ERT has sufficient information upon

which to base their assessment of the Self-Study Report.

3. **Program:** A defined set of courses of instruction that lead to a credential approved by KPU Senate. A program 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.

4. **Quality Assurance Plan:** The Quality Assurance Plan (QAP) is a multi-year strategic plan for how the program will address the recommendations emerging from the Self-Study and External Review of the program.

5. **Self-Study:** The Self-Study consists of a review of the program's curriculum, instructional design and delivery, program relevance, student demand and resources needed to support the program. It is the core of the program review process and forms the foundation on which the entire review is based. It includes an analysis of the program's strengths, weaknesses, opportunities and challenges, as well as recommendations that will need to be addressed to improve the program's quality.

6. **SSCPR:** The Senate Standing Committee on Program Review (SSCPR) is responsible for: developing procedures and standards to ensure Program Reviews are conducted in accordance with the principles of the Program Review Policy; and reviewing reports to ensure they meet KPU's program review standards. The Committee includes faculty, dean, staff and student representation.

## B. PROCEDURES

1. The schedule for Program Reviews is updated on a yearly basis by the Office of Planning & Accountability's (OPA) Manager of Quality Assurance, in consultation with the Deans and Associate Deans, and provided to Senate to ensure programs are reviewed at least once every five years. For departments with more than one program in the same discipline, they are reviewed together.

2. The review consists of four components, each of which requires a report to be submitted to the SSCPR:
    a. Phase 1: Self-Study;
    b. Phase 2: External Review;
    c. Phase 3: Quality Assurance Plan;
    d. Phase 4: Annual Follow-Up Reporting.
3. Faculty are responsible for writing and submitting all Program Review reports and appendices (with the exception of the External Review) and ensuring that each report is in compliance with SSCPR-approved standards and templates. Deans are also expected to provide input to all reports (with the exception of the External Review). The Provost is expected to provide direct input to the Quality Assurance Plan.
4. Guides that lay out expectations for each component of the review process, as well as templates for each report, are available on OPA's Program Review webpage, linked here: Guides & Sample Reports. These documents include, but are not limited to, the following:
    a. **Guide #1: Getting Started** – provides the Program Review Team with an overview of the Program Review process at KPU and prepares them for the Program Review kick-off meeting.
    b. **Guide #2: Curriculum Review** – includes information on how to conduct a curriculum review, including developing/reviewing program learning outcomes, career pathways map, and curriculum map. It also explains where to report this information in the Self-Study Report template.
    c. **Guide #3: Self-Study Data** – provides information about the data sources available for the Self-Study, including administrative data, standard survey questions, and the survey development process. Administrative data and survey results, which are provided by OPA, inform assessments of program relevance and demand, effectiveness of instructional delivery, and program resources, services, and facilities.
    d. **Guide #4: Self-Study** – Explains how to use the Self-Study data to address the Program Review questions and where to report this information in the Self-Study Report template within the following sections: program relevance and demand (relevance, faculty qualifications and currency, student demand); effectiveness of instructional delivery (instructional design and delivery of the curriculum, student success, student experience including equity, diversity and inclusion); and resources, services and facilities.
    e. **Guide #5: External Review** – provides information on the steps required to plan an external review site visit and criteria for selection of external reviewers.

f. **Guide #6: Quality Assurance Plan Development** – comes with a template and explains in detail how to develop a Quality Assurance Plan based on the findings and recommendations in the Self-Study and External Review Reports.

g. **Guide #7: Annual Follow-Up Reporting** – explains the process for reporting back to the SSCPR on progress made in carrying out the Quality Assurance Plan.

5. Sample approved reports are also available on the OPA's Program Review webpage, linked here: Guides & Sample Reports.

6. To ensure quality standards, the SSCPR must approve each report before the review can proceed to the next phase of the process.

7. The SSCPR also approves the individuals the program nominates to serve as external reviewers.

8. A program with an external accreditation body will only require one external review site visit (to be conducted by the accreditation external review team) if the following conditions are met:

    a. The composition of the accreditation external review panel is equivalent to that of a KPU external review team (i.e. the team consists of a combination of academics and discipline/sector professionals).

    b. The accreditation review site visit is similar in scope to that of a KPU external review site visit and will involve talking to similar groups of stakeholders (e.g. students, faculty, staff, alumni, advisory board members).

    c. The accreditation external review report can be made public on KPU's Program Review website.

9. The Quality Assurance Plan is approved by SSCPR and is then forwarded to Senate for information. The next Program Review begins five years following the date of approval of the Quality Assurance Plan by SSCPR. The approved Quality Assurance Plans are available on OPA's Program Review webpage, linked here: Completed Reviews.

10. A Program Review is completed once the SSCPR has determined that the Quality Assurance Plan has been substantially completed and no additional Annual Follow-up Reporting is required.

11. A review typically takes 16-20 months from commencement to submission of the Quality Assurance Plan, unless the program has provided the SSCPR with an appropriate rationale for an extension. The Dean or AVP Academic decides if a delay is appropriate. However, all reviews must be completed within 24 months of starting (i.e., the Quality Assurance Plan must be approved by the SSCPR within 24 months of the commencement of the review).

12. Compliance with AC3 Policy and Procedure would encompass the following situations:

    a. A program's Quality Assurance Plan not more than five years ago; OR

b. The review is underway, started within 5 years of completion of the last review, and is progressing appropriately (i.e., it has been less than 24 months since the review began).

13. The Provost will decide on the appropriate action should a program not be in compliance with this Policy and Procedure.
14. OPA provides planning support and guidance throughout the review process; provides administrative data; oversees survey data collection (which includes gathering views from students, faculty, alumni and members of the sector), including guidance on survey design, survey administration, and data analysis and reporting. OPA also provides administrative support to the SSCPR. The OPA staff who are on-hand to provide support are:
    a. Manager, Quality Assurance;
    b. Research Analysts, Quality Assurance.

## C. RELATED POLICY

AC3 Program Review
AC9 Skills and Outcomes
AC10 Development and Change of Senate-Approved Programs

KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.**<br>AC3 |
| **Approving Jurisdiction:**<br>Board of Governors, with Senate advice |
| **Administrative Responsibility:**<br>Provost and Vice President Academic |
| **Effective Date:**<br>September 1, 2025 |

# Program Review Policy

## A. CONTEXT AND PURPOSE

1. Program Review at Kwantlen Polytechnic University is a faculty-led, collaborative, systematic and evidence-based examination of a program's quality. Program Review allows for a detailed analysis of a program's strengths and areas for improvement that result in enhancements to the program. Students, faculty, alumni, discipline/sector representatives (e.g., program advisory committees), and programs' Deans offices are all given an opportunity to provide their perspectives during the review.
2. As a public institution, KPU has a duty to ensure and report on the quality of its programs. Program Review is the mechanism by which we practice this accountability, and communicate it to our community. KPU's Senate Standing Committee on Program Review (SSCPR) oversees this process.
3. Program Review is the process that drives continual progress and improvement at the program level. Program Review findings should inform Senate deliberations on curricular changes and curriculum development. For this reason, Quality Assurance Plans will be submitted to Senate following approval by the SSCPR, as part of the SSCPR Chair's Report.

## B. SCOPE AND LIMITS

1. This policy applies to educational programs under the governance of Senate.
2. Program Review does not evaluate performance of individual faculty, staff, or administrators.
3. This policy does not apply to programs which are not under the governance of Senate (e.g. Continuing/Professional Studies and Apprenticeship).

## C. STATEMENT OF POLICY PRINCIPLES

1. All degree and non-degree programs will be scheduled for review at least once every five (5) years.
2. All programs under the governance of Senate must meet the requirements of Policy AC3, including programs that undergo extensive review by external accrediting bodies. As appropriate, the review of programs that undergo external review may occur concurrently *with the external accreditation so as not to duplicate processes.*
3. Successful completion of a Program Review includes the SSCPR's approval of the following reports: Self-Study Report, External Review, and Quality Assurance Plan.
4. Final completion of a Program Review occurs when implementation of the Quality Assurance Plan has been deemed substantially completed by the SSCPR, as demonstrated through Annual Follow-Up Reports.
5. The SSCPR Chair will include approved Quality Assurance Plans in the SSCPR Report to Senate.

## D. DEFINITIONS

Refer to Section A of AC3 Procedure for a list of definitions in support of this Policy.

## E. RELATED POLICIES & LEGISLATION

University Act 35.2 (6)(f)
AC9 Skills and Outcomes Policy
AC10 Development and Change of Senate-Approved Programs

## F. RELATED PROCEDURES

AC3 Program Review Procedure

# Appendix 8.2 Policy and Procedure AC1 Program Advisory Committee

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.**<br>AC1 |
| **Approving Jurisdiction:**<br>Board of Governors, with Senate advice |
| **Administrative Responsibility:**<br>Provost and Vice President Academic |
| **Effective Date:**<br>March 28, 2023 |

# Program Advisory Committee Policy

## A. CONTEXT AND PURPOSE

1. As a special purpose, teaching university under British Columbia's University Act, Kwantlen Polytechnic University (KPU) ("the University") is committed to establishing Program Advisory Committees ("PAC") to help ensure the overall quality assurance, relevancy and currency of the diverse programs offered by the University with the goal to keep KPU responsive to community, as well as the needs and expectations of workplace, industry, government, non-profit, and cultural entities in our community.

2. Through this Policy, the University ensures that a Program Advisory Committee for each program or cluster of related programs shall be established to provide strategic and expert advice on the creation and maintenance of effective and high-quality academic programs that are responsive to the evolving needs of our communities, promote service and global citizenship, as well as to develop and deliver opportunities that foster collaborations and community engagement.

3. For programs that are mandated by the SkilledTradesBC or other regulatory bodies which determine the standards and learning outcomes, the PAC shall provide advice on a narrow and critical scope of the program (including but not limited to software, equipment, student success, scheduling and timing of offerings, donation and gifting opportunities).

4. The purpose of this Policy is to establish consistent criteria and standards for, and guide the formation and operations of PAC's, across all Senate-approved program offerings at the University.

## B. SCOPE AND LIMITS

1. This Policy applies to PACs for all Senate-approved programs at KPU.

2. This Policy does not apply to non-program advisory boards or committees which are under the jurisdiction of Policy GV7 *Advisory Boards (Non-Program)*, or PACs for programs outside of the jurisdiction of Senate.

## C. STATEMENT OF POLICY PRINCIPLES

KPU shall establish a Program Advisory Committee for a program or a cluster of programs to assist the University:

1. in establishing and maintaining programs relevancy and currency to the needs of the communities served by the University;

2. in providing advice on current and future program trends and changes that may impact curriculum and the employability of well-trained and educated graduates;

3. in providing opportunities for collaborative research partnerships with stakeholders and community organizations;

4. in providing recommendations concerning entrance requirements, standards for programs or services, curriculum content, work integrated and experiential learning and other components of the learning situation for curriculum revisions and new programs, with the exception of programs mandated by the SkilledTradesBC or other regulatory bodies; and

5. in promoting KPU's programs and services within the community, stakeholders, the Province, as well as nationally.

## D. DEFINITIONS

Refer to Section A of AC1 *Program Advisory Committee* for a list of definitions in support of this Policy.

## E. RELATED POLICIES & LEGISLATION

N/A

## F. RELATED PROCEDURES

AC1 *Program Advisory Committee* Procedure

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.** AC1 |
| **Approving Jurisdiction:** Board of Governors, with Senate advice |
| **Administrative Responsibility:** Provost and Vice President Academic |
| **Effective Date:** September 1, 2022 |

# Program Advisory Committee Procedure

## A. DEFINITIONS

1. **Program:** A defined set of courses of instruction that lead to a credential approved by KPU Senate. A program or unit 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.

2. **Cluster of Programs:** Two or more programs that are related by specialization, and share significant common curriculum, structure and strategic alignment.

## B. PROCEDURES

1. Roles and Responsibilities
   a. The Dean (or designate who is normally the Associate Dean or Program Chair) is responsible for:
      i. reviewing nominations and appointing members to Program Advisory Committees (PACs);
      ii. consulting with the PAC Chair on the renewal or replacement of member who resigned from the PAC or whose term has expired;
      iii. providing an orientation to new PAC members;
      iv. maintaining an up to date, central repository of all documentation for PACs, including but not limited to membership list, contact information, meeting agendas, minutes, correspondences, and program related documentation where applicable;
      v. providing administrative support to the PACs and Chairs of PACs, and in collaboration with the PAC Chair, scheduling meetings, preparing and distributing meeting agendas and minutes to the PAC in an accurate and timely manner; and
      vi. the periodic review and evaluation of the performance and effectiveness of PACs.

b. The Chair of a PAC, in collaboration with the Dean (or designate) and with support from department faculty members, is responsible for:

   i. presiding over meetings, and

   ii. actioning requests and recommendations on behalf of the PAC to the Dean, and keeping members of PAC informed on the status of such requests and recommendations.

c. The PAC is responsible for:

   i. providing advice to the program in meeting the needs of its students and of the community it serves; and

   ii. advising the program in defining the objectives of a program of study and the learning outcomes needed by students to achieve the program or service objectives.

   The PAC may also play a role as follows:

   1) to advise the program in the development of a curriculum to meet program or service objectives;

   2) to assist in the evaluation of a program of study, the curriculum, and national, provincial or local requirements where applicable;

   3) to assist the program in identifying work placements and other pathways for students during the academic year and in the placement of students upon graduation;

   4) to advise the program on changes in the labour market that may affect the employability of graduates;

   5) to advise the program on requirements for new courses or new programs of study and services to meet new or emerging needs within the community; and

   6) to raise public awareness of the program in the community and industry.

2. Membership

   a. Length of Term

      i. A PAC Chair is normally elected for a time period between three (3) to five (5) years, and may stand for re-election once.

      ii. PAC members are normally appointed for a time period between three (3) to five (5) years, renewable once.

   b. Election of Chair

      i. The PAC Chair is elected by voting members of a PAC. The term of a PAC Chair may be extended by a majority vote of the PAC, but not exceeding 10 consecutive years.

   c. Nomination and Appointment of Members

      i. PACs draw their membership from stakeholders including industry, labour organizations, not-for-profit organizations and professional associations related to particular programs of study or services.

      ii. All PAC members are nominated by the respective program areas, and appointments to PAC will be approved by the Dean.

d. Composition

   i. Membership of each PAC should be balanced, diverse and inclusive, reflecting the diversity of our community and incorporates the broadest range of qualifications, skills, experiences, and perspectives.

   ii. Each PAC normally consists of a cross-section of six to twelve voting and non-voting members who have direct interest in, and diverse experience and expertise related to, the profession or discipline addressed by the program or cluster of programs.

   iii. Voting members include PAC members who are external to the program and the University. Voting members may include alumni but will not hold the majority seats of the PAC.

   iv. Non-voting members may include KPU students and employees (e.g. faculty, staff, administrators), as well as alumni who will serve as resource persons. Membership will be approved by the Dean.

   v. Similarly, one or more student representatives may be invited to attend meetings, but they are not members of the PAC, hence non-voting.

3. Meetings

   a. Frequency

      i. The frequency of meetings will depend on the needs of the program area, and are established by the Chair in collaboration with the Dean. However, PACs should strive to meet at least twice per academic year, with a minimum of once per academic year.

   b. Attendance Requirement

      i. The Program's Chair should attend all meetings as a resource person.

      ii. PAC members should attend all meetings. If a PAC member misses two (2) consecutive meetings, their membership will be re-evaluated by the PAC Chair, in consultation with the Dean (or designate).

   c. Conduct of Meeting

      i. The PAC Chair will preside over all meetings; in their absence, an acting Chair will be identified by PAC members.

      ii. Notice of meetings, agendas and draft minutes from the previous meeting will be distributed at least two weeks before the meeting to all members of a PAC.

      iii. The draft minutes are prepared within thirty (30) days of the meeting taking place and will be reviewed by the Dean (or designate) and the PAC Chair.

      iv. The draft minutes are reviewed and approved by all PAC members at the following meeting.

      v. Recommendations from PACs shall require a motion and a simple majority vote, which consists of more than one half the votes cast by voting members.

      vi. The Dean or designate will provide administrative support for all PACs.

      vii. The conduct of KPU students and employees in PAC meetings will adhere to KPU's Policies on ST7 *Student Conduct (Non-Academic)* and the *Employee Code of Conduct*. The conduct of PAC members will adhere to Policy HR21 *Respectful Workplace*.

viii. Parking and other related hosting costs associated with PAC meetings will be reimbursed by the Office of the Dean of the program area.

4. Conflict of Interest
    a. PAC members will not represent their own organization and will not be compensated for their participation.
    b. If a PAC member perceives their personal interests may have an impact on an issue under discussion or consideration at a PAC meeting, they are obligated to recuse themselves from the discussion and recuse themselves from voting on the matter.
    c. A PAC member's declaration of conflict of interest will be recorded in the meeting minutes.
    d. If a PAC member has been a KPU employee in the past 12 months of a PAC meeting, it is deemed as a conflict of interest per Policy HR1 *Conflict of Interest*.
5. Annual Report to the Dean
    a. The PAC Chair, with support from the Dean's Office, will submit a PAC annual report to the PAC members and the Dean for approval at the end of each academic year. The PAC annual report may include, but is not limited to:
        i. Number of meetings held
        ii. Total number of attendees
        iii. Major topics discussed
        iv. Motions approved
        v. Major activities undertaken
        vi. Key recommendations made
        vii. Self-Assessment Summary
6. Self-Assessment
    a. The PAC will assess its own performance and effectiveness through self-assessment activities once every one to two years.

## C. RELATED POLICY

Employee Code of Conduct
AC1 *Program Advisory Committee*
HR1 *Conflict of Interest*
HR21 *Respectful Workplace*
ST7 *Student Conduct (Non-Academic)*

# BOARD OF GOVERNORS - REGULAR MEETING

**Agenda Number:** *8.3*
**Meeting Date:** *March 26, 2025*
**Presenter(s):** *Alan Davis*

## AGENDA TITLE: DRAFT POLICY AND PROCEDURE AC16 ACADEMIC TITLE AWARDS

## ACTION REQUESTED: Motion

## RECOMMENDED RESOLUTION

**THAT the Board of Governors approve draft Policy and Procedure AC16 Academic Title Awards, effective September 1, 2025, as recommended by the Board Governance Committee.**

## COMMITTEE REPORT

On March 12, 2025, the Board Governance received, reviewed and recommended that the Board of Governors approve the draft Policy and Procedure AC16 Academic Title Awards, effective September 1, 2025.

### Context and Background

Draft Policy and Procedure AC16 Academic Title Awards aims to recognize a broad and inclusive range of diverse achievements of KPU faculty and academic administrators in Teaching; Research, Scholarship, and Creative Activities; and/or Service.

AC16 went through two rounds of Phase Two Posting on the KPU Policy Blog. **The first round of Phase Two Posting** from November 15 to December 5, 2024, received 72 comments from members of the University community. The Policy Developers carefully reviewed and responded to every comment.

As a result of the feedback and suggestions received, the Policy Developers made amendments to the drafts (see attached "Summary of Revisions after First Phase Two Posting"), which were re-posted on the KPU Policy Blog for **a second round of Phase Two Posting** from January 6 to January 24, 2025. The second round of Phase Two Posting received 19 comments. The Policy Developer responded to all comments. Minor revisions were made to correct capitalization errors and punctuation uses in several places, and add wording to enhance clarity (see track-change versions attached).

On February 11, 2025, draft Policy and Procedure AC16 Academic Title Awards and the proposed mandate and membership composition of the Senate Standing Committee on Academic Title Awards (SSCATA) were submitted to the Senate Governance and Nominating Committee (SGNC) for discussion and to the Senate Standing Committee on Policy (SSC Policy) for motion. The SGNC passed two motions unanimously: one for suggesting a wording amendment; the other for approving in principle the creation of a Senate Standing Committee on Academic Title Awards. The SSC Policy passed a vote by ballot to recommend to Senate the approval of AC16 and the proposed mandate and membership of the Senate Standing Committee on Academic Title Awards.

On March 3, 2025, Senate passed two motions: that Senate recommend that the Board of Governors approve draft Policy and Procedure AC16 Academic Title Awards, effective September 1, 2025; that Senate approves the establishment of the Senate Standing Committee on Academic Title Awards Mandate and Membership Composition, effective September 1, 2025.

## Key Messages

1. The Board of Governors, with Senate's advice, is the approving jurisdiction of draft Policy and Procedure AC16 Academic Title Awards. The President is the Policy Sponsor. The Associate Vice-President, Academic is the Policy Developer. The proposed effective date is September 1, 2025.
2. Drafts of AC16 were posted twice on the KPU Policy Blog; the first round of Phase Two Posting was from November 15 to December 5, 2024, and the second round of Phase Two Posting was from January 6 to January 24, 2025.
3. Upon recommendations from the SGNC and SSC Policy, Senate on March 3, 2025, passed two motions: that Senate recommend that the Board of Governors approve draft Policy and Procedure AC16 Academic Title Awards, effective September 1, 2025; that Senate approves the establishment of the Senate Standing Committee on Academic Title Awards Mandate and Membership Composition, effective September 1, 2025.

## Resource Requirements

The proposed policy recommends Senate create a Senate Standing Committee on Academic Title Awards that will develop and recommend the following to Senate for approval:

- committee mandate and membership composition, and
- standards for academic title awards used by the committee to recommend to the Provost for decisions on the awards.

The Office of the Provost and Vice-President, Academic will be responsible for the creation and implementation of an expedited process wherein the Provost's Office will receive, review, approve or deny applications for the title of Assistant Professor/Teaching Professor.

## Consultations

From end of August 2024 to January 2025, Dr. David Burns and the Policy and Academic Affairs team consulted the University widely via multiple avenues, including the KPU Policy Blog, emailed feedback, three town hall meetings hosted by the President (September 20, 24, and 25, 2024), Senate Standing Committees, Senate, individual consultation meetings, and meetings with academic units. A list of individuals and groups that provided feedback through emails and meetings is down below.

1. Gayle Bedard, Associate Vice-President, Indigenous Leadership, September – October, 2024
2. John Yang, Instructor, August 26, 2024
3. Steve Chan, Instructor, September 5, 2024
4. Senate Standing Committee on Academic Planning and Priorities, September 6, 2024; October 4, 2024; November 29, 2024
5. Senate Standing Committee on Policy, September 10, 2024; December 3, 2024; January 14, 2025
6. Yanfeng Qu, Instructor, September 11, 2024
7. Department of Political Science, September 13, 2024
8. Senate Governance and Nominating Committee, September 17, 2024; December 10, 2024
9. Senate, September 23, 2024
10. English Department, September 27, 2024
11. Associate Deans Working Group, October 4, 2024
12. Librarians, October 8, 2024
13. Mehdi Salimi, Instructor, October 3, 2024
14. Asiyeh Sanaei, Instructor, October 3 and October 20, 2024
15. John Singh, Instructor, October 4, 2024
16. Greg Simmons, Instructor, October 10, 2024
17. Legal, October 16, 2024
18. Risk, October 16, 2024
19. Privacy, October 17, 2024
20. Senate Standing Committee on Research, October 22, 2024; January 7, 2025
21. Rajdeep Gill, Instructor, October 23, 2024
22. Wilson School of Design Research and Graduate Studies Committee, October 28, 2024
23. Melville School of Business Faculty Council, October 28, 2024
24. Asma Sayed, Vice-President, Equity and Inclusive Communities, October 29, 2024
25. Senate Standing Committee on Teaching and Learning, October 31, 2024; November 28, 2024
26. Human Resources, October 31, 2024
27. Fiona Whittington-Walsh, Lead Advisor on Disability, Accessibility, and Inclusion, October 31, 2024
28. Senate Standing Committee on Tributes, November 4, 2024
29. Vice-President, Academic and Deans, November 22, 2024
30. Kwantlen Faculty Association, October 30, 2024 and November 29, 2024
31. Faculty of Educational Support and Development, December 9, 2024

## Attachments

1. AC16 Summary of Revisions After First Phase Two Posting
2. AC16 Academic Title Awards Policy Draft
3. AC16 Academic Title Awards Policy Draft – Track Change
4. AC16 Academic Title Awards Procedure Draft
5. AC16 Academic Title Awards Procedure Draft – Track Change
6. AC16 SSCATA Mandate and Composition
7. AC16 Responses to Consultation Feedback
8. AC16 Stress Test
9. KPU Policy Blog – Second Round of Phase Two Posting, January 6 to January 24, 2025
10. KPU Policy Blog – First Round of Phase Two Posting, November 15 to December 5, 2024

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## Submitted by

Josephine Chan, Special Assistant to the Provost on Policy and Academic Affairs

## Date submitted

March 25, 2025

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**Proposed Policy AC16 Academic Title Awards**

**Summary of Revisions (Phase Two Posting in January 2025)**

The Policy Developers would like to thank the KPU community for providing their feedback and suggestions on draft Policy and Procedure AC16 Academic Title Awards during the first round of Phase Two Posting from November 15 to December 4, 2024. As a result of the feedback and suggestions received, the Policy Developers made amendments to the drafts which are now re-posted on the KPU Policy Blog for a subsequent Phase Two Posting from January 6 to January 24, 2025 at 11:59pm PST.

**TEACHING; RESEARCH, SCHOLARSHIP, AND/OR CREATIVE ACTIVITIES; SERVICE**

- In the revised drafts, "Service" is emphasized as a category of its own as a basis of achievement for consideration.
- "Research, Scholarship, and Creative Activities" forms one category, alongside "Teaching" and "Service."
- These three categories are given broad and open definitions in the draft Procedure to ensure that they point to an inclusive and diverse range of activities.
- Emphasized that applicants could apply for academic title awards solely based on, for instance, their teaching.

**ELIGIBILITY**

- We revised the drafts to make it clear that ***all*** regularized faculty will be eligible to apply for the academic title awards, including non-instructional faculty.
- Revised the draft Procedure to clarify that applicants can apply for any of the given titles regardless of whether they held a previous title. For instance, applicants can apply for the Professor title without already holding the Associate Professor title.

**SENATE STANDING COMMITTEE ON ACADEMIC TITLE AWARDS**

- Based on the feedback from Senate Governance and Nominating Committee and others, we made the revision that the Chair of the proposed Senate Standing Committee on Academic Title Awards (SSCATA) will be elected from the committee.

The following is a list of revisions that have been made to the Policy and Procedure drafts as a result of the feedback received from the previous Phase Two Posting in late fall 2024.

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**Foreground the voluntary nature of academic title awards at KPU.**

We have further emphasized that by highlighting this as the first policy principle statement (see Section C.1 in draft Policy.)

**Is Academic Title Awards the only way for us to recognize achievements at KPU?**

We have clarified in Section A of the draft Policy that academic title awards are intended to provide additional opportunities to acknowledge and recognize the achievement of KPU faculty and academic administrators. (See draft Policy Section A.)

**Are faculty from the Faculty of Educational Support and Development eligible for academic title awards?**

Yes, we have clarified that all regularized KPU faculty are eligible to apply for academic title awards throughout the draft Policy and Procedure.

**Clarify the categories and define them in broad terms.**

We have clarified the wording of the three categories of achievement, i.e., Teaching; Research, Scholarship, and Creative Activities; and/or Service, and defined them in broad terms to ensure that they point to an inclusive and diverse range of diverse activities (Procedure A.6.7.&8.)

**Clarify the purpose of using support letters in support of the application process?**

We have clarified that support letters from internal or external experts provide critical disciplinary perspectives from specialists in the field (Procedure B.4.a.ii.).

**Clarify that faculty can apply directly for Associate Professor and Professor titles.**

We edited draft Procedure B.5.a.i. to state that: “All regularized faculty and Academic Administrators will be eligible to apply for any of the given titles regardless of whether they held a previous title.”

**Clarify if all three categories are equally required and important for applying for academic title awards.**

We added a clarification that “[a]pplicants may apply on the basis of a mixture of these forms of achievement or depth of achievement in a single form, such as teaching” (Procedure B.5.a.iii.).

**Emphasize that there is no connection between the criteria and adjudication of academic title awards and the compensation grid.**

Academic title awards are separate from remuneration or the salary grid. We provided clarification in Section B of the draft Policy.

**Clarify the composition of the appeal panel.**

Based on the feedback received, we revised the draft Procedure to state that, when appropriate, the three members of the appeal panel will come from the same Faculty as that of the applicant (Procedure B.7.b.ii.).

**Clarify the mandate of the proposed SSCATA**

We made an edit to clarify that the proposed SSCATA will "develop and recommend to Senate the standards for" academic title awards.

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.**<br>AC16 |
| **Approving Jurisdiction:**<br>Board of Governors, with Senate Advice |
| **Administrative Responsibility:**<br>Provost and Vice-President, Academic |
| **Effective Date:**<br>September 1, 2025 |

# Academic Title Awards Policy

## A. CONTEXT AND PURPOSE

In recognition of the diverse achievements of all KPU faculty and Academic Administrators in Teaching; Research, Scholarship and Creative Activities; and/or Service, KPU awards the Academic Titles of Assistant Professor/Teaching Professor, Associate Professor, and Professor (also referred to as "Full Professor"). These titles are awarded in recognition of the broadest possible diversity of academic achievement. This means, especially, that KPU will ensure it also recognizes and centers the Teaching; Research, Scholarship and Creative Activities; and/or Service that has historically been marginalized in Canadian academic institutions.

This policy is intended to provide additional opportunities to acknowledge and recognize the achievement of all KPU faculty and Academic Administrators and to facilitate the communication of that achievement outside of KPU. Rather than forming a system of evaluation, it provides an optional space to share knowledge, collaborate and advance the University's mission.

## B. SCOPE AND LIMITS

This policy applies to the awarding of the titles of Assistant Professor/Teaching Professor, Associate Professor and Professor to all KPU faculty and Academic Administrators as defined in the attached procedure. The awarding or non-awarding of any such title does not alter the working conditions or remuneration of any applicant, and none of the procedures contained in this policy alter any condition of the KPU-KFA Collective Agreement.

For the purpose of this Policy, Academic Administrators at KPU include the Director of a Teaching or Research Centre/Institute, Research Chairs, Associate Deans, Deans, Associate Vice Presidents Academic, Teaching and Learning, and Research and Innovation, the Provost, and the President.

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## C. STATEMENT OF POLICY PRINCIPLES

1. Application for an Academic Title, and the use of that title after it is awarded, is entirely voluntary.
2. KPU will use Academic Titles to acknowledge and recognize the achievement of all faculty and Academic Administrators and to communicate this achievement externally.
3. KPU will use Academic Titles to acknowledge and recognize Indigenous achievement.
4. KPU will actively seek to resist the marginalization of equity-denied groups by acknowledging and recognizing the achievements of such groups.
5. Academic Titles will only be used to confer acknowledgement and recognition and will not alter the working conditions of the person to whom it was, or was not, awarded. Academic Titles will not be utilized in, for example, the setting of AC13 Minimum Qualifications for Faculty Members.
6. Academic Titles issued by KPU will not be used to determine eligibility for internal opportunities, employment decisions, or internal funding awards.
7. KPU is committed to recognizing diverse achievements in Teaching; Research, Scholarship and Creative Activities; and/or Service. This commitment includes ensuring that these achievements are rigorously evaluated within the framework of the three established levels of accomplishment.
8. Personal Information collected in the administration of the Policy and Procedure will be managed in accordance with the Freedom of Information and Protection of Privacy Act of British Columbia and related KPU policies.

## D. DEFINITIONS

Refer to Section A in Procedure AC16 Academic Title Awards for a list of definitions in support of this Policy.

## E. RELATED POLICIES & LEGISLATION

University Act, Section 35.2(5)(i)
IM8 Privacy

## F. RELATED PROCEDURES

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This policy is intended to provide additional opportunities to acknowledge and recognize the achievement of all KPU faculty and Academic Administrators and to facilitate the communication of that achievement outside of KPU. Rather than forming a system of evaluation, it provides an optional space to share knowledge, collaborate and advance the University's mission.

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For the purpose of this Policy, Academic Administrators at KPU include the Director of a Teaching or Research Centre/Institute, Research Chairs, Associate Deans, Deans, Associate Vice Presidents Academic, Teaching and Learning, and Research and Innovation, the Provost, and the President.

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## D. DEFINITIONS

Refer to Section A in Procedure AC16 Academic Title Awards for a list of definitions in support of this Policy.

## E. RELATED POLICIES & LEGISLATION

University Act, Section 35.2(5)(i)
IM8 Privacy

## F. RELATED PROCEDURES

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KPU | KWANTLEN POLYTECHNIC UNIVERSITY

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| **Effective Date:**<br>September 1, 2025 |

# Academic Title Awards Procedure

## A. DEFINITIONS

1. **Academic Administrator:** Those senior administrators with explicit academic leadership responsibilities, including the Director of a Teaching or Research Centre/Institute, Research Chairs, Associate Deans, Deans, Associate Vice-Presidents Academic, Teaching and Learning, and Research and Innovation, the Provost, and the President.

2. **Academic Title:** An award given to acknowledge and recognize achievement and to facilitate communication of that achievement outside of KPU.

3. **Assistant Professor/Teaching Professor:** The first-level award recognizing a foundational level of achievement in either, or a combination of, Teaching; Research, Scholarship and Creative Activities; and/or Service. It can be expressed as either an "Assistant Professor" or a "Teaching Professor."

4. **Associate Professor:** The second-level award recognizing a substantial level of achievement in either, or a combination of, Teaching; Research, Scholarship and Creative Activities; and/or Service.

5. **Professor:** Also referred to as "Full Professor." The third-level award recognizing a distinguished level of achievement in either, or a combination of, Teaching; Research, Scholarship and Creative Activities; and/or Service.

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| **6.** | **Research, Scholarship and Creative activities:** | Activities that extend, integrate, apply, and/or disseminate knowledge through a variety of means including artistic creations and performances.[1] |
| **7.** | **Service:** | All contributions made to the KPU community and beyond that are outside of Research, Scholarship and Creative activities; and Teaching. This includes, for instance, service in the governance system, external academic bodies, or community organizations. |
| **8.** | **Teaching:** | The ways in which faculty support learners in their growth and flourishing, and their own development as educators, inside and outside of the classroom. |
| **9.** | **Visiting Professor** | Instructors, Directors of a Teaching Centre/Institute, or Research Chairs visiting KPU temporarily for a defined period from another post-secondary institution. |

## B. PROCEDURES

1. The Senate Standing Committee on Academic Title Awards
    a. All academic standards for the awarding of Academic Titles will be set by Senate on the recommendation of the Senate Standing Committee on Academic Title Awards [SSCATA], herein referred to as "the Committee."
    b. The Committee will recommend to the Provost decisions on the awarding or non-awarding of the Academic Titles of Associate Professor and Professor.
    c. The Committee will, on receipt of a decision by the Provost, report to the Senate (for information) those titles which were awarded.
    d. The Committee will hold closed meetings for the consideration of any application but will ensure that the standards forming the bases for adjudication of award applications are transparent.
2. The responsibilities of the Provost and Vice-President, Academic
    a. The Provost will receive recommendations from the Committee and approve or decline the recommended decisions and will communicate those decisions to the Committee.

[1] The definitions of "Teaching," "Research, Scholarship and Creative Activities," and "Service" in this Procedure are broad and open to suit the purpose of this policy and are not intended for general usage. The definition of Research, Scholarship and Creative Activities is informed by the work of the Office of Research Services. See Deepak S. Gupta and Keith Leung, "Nomenclature Related to Research, Innovation, and Scholarship," (discussion, Senate Standing Committee on Research, Kwantlen Polytechnic University, Surrey, BC, November 28, 2023).

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b. While the Committee will report formally to Senate on awarded titles, the Provost may arrange for the recipients of awarded titles to be acknowledged in ceremonies or other suitable occasion at the Provost's discretion.

c. The Provost is responsible for the administration and documentation of the process of awarding Academic Titles within the broad standards established by the Committee.

3. The responsibilities of the President and Vice-Chancellor

    a. The President will receive and decide on any appeal of a decision and will inform the Provost, Committee and applicant of their decision.

4. Application, Adjudication and Approval Process

    a. Applicants will utilize an application package administered by the Provost's Office on the advice of the Committee and within the framework approved by Senate.

        i. Applications for the title of Assistant Professor/Teaching Professor will go through an expedited process wherein the Provost's Office will receive, review, approve or deny their applications directly.

        ii. Applications for the title of Associate Professor and Professor, along with letters of support by internal or external experts from within or outside the University and other documents, will be reviewed by the Committee. These letters will provide critical disciplinary perspectives from specialists in the field.

    b. All packages will be confidentially accessible to the Committee's members.

    c. The Committee will vote on its recommendations to either deny the award or to award the Associate Professor title or Professor title and will deliver those recommendations to the Provost for final approval.

    d. The Provost may award an Academic Title that is different from one that was recommended by the Committee if the change is to the benefit of the applicant on equity grounds.

    e. The Provost will report their decision to the Committee and applicant.

    f. The Committee will report to Senate the decision of the Provost and those titles awarded.

    g. Applicants whose applications were unsuccessful may re-apply in 24 months (or earlier as specified by the Committee) in accordance with the re-application criteria, standards and process as set out by the Committee.

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5. Bases of Consideration
    a. While the Committee will recommend to Senate such standards as are required, several parameters for these standards are set by this Procedure:
        i. All regularized faculty and Academic Administrators will be eligible to apply for any of the given titles regardless of whether they held a previous title.
        ii. Applicants may apply on the basis of their Teaching; Research, Scholarship and Creative Activities; and/or Service, or some combination of the above forms of achievement. This should encompass an applicant's full academic and professional career prior to, and since, joining KPU.
        iii. None of these forms of achievement shall be taken as superior to the others, or be assessed to carry more weight. Applicants may apply on the basis of a mixture of these forms of achievement or depth of achievement in a single form, such as teaching.
        iv. The approved standards must make explicit the mechanisms included to ensure equity in the use of those standards. The approved standards must ensure the inclusion and recognition of Indigenous scholars and their contributions.
        v. The title of Assistant Professor/Teaching Professor will represent the foundational level of achievement widely held by KPU faculty and Academic Administrators and will represent the least robust application and adjudication process.
        vi. The title of Associate Professor will represent a substantial level of achievement to which KPU faculty and Academic Administrators would aspire. The application and adjudication process will be substantial and the conclusion of that process will represent a major career milestone.
        vii. The title of Professor will represent a distinguished level of achievement by KPU faculty and Academic Administrators, characterized by significant and broad impact. This level of achievement will be less common than the other two levels, and the application and adjudication process will reflect the career-defining moment this award represents.
6. Recognition of Title
    a. The Provost may confer a title in recognition of a title held at another institution.
    b. Instructors visiting for a defined period from another institution may submit a request to the Provost to have their title recognized as "Visiting Professor."
7. Appeal

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a. An applicant may, within thirty (30) calendar days of receiving the Academic Title award decision, appeal the Provost's decision or the Committee's recommendation in writing to the President on the following alleged grounds:

    i. Procedural unfairness, which means that the established procedures were not followed or were improperly applied;

    ii. Demonstrated bias or motive on the part of the Provost or a Committee member;

    iii. Demonstrated bias or motive on the part of any person whose opinion or input may have materially influenced the Committee's recommendation or the Provost's decision;

    iv. Incorrect information was presented.

b. A request to appeal must be submitted in writing to the President who will determine if there is merit to the appeal request.

    i. If the President deems that the appeal request is not merited, the Provost's decision will be upheld. The President's decision is final and there is no further mechanism to appeal. The applicant will be informed of the decision.

    ii. If the President deems that the appeal request is merited, the President will appoint a three-person Appeal panel, from the same Faculty as that of the applicant when appropriate, to receive and review the appeal. The panel will normally convene and review the appeal within sixty (60) calendar days of the President receiving the appeal request.

c. The recommendation from the Appeal panel will be communicated to the President for their final decision within fifteen (15) business days upon the conclusion of the panel's meeting.

d. The President's decision will be communicated to the Provost, Committee and applicant within fifteen (15) business days upon receipt of the panel's recommendation.

e. The recommendation of the Appeal panel cannot be appealed.

f. The President's decision is final and concludes the appeal process.

## C. RELATED POLICY

AC16 Academic Title Awards Policy

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KPU | KWANTLEN POLYTECHNIC UNIVERSITY

| Policy History |
|---|
| **Policy No.**<br>AC16 |
| **Approving Jurisdiction:**<br>Board of Governors, with Senate Advice |
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| **Effective Date:**<br>September 1, 2025 |

# Academic Title Awards Procedure

## A. DEFINITIONS

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2. **Academic Title:** An award given to acknowledge and recognize achievement and to facilitate communication of that achievement outside of KPU.

3. **Assistant Professor/Teaching Professor:** The first-level award recognizing a foundational level of achievement in either, or a combination of, ~~Teaching, Research, Scholarship and/or Creative Activities, and Service~~Teaching; Research, Scholarship and Creative Activities; and/or Service. It can be expressed as either an "Assistant Professor" or a "Teaching Professor."

4. **Associate Professor:** The second-level award recognizing a substantial level of achievement in either, or a combination of, ~~Teaching, Research, Scholarship and/or Creative Activities, and Service~~Teaching; Research, Scholarship and Creative Activities; and/or Service.

5. **Professor:** Also referred to as "F~~f~~ull P~~p~~rofessor." The third-level award recognizing a distinguished level of achievement in either, or a combination of, ~~Teaching, Research,~~

~~Scholarship and/or Creative Activities, and Service~~Teaching; Research, Scholarship and Creative Activities; and/or Service.

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| **6.** | **Research, Scholarship and~~/or~~ Creative activities:** | Activities that extend, integrate, apply, and/or disseminate knowledge through a variety of means including artistic creations and performances.[1] |
| **7.** | **Service:** | All contributions made to the KPU community and beyond that are outside of Research, Scholarship and~~/or~~ Creative activities~~,~~ and Teaching. This includes, for instance, service in the governance system, external academic bodies, or community organizations. |
| **8.** | **Teaching:** | The ways in which faculty support learners in their growth and flourishing, and their own development as educators, inside and outside of the classroom. |
| **9.** | **Visiting Professor** | Instructors, Directors of a Teaching Centre/Institute, or Research Chairs visiting KPU temporarily for a defined period from another post-secondary institution. |

## B. PROCEDURES

1. The Senate Standing Committee on Academic Title Awards
    a. All academic standards for the awarding of Academic Titles will be set by Senate on the recommendation of the Senate Standing Committee on Academic Title Awards [SSCATA], herein referred to as "the Committee."
    b. The Committee will recommend to the Provost decisions on the awarding or non-awarding of the Academic Titles of Associate Professor and Professor.
    c. The Committee will, on receipt of a decision by the Provost, report to the Senate (for information) those titles which were awarded.
    d. The Committee will ~~meet *in camera*~~hold closed meetings for the consideration of any application but will ensure that the standards forming the bases for adjudication of award applications are transparent.
2. The responsibilities of the Provost and Vice-President, Academic

[1] The definitions of "Teaching," "Research, Scholarship and~~/or~~ Creative Activities," and "Service" in this Procedure are broad and open to suit the purpose of this policy and are not intended for general usage. The definition of Research, Scholarship and~~/or~~ Creative Activities is informed by the work of the Office of Research Services. See Deepak S. Gupta and Keith Leung, "Nomenclature Related to Research, Innovation, and Scholarship," (discussion, Senate Standing Committee on Research, Kwantlen Polytechnic University, Surrey, BC, November 28, 2023).

a. The Provost will receive recommendations from the Committee and approve or decline the recommended decisions and will communicate those decisions to the Committee.

b. While the Committee will report formally to Senate on awarded titles, the Provost may arrange for the recipients of awarded titles to be acknowledged in ceremonies or other suitable occasion at the Provost's discretion.

c. The Provost is responsible for the administration and documentation of the process of awarding Academic Titles within the broad standards established by the Committee.

3. The responsibilities of the President and Vice-Chancellor

    a. The President will receive and decide on any appeal of a decision and will inform the Provost, Committee and applicant of their decision.

4. Application, Adjudication and Approval Process

    a. Applicants will utilize an application package administered by the Provost's Office on the advice of the Committee and within the framework approved by Senate.

        i. Applications for the title of Assistant Professor/Teaching Professor will go through an expedited process wherein the Provost's Office will receive, review, approve or deny their applications directly.

        ii. Applications for the title of Associate Professor and Professor, along with letters of support by internal or external experts from within or outside the University and other documents, will be reviewed by the Committee. These letters will provide critical disciplinary perspectives from specialists in the field.

    b. All packages will be confidentially accessible to the Committee's members.

    c. The Committee will vote on its recommendations to either deny the award or to award the Associate Professor title or Professor title and will deliver those recommendations to the Provost for final approval.

    d. The Provost may award an Academic Title that is different from one that was recommended by the Committee if the change is to the benefit of the applicant on equity grounds.

    e. The Provost will report their decision to the Committee and applicant.

    f. The Committee will report to Senate the decision of the Provost and those titles awarded.

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g. Applicants whose applications were unsuccessful may re-apply in 24 months (or earlier as specified by the Committee) in accordance with the re-application criteria, standards and process as set out by the Committee.

5. Bases of Consideration

a. While the Committee will recommend to Senate such standards as are required, several parameters for these standards are set by this Procedure:

i. All regularized faculty and Academic Administrators will be eligible to apply for any of the given titles regardless of whether they held a previous title.

ii. Applicants may apply on the basis of their ~~Teaching, Research, Scholarship and/or Creative Activities, and Service~~Teaching; Research, Scholarship and Creative Activities; and/or Service, or some combination of the above forms of achievement. This should encompass an applicant's full academic and professional career prior to, and since, joining KPU.

iii. None of these forms of achievement shall be taken as superior to the others, or be assessed to carry more weight. Applicants may apply on the basis of a mixture of these forms of achievement or depth of achievement in a single form, such as teaching.

iv. The approved standards must make explicit the mechanisms included to ensure equity in the use of those standards. The approved standards must ensure the inclusion and recognition of Indigenous scholars and their contributions.

v. The title of Assistant Professor/Teaching Professor will represent the foundational level of achievement widely held by KPU faculty and Aa~~a~~cademic Aa~~a~~dministrators and will represent the least robust application and adjudication process.

vi. The title of Associate Professor will represent a substantial level of achievement to which KPU faculty and Aa~~a~~cademic Aa~~a~~dministrators would aspire. The application and adjudication process will be substantial and the conclusion of that process will represent a major career milestone.

vii. The title of Professor will represent a distinguished level of achievement by KPU faculty and Academic Administrators, characterized by significant and broad impact. This level of achievement will be less common than the other two levels, and the application and adjudication process will reflect the career-defining moment this award represents.

6. Recognition of Title

a. The Provost may confer a title in recognition of a title held at another institution.

DRAFT

b. Instructors visiting for a defined period from another institution may submit a request to the Provost to have their title recognized as "Visiting Professor."

7. Appeal

a. An applicant may, within thirty (30) calendar days of receiving the Academic Title award decision, appeal the Provost's decision or the Committee's recommendation in writing to the President on the following alleged grounds:

i. Procedural unfairness, which means that the established procedures were not followed or were improperly applied;

ii. Demonstrated bias or motive on the part of the Provost or a Committee member;

iii. Demonstrated bias or motive on the part of any person whose opinion or input may have materially influenced the Committee's recommendation or the Provost's decision;

iv. Incorrect information was presented.

b. A request to appeal must be submitted in writing to the President who will determine if there is merit to the appeal request.

i. If the President deems that the appeal request is not merited, the Provost's decision will be upheld. The President's decision is final and there is no further mechanism to appeal. The applicant will be informed of the decision.

ii. If the President deems that the appeal request is merited, the President will appoint a three-person Appeal panel, from the same Faculty as that of the applicant when appropriate, to receive and review the appeal. The panel will normally convene and review the appeal within sixty (60) calendar days of the President receiving the appeal request.

c. The recommendation from the Appeal panel will be communicated to the President for their final decision within fifteen (15) business days upon the conclusion of the panel's meeting.

d. The President's decision will be communicated to the Provost, Committee and applicant within fifteen (15) business days upon receipt of the panel's recommendation.

e. The recommendation of the Appeal panel cannot be appealed.

f. The President's decision is final and concludes the appeal process.

## C. RELATED POLICY

AC16 Academic Title Awards Policy

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# Proposed Senate Standing Committee on Academic Title Awards

Passage of the given policy (draft AC16 Academic Title Awards) shall be taken, additionally, as creation of the following committee with its attendant composition and mandate. This document is, though, not part of the Policy or Procedure itself and will be revised over time through the normal governance process (that is, not through policy revision).

## The Senate Standing Committee on Academic Title Awards

### Mandate

- Develop and recommend to Senate the standards for the awarding of the titles of Teaching/Assistant Professor, Associate Professor, and Professor
- Assess applications and advise the Provost on the awarding of the Academic Titles of Associate Professor and Professor
- Report to the Senate the titles awarded after approval by the Provost
- Other duties as assigned by Senate

### Membership

Voting Members

1. Faculty senator or representative from each Faculty[1]
2. A representative appointed by the Office of Equity and Inclusive Communities
3. A representative appointed by the Office of Indigenous Services
4. Associate Vice-President, Academic, or designate at the decanal or associate-decanal level
5. Two Deans or Associate Deans from different Faculties
6. Student Senator

Non-Voting Members

1. Associate Vice-President, Teaching and Learning, or designate
2. Associate Vice-President, Research and Innovation, or designate

[1] At this moment, these Faculties are Faculty of Academic & Career Preparation, Faculty of Arts, Faculty of Educational Support and Development, Faculty of Graduate Studies, Faculty of Health, Faculty of Science, Faculty of Trades & Technology, Melville School of Business, and Wilson School of Design.

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# Proposed Policy AC16 Academic Title Awards

## Feedback during Phase Two Postings


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**Second Round of Phase Two Posting (January 6 – January 24, 2025)**

Feedback from: Senate Standing Committee on Research

Date of feedback: January 7, 2025

Feedback details:

1. Positive feedback on the changes to the wording and the addition of Service as a category.
2. Excited about the change of chairship. In some ways, it still feels the committee is administrative-heavy in the sense that scholarship is very nuanced and specific.
3. Really happy about and appreciative of the policy progress. I didn't understand the conundrum about "scholarship" and "service." Can you explain?
4. Considering that both academic administrators and the faculty members are eligible for academic title awards, ensure consistency in the language used in all the documents of the AC16 package.
5. Are there criteria, or a set of baseline requirements, for the Assistant Professor level of awards?
6. What happens if the KFA enter into an agreement with KPU to establish a rank and title system in the future?
7. Is it how it works at other universities that ultimately it is the Provost or a significant administrator as the final approver of awarding a title?

Responses:

1. Thank you.
2. Thank you for the feedback. The committee composition aims to ensure a majority faculty voice with diverse representation.
3. "Scholarship" was used to refer to a broad and inclusive range of activities of educational leadership and service, but it is clear that it was not the right word to communicate that. We revised the draft Policy and Procedure to emphasize "Service" as a category.
4. In the drafts we specified who are "Academic Administrators" under AC16 through a definition.
5. There are no baseline requirements nor criteria. The Assistant Professor/Teaching Professor title is meant to be readily available to all regularized faculty members.
6. The Collective Agreement would prevail in this instance.

7. It is common for the President, the Board of Governors, or a senior academic administrator to be the final approver.

## Feedback from: Senate Standing Committee on Policy

Date of feedback: January 14, 2025

Feedback details:

1. Credits and thanks to the work on this policy. Can you explain the shift to proposing a policy to resolve the title question from through bargaining and the Collective Agreement?
2. Thank you for your work on the policy. There are many documents in the agenda package and it is hard to absorb which version is final. Could you send a shorter version of the package for me to take it back to my colleagues?
3. The stress test for the implementation timelines is importance. It is important to know what happens if something goes wrong.
4. Thank you for taking the time to allow people to have their voices heard and bring their concerns forward. People are pleased to see what they are seeing and their concerns heard to. Thank you for the way you are approaching this policy.
5. Appreciate the extensive consultation. Thank you for adjusting some of the order in which the principles are outlined, indicating that it is voluntary. And having the chair elected is important.
6. Expressed concerns that the policy should not direct Senate to form a committee, which should be Senate's jurisdiction.
7. Expressed concerns that including the wording "Creative Activities" moves us away from KPU being "polytechnic" and does not speak to Trades and Technology.
8. Please parallel the phrasing "KPU faculty and Academic Administrator" in draft Procedure B.5.vii.
9. How do we ensure that we can meaningfully recognize Indigenous achievement?
10. Now we have "Service" a separate category. Sometimes when you say "and" in a series of phrases like that, it makes it sound like you have to do both teaching and service. When listing them, instead of using "and," can you use "or"?

Responses:

1. The proposed policy could allow faculty members the same access to opportunities outside KPU that their peers at other institutions have, without altering working

conditions. Approaching this as an award allows us to provide a different way to get people what they tell us they need.

2. Thank you and we will do that.
3. Implementation plans will be developed if the policy is approved.
4. Thank you.
5. Thank you.
6. It is important for the proposed policy and the proposed committee to be considered by Senate at the same time. However, any future revisions to the mandate and membership composition of the proposed SSCATA will go through the normal governance process, not through policy revision.
7. The category "Research, Scholarship, and Creative Activities" is given an open and inclusive definition for the purpose of AC16 in the draft Procedure.
8. Thank you, we have made the edit.
9. We are proposing that a representative appointed by the Office of Indigenous Services be part of the proposed SSCATA membership composition to ensure Indigenous voices at the decision-making table.
10. Thank you. We have made the edit.

**First Round of Phase Two Posting (November 15 – December 5, 2024)**

Feedback from: SSC Teaching and Learning

Date of feedback: November 28, 2024

Feedback details:

1. On the bases of consideration for titles, will service be one of the categories, in addition to teaching, research or scholarship, or combination of?
2. Can we define Teaching, Research and Scholarship as extremely broad and inclusive?
3. Can we revise the wording in the Procedure to state simply that letters of support from peers are considered? (not peer review).

Responses:

1. "Scholarship" was used to refer to a broad and inclusive range of activities of educational leadership and service, but it is clear that it was not the right word to communicate that. We will revise the draft Policy and Procedure to emphasize "Service" as a category.

2. We will define “Teaching, Research, Scholarship and/or Creative Activities, and Service” in a manner that would be extremely broad and that would include classroom and non-classroom contexts, and all kinds of different ways that would meet those categories.
3. We meant the text in the Procedure to say peer letters/support, not peer review, so we will revise that for added clarity.

## Feedback from: SSC on Academic Planning & Priorities

Date of feedback: November 29, 2024

Feedback details:

1. How much leeway does the proposed SSC on Academic Title Awards have with respect to the details in the process?
2. Are non-instructional faculty considered for the proposed titles?
3. Can we suggest using e-Portfolios to track and present service accomplishments as part of the application, so that it would make it easier for reviewers to access the information?
4. How to gauge the support for this Policy?
5. Is there a risk of irreversibly and negatively changing the culture at KPU?
6. We need to emphasize and be explicit that service and educational leadership should be a part of scholarship.

Responses:

1. The proposed SSC on Academic Title Awards will be responsible for developing the academic standards for awarding Academic Titles. The review and recommendation process will adhere to what is outlined in the Procedure. The proposed committee will create their mandate based on the principles and procedures as set out in AC16 and submit to Senate for approval.
2. Yes. Non-instructional faculty are included in this proposal.
3. Yes, this is something that can be considered as part of the implementation once the policy is approved.
4. Throughout our extensive consultation process since the start of the fall semester, we were able to engage with many governance bodies and faculty members who shared with us their thoughts or reached out to us with feedback. This Policy will be going to Senate and the Board for a vote, so we encourage everyone to reach out to their governance representatives and Senators with their feedback.
5. In the “AC16 Responses to Consultation Feedback” document that we shared on the Phase 2 posting, we addressed the questions around university culture and identity.

Given that draft AC16 will not establish a traditional rank and tenure system at KPU, it's important to note that academic title awards will not alter the working conditions of any applicant or represent tenure or tenure-track status. This means whether to apply for an academic title or not will be a decision made by individual faculty members. We continue to emphasize our collective commitment to decolonization and reconciliation, to equity and justice, to open education, experiential learning, and teaching excellence, and to making a positive impact on the communities the University serves. AC16 is an attempt to find a balance between signaling excellence in a way persons external to KPU would understand, and challenging the way those external bodies define excellence. This is why AC16 proposes using titles to acknowledge and recognize a broad and inclusive range of diverse achievements in Teaching, Research, Scholarship and/or Creative Activities, and Service, achievements of decolonization and reconciliation, and achievements of equity-deserving groups.

6. "Scholarship" was used to refer to a broad and inclusive range of activities of educational leadership and service, but it is clear that it was not the right word to communicate that. We will revise the draft Policy and Procedure to emphasize "Service" as a category. We will also define "Teaching, Research, Scholarship, and/or Creative Activities, and Service" in a manner that is extremely broad and that includes classroom and non-classroom contexts, and all kinds of different ways that would meet those categories.

## Feedback from: SSC Policy

Date of feedback: December 3, 2024

Feedback details:

1. Are non-instructional faculty included in AC16? Will there be different titles for these faculty members?
2. Expressed appreciation of the extensive consultation process, and cautioned that some faculty members feel that they are left out of the consultation process.
3. Suggest emphasizing the idea from the white paper Walking the Talk: Toward a Values-Aligned Academy that academic titles should not be perceived as a system of evaluation, but a new way for faculty to share knowledge openly, collaborate, and have opportunities for mentorship to break down silos.
4. Faculty members worry that if they do not have terminal degrees like a PhD, they will not qualify for the academic titles. Is that true?
5. Will the academic title awards be evaluated on the basis of faculty's pay grid levels?
6. Could faculty members directly apply for Associate Professor and Professor titles?
7. What are the next steps for AC16?

8. Please highlight clearly in the drafts that achievement in services is a component of the standards for academic titles. Suggest also provide clarifications about what services mean. Strongly emphasized that service should be a separate category and should not be subsumed under research and scholarship.
9. Suggest that Senate or Senate Governance and Nominating Committee should be able to provide input on the membership of the proposed Senate Standing Committee on Academic Title Awards.
10. What is the rationale behind having an academic administrator be the chair of the proposed Senate Standing Committee on Academic Title Awards? Why not an elected Chair from the proposed Committee?

Responses:

1. Yes. Non-instructional faculty are included in this proposal. All titles proposed in this Policy are made available to non-instructional faculty at KPU.
4. Thank you for the comment. Since August 2024, we have started communicating with Deans, Faculty Council Chairs and Vice Chairs of the university's consultation plan for fall 2024. We have held 3 university-wide town hall meetings with 4 separate communications that went out to invite the university community to provide us with their feedback. We began Phase 1 on September 3 and encouraged consultation opt-ins. Since then, the policy developers have visited many Senate Standing Committees, including Senate in September and October, and consulted with various departments, Faculty Councils, groups and individuals who invited us to speak to them about the draft policy. During the Phase Two posting period, we continued to visit various Senate Standing Committees, Faculties and departments who wished to speak with us on the drafts. Please email Policy@kpu.ca if anyone wishes to be consulted.
5. Thank you for that suggestion.
6. That is not the case – having a PhD is not a requirement under AC16, which is focused on diverse achievements in Teaching, Research, Scholarship, and/or Creative Activities, and Service.
7. The proposed titles are not tied to workload or pay scales at KPU.
8. Faculty members can apply directly for Associate Professor or Professor titles. We will clarify this in the Procedure.
9. Once the Phase Two posting is complete, the Policy Developers will review and consider all feedback received.
10. "Scholarship" was used to refer to a broad and inclusive range of activities of educational leadership and service, but it is clear that it was not the right word to

communicate that. We will revise the draft Policy and Procedure to emphasize "Service" as a category.

11. We have discussed this at our consultation with SGNC on December 10.
12. In response to this feedback, we will revise the draft to propose that the Chair be elected from the Committee.

## Feedback from: FESD faculty

Date of feedback: December 9, 2024

Feedback details:

1. I heard that faculty members do not form a voting majority at Senate, is that true? Do administrators form a larger voting group?
2. Clarify what "teaching, research, and service" mean in the drafts and ensure that the definitions refer to a diverse and inclusive range of activities. Emphasized that the inclusive understanding of teaching reflected in the University of Calgary's standards describe much of what faculty at FESD do.
3. Highlight that all faculty members can apply for academic titles under AC16, and that one can apply for academic title awards on the basis of achievements in one area only, such as teaching, as well as in a combination of areas.
4. Consider adding "creative activities" in the standards.
5. How will the awards be adjudicated? How can we ensure that peers or specialists in the field adjudicate applications for academic titles?
6. Clarify what "support letters" mean and their content.
7. Why aren't we approaching titles through collective bargaining?
8. What are the next steps? Will the consultation end soon?
9. What are the unintended consequences of this policy? What happens if working conditions being altered are part of the unintended consequences?
10. How can we ensure that there is diversity at the decision-making table? How much diversity is there at the proposed SSCATA?
11. Expressed worries about the impact on the horizontal culture at KPU as this policy creates a distinction and hierarchy in relationships.
12. Do we have data on the impact of the three-tier title system on other special-purpose, teaching universities like UFV and Emily Carr University of Arts and Design?

13. There is a note in the draft Procedure that the Provost's Office will be responsible for creating the application package. Does that just refer to the paperwork? Or does that include the criteria by which one will be assessed?

Responses:

1. Faculty members have always had, and will continue to have, more votes on Senate (a plurality) than academic administrators. Faculty voice on Senate is guaranteed by the University Act.
2. "Scholarship" was used to refer to a broad and inclusive range of activities of educational leadership and service, but it is clear that it was not the right word to communicate that. We will revise the draft Policy and Procedure to emphasize "Service" as a category.
3. All regularized faculty members are eligible to apply for titles and this is made explicit in Procedure B.5.a.i. We will review the Procedure to ensure that we are clear that any one of the categories can be used to apply for titles.
4. We have added "creative activities" as a part of the standards.
5. The detailed logistics and workflow relating to the adjudication process will be established by the proposed SSCATA once the policy is approved and implemented. Letters of support from internal or external experts will be considered as part of the application process.
6. It will be the responsibility of the proposed SSCATA to provide details on what would be considered as letters of support.
7. Over the course of the last 14 years, faculty have indicated that the University will need to allow them the same access to opportunities outside KPU that their peers at other institutions have. This is why we have proposed that we try to solve the problem in a different way – to shift away from an approach that alters working conditions, changes contracts, dispenses with the title of "instructor" and so on. Approaching this as an award allows us to try a different way to get people what they tell us they need. No one would be obligated to participate in these awards (this is guaranteed by the policy) and no working conditions are impacted.
8. The Policy Developers will wrap up the consultation process in early January 2025 and aim to complete the review of all suggestions and feedback. The Policy Developers will communicate to the University next steps sometime in early January.
9. There will always be concerns about unintended consequences in the policy design and choices we make. What we want to do is ensure that we find balance and make

decisions that will protect what is most important to the community, while ensuring that all necessary safeguards are in place in the policy. The proposed Policy ensures that we do not alter working conditions, changes contracts, etc. It is important to note that there are fully legitimate ways to object to concerns about the collective agreements. Those processes are binding and override any KPU policy.

10. The proposed SSCATA is intentionally designed to consider and ensure diversity. We propose the inclusion of one representative from Office of Equity and Inclusive Communities (OEIC) and one representative from Office of Indigenous Services, both voting members. We also propose that the AVP Teaching and Learning and AVP Research and Innovation be part of the Committee as non-voting members to ensure diverse representation in the Committee.

11. It is important to note that we have explicitly stated this in the policy that we do not want this to happen, and we are doing something different from other institutions (with traditional rank and tenure structures) because we have seen that kind of cultural shift in those institutions as a result of those traditional systems. This is about celebrating each other's achievements. If this policy passes, we all have a collective responsibility to that culture we have to carry that and ensure that the people on the Committee understand this.

12. We are not aware that any data exist that speak to the correlation between such systems and research funding at the sector level. AC16 responds, rather, to the reported needs of faculty members, in Research, Scholarship and/or Creative Activities, but also in Teaching and Service.

13. The Provost's Office will not be responsible for establishing criteria or standards for SSCATA. They will only be responsible for supporting the clerical and administrative tasks necessary for the Committee (e.g., receiving applications, coordinating with the Chair on compiling documents for the Committee's review.)

Feedback from: SGNC

Date of feedback: December 10, 2024

Feedback details:

1. Explained the relevant, existing Senate infrastructure that has a bearing on the composition and structuring of the proposed Senate Standing Committee on Academic Title Awards, including section 2.21 of the Senate bylaws. All Senate committees but two follow the directive in this section.
2. Is there an existing Committee that could undertake the duties of the proposed SSCATA?
3. SGNC expressed that there is a strong need to create a new committee because of the nature of the work required by AC16, which entails a strong representation of faculty members on the committee that adjudicates academic title awards. SGNC members also discussed existing committees such as Tributes and Awards committee in the course of answering the question.
4. The proposed SSCATA is a Senate Standing Committee, but the committee will be chaired by the AVP Academic and the Provost will be making the decisions on the recommendations of the proposed committee. Senate only receives informational reports. The structuring and functions of the proposed committee does not look like a conventional Senate Standing Committee.
5. The draft Procedure mentions that the proposed committee will meet *in camera* for the consideration of any application, will there be notes taken and how extensive those notes will be?
6. Suggest having the proposed committee elect its chair. The standard practice is that the chair of a Senate Standing Committee is elected and is a Senator.
7. Cautioned that there is a struggle to fill existing committee seats.
8. Suggest revisions to the proposed mandate to state clearly that the proposed committee will develop the standards for academic title awards, and the review frequency.
9. Will there be a student and support staff representative on the proposed Senate Standing Committee?
10. Suggests edits to the drafts: draft Policy statement number four should be the first principle; consider using the word “shall” where appropriate; make it clear that academic title awards is not the only way to recognize achievements.

Responses:

1. Thank you for noting this.
2. The context and nature of the proposed SSCATA is distinct from that of the SSC Tributes. As the President noted in previous Town Hall meetings and at this meeting, there is a need for a separate Committee and process in adjudicating academic titles.
3. N/A.

4. In our next set of drafts, we will propose that the Chair be elected from the Committee.
5. This (handling of note-taking in *in camera* meetings) will be determined and established by the proposed SSCATA once established.
6. See response in 4. above.
7. N/A.
8. Thank you, we will add this to the proposed SSCATA mandate document.
9. There is a Student Senator in the proposed SSCATA. However, we are not proposing a support staff representative as we want to ensure that we have a majority faculty vote in the Committee.
10. Thank you. We will incorporate this in the next set of drafts.

Feedback from: Faculty (anonymous)

Date of feedback: November 18, 2024

Feedback details:

1. Lack of understanding on what the criteria/rubric would be. This results in some faculty feeling like they can't be reassured that they are eligible for any titles and they are being "forced" to support this policy without seeing how this actually benefits them. There is a sense that some faculty (from certain disciplinary Faculties) may be favored in this system over the others because they are seen to be more aligned with the traditional academic disciplines.
2. Where is the reassurance that the criteria established will be consistently applied regardless of who is the Chair or who are the members of the Committee? How will changes in leadership impact the ways in which the criteria are assessed over time?
3. Feeling demoralized with the introduction of this system – faculty who don't have a doctorate may feel like they don't even qualify for teaching/assistant professor title, or that they are seen as "lesser" than those who are eligible to apply for associate/full professor.
4. Feeling worried that all the work and efforts spent in previous years at KPU are "wasteful" because they don't align with the criteria established by SSCATA after all (e.g., didn't realize that they do need a doctorate for associate professor and had they know they would have look into pursuing this.)
5. Need to understand how this structure is not in fact colonial in nature.

Responses:

1. The proposed Policy aims to address the concerns from faculty regarding favoritism and uncertainty about whether they are eligible to apply. We are proposing a Policy that would allow us to celebrate achievements – allowing KPU faculty the same access to opportunities outside of KPU that their peers at other institutions have, without altering working conditions, changes employment – all of the things that would discourage people from applying for titles that properly recognize their achievements. The proposed academic title structure at KPU fully embrace equity in that anyone who opt to participate can apply, particularly at the Assistant Professor/Teaching Professor level where applicants will go through an expedited process without a review and adjudication process by the proposed Committee. This ensures that eligible faculty have equal opportunities and access, should they wish to apply for academic title awards.
2. Having a Senate Standing Committee be responsible in the review and adjudication process will ensure that the ways in which criteria and standards are established, reviewed and applied can remain consistent and transparent as the criteria and standards along with the review process require governance approval.
3. Please see the response in 1) above. We have also proposed safeguards in the Policy to ensure that titles are not used to determine eligibility for internal opportunities, employment decisions, or internal funding awards. This is purely about recognizing achievement. If academic titles are tied to working conditions or employment status, this will foster a hierarchical structure similar to traditional rank and tenure systems and this is something we have heard from faculty that they do not want to see at KPU.
4. The proposed Committee will develop the details to the criteria once this Policy passes. However, we will attempt to broaden and clarify what those criteria could be to ensure that detailed and appropriate criteria and standards can be developed. The Policy provides space for the Committee to develop very broad criteria and standards, to ensure that faculty understand the broad, diverse range of criteria and standards that can be used to substantiate their application. The proposed academic title structure at KPU is very different from traditional rank and tenure systems in that at KPU, you can apply for titles based on criteria that are different from the traditional rank and tenure system. We have laid out the groundwork in the proposed Policy and this will be detailed by the proposed SSCATA.
5. It is important to note that we are proposing a structure that acknowledge and recognize the diverse achievement of academic faculty and academic administrators, including Indigenous achievement and those from equity-denied groups. We want to be able to recognize milestone moments that mark and celebrate a faculty's journey, and we are working with the AVP Indigenous Leadership to ensure this is done with Indigenous voices included. There will be one representative from Office of Equity and Inclusive

Communities (OEIC) and one representative from Office of Indigenous Services, both voting members on the proposed committee.

Feedback from: Vice Chair of Senate (emailed with tracked changes and written comments)

Date of feedback: November 18, 2024

The Policy and Academic Affairs team will review and consider the suggestions in the documents sent by the Vice Chair of Senate.

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**Proposed Policy AC16 Academic Title Awards**
**Stress Test**

# Stress Test

Each of the following cases is intended to test the ways in which the proposed policy would react to various contexts.

## *Case 1 – Leave me out of this!*

I am here to teach my classes. I don't have time to do all kinds of research and I don't want to put in extra work to do this but I don't want to be at some kind of disadvantage.

Application for title is guaranteed by the policy principles to be voluntary (#4), to have no impact on anything about a person's workload or scope (#5) and will not be used to allocate KPU funding or make decisions about a person's employment at KPU (#6). AC13, *Minimum Qualifications for Faculty Members* will not refer to Academic Title Awards as a component of qualification.

## *Case 2 – Not the colonial approach*

I don't write publications or present at conferences, I work with marginalized oral histories and help preserve language.

Nothing can guarantee that decisions will be made on just grounds, but the policy does what it can to structure these decisions and entrench the responsibility to pursue justice for all in our recognition and acknowledgement of achievement. Policy Principles 2 and 3 open the policy with strong commitments to positively fight inequity. Additionally, Procedure 5.a.2 clearly establishes that teaching, research and scholarship are all equally important, and that none (such as traditional research) shall be taken as superior or given greater weight. In this case, work with oral histories and language preservation is precisely the kind of broadly understood scholarship we seek to recognize and acknowledge – so much so that the policy context (the opening section of the package) explicitly foregrounds diverse achievement.

## *Case 3 – Awarding titles… this is a new thing!*

Can we create title-based awards?

- KPU has awarded professorships for many years – but KPU academics have only been eligible to receive them after they retire. Policy and Procedure AD5 Emeriti Designation and Awards (currently Honorary Degrees and Awards) recognizes retired employees by awarding the title of professor emeritus or emerita, which is an honorary appointment for life awarded to those with both distinguished service and academic contributions to KPU and establishes a relationship that is symbolic and active. The proposed policy extends this opportunity to faculty and academic administrators.

# [PHASE TWO POSTING] AC16 ACADEMIC TITLE AWARDS

**This Phase Two Posting is open for feedback until January 24, 2025, at 11:59pm PST.**

Draft Policy and Procedure AC16 Academic Title Awards is being proposed for development. The revised drafts are being reposted for a second round of Phase Two Posting.

## Background

The Policy Developers would like to thank the KPU community for providing their feedback and suggestions on draft Policy and Procedure AC16 Academic Title Awards. We carefully reviewed and responded to all the comments during the first round of Phase Two Posting from November 15 to December 4, 2024. Please go to the comment section of the first round of Phase Two Posting to see the Policy Developers' responses to the comments.

As a result of the feedback and suggestions received, the Policy Developers made amendments to the drafts which are now re-posted on the KPU Policy Blog for a subsequent Phase Two Posting from January 6 to January 24, 2025, at 11:59pm PST.

## Summary of Revisions

For a list of revisions made after the first round of Phase Two Posting, please see the "AC16 Summary of Revisions" document below. We would like to highlight the following revisions:

### Teaching; Research, Scholarship and/or Creative Activities; Service

- In the revised drafts, "Service" is emphasized as a category of its own as a basis of achievement for consideration.
- "Research, Scholarship and/or Creative Activities" forms one category, alongside "Teaching" and "Service."
- These three categories are given broad and open definitions in the draft Procedure to ensure that they point to an inclusive and diverse range of activities.
- Emphasized that applicants could apply for academic title awards solely based on, for instance, their teaching.

### Eligibility

- We revised the drafts to make it clear that all regularized faculty will be eligible to apply for the academic title awards, including non-instructional faculty.
- Revised the draft Procedure to clarify that applicants can apply for any of the given titles regardless of whether they held a previous title. For instance, applicants can apply for the Professor title without already holding the Associate Professor title.

### Senate Standing Committee on Academic Title Awards (SSCATA)

- Based on the feedback from Senate Governance and Nominating Committee and others, we made the revision that the Chair of the proposed SSCATA will be elected from the committee.

## Clarifications Regarding the proposed SSCATA

Please note that faculty members form a majority on the proposed SSCATA, and a plurality on Senate. The proposed SSCATA, and ultimately Senate, are the appropriate authority to decide on the specific standards for academic title awards, but they will do so within the parameters set by AC16.

## Consultation

From end of August to early November, Dr. David Burns, Policy Developer and Associate Vice-President, Academic, and the Policy and Academic Affairs (PAA) team, consulted the University widely via multiple avenues, including the KPU Policy Blog, emailed feedback, three town hall meetings hosted by the President (September 20, 24, and 25), Senate Standing Committees, Senate, individual consultation meetings, and meetings with academic units.

Many individuals provided their feedback in the comment section of the Phase One Posting. A list of individuals and groups that provided feedback through emails an[illegible]an be found in

the first round of Phase Two Posting. The following is a list of individuals and groups consulted during and after the first round of Phase Two Posting.

- VPA Deans, November 22, 2024
- Senate Standing Committee on Teaching and Learning, November 28, 2024
- Senate Standing Committee on Academic Planning and Priorities, November 29, 2024
- Kwantlen Faculty Association, November 29, 2024
- Senate Standing Committee on Policy, December 3, 2024
- Faculty of Educational Support and Development, December . 9, 2024
- Senate Governance and Nominating Committee, December 10, 2024

## Draft for Feedback – Phase Two Posting

Based on the extensive feedback from the first round of Phase Two Posting, the Policy Developers made revisions to the draft Policy and Procedure AC16 Academic Title Awards.

The revised draft Policy and Procedure, linked below, is now available for feedback from the University community for a second three-week Phase Two Posting period, before going through the governance process for final approval. The Policy Developers will review and respond to all comments on the Blog after the posting period is complete.

1. AC16 Summary of Revisions after First Phase Two Posting
2. AC16 Academic Title Awards Policy Draft
3. AC16 Academic Title Awards Procedure Draft
4. AC16 SSCATA Mandate and Composition
5. AC16 Stress Test
6. Responses to Comments during First Phase Two Posting
7. AC16 Feedback from Consultation Meetings_Phase Two

**Comments and feedback are welcomed on this post until January 24, 2025, at 11:59pm PST.**

## Policy Developer

- Dr. David Burns, Associate Vice-President, Academic

Posted in Administration, Board, New Policy/Procedure, Phase Two Posting, Senate and tagged Academic, achievement, recognition on January 6, 2025 by Policy and Academic Affairs. › Edit

← [PHASE TWO POSTING] AC16 ACADEMIC TITLE AWARDS

## 36 COMMENTS

Mehdi Salimi
January 24, 2025 at 11:58 pm › Edit

Kwantlen University College's transition to Kwantlen Polytechnic University, and now with a Faculty of Graduate Studies, highlights the pressing need for academic titles for faculty. Introducing titles beyond "Instructor" would not only enhance opportunities for securing research grants but also strengthen support for student scholarships and graduate program applications. Additionally, implementing such titles would significantly contribute to enhancing the university's reputation.

If such a policy had been implemented years ago, during KPU's transition from a university college to a university, we might already have a complete and ideal framework in place today. However, while this version of the policy may not yet be perfect, I think it is an important and necessary starting point. Without taking this initial step, achieving a comprehensive and refined policy will remain out of reach.

Thank you,
Mehdi Salimi
Instructor, Mathematics Department



New Policy/Procedure
OPEN
Phase One Posting
Phase Two Posting
Policy Amendment
Policy/Procedure Elimination
President
Procedure Amendment
Senate
Uncategorized

## RECENT COMMENTS

Policy and Academic Affairs on [Phase Two Posting] AC16 Academic Title Awards
Policy and Academic Affairs on [Phase Two Posting] AC16 Academic Title Awards
Policy and Academic Affairs on [Phase Two Posting] AC16 Academic Title Awards
Policy and Academic Affairs on [Phase Two Posting] AC16 Academic Title Awards
Policy and Academic Affairs on [Phase Two Posting] AC16 Academic Title Awards

## ARCHIVES

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Policy and Academic Affairs
January 27, 2025 at 11:18 am › Edit

Thank you for your comment and support. What you note about this being a long-term project is important – passing this policy is not the end of the discussion. There is a great deal of work ahead, both for the proposed committee and the University in defining the detailed vision of how this would work in practice.

Kyle Riggs
January 24, 2025 at 11:58 pm › Edit

As a student reading these comments, this policy concerns me quite a bit.

I will not be affected in any way by this policy regardless of the outcome however, if this policy is pushed through in the way it seems to be going, the students ought to know. From what I've read throughout these comments, it seems that the President along with the administration in support of this policy thinks they are above the faculty and that the faculty should not get in the way of the outgoing President's last act.

Please send this back to the bargaining table through the Kwantlen Faculty Association. I would not want to attend a university with administrators who just push through policy without due course through the faculty that work there and this seems to be the case with this particular policy.

Thank you very much and have a nice day.

Policy and Academic Affairs
January 27, 2025 at 11:18 am › Edit

Thanks for taking the time to log in and take part in the conversation.

The way academic policy works is that it moves through a long consultation process and series of votes leading up to the University Senate and, depending on the policy, the Board of Governors. At the Senate faculty members hold the largest vote. In addition to this, the policy team has engaged in months of consultations with faculty members at many visits to their committees and councils, three postings on the policy blog and three townhalls. In all we estimate we have spoken with hundreds of people – the overwhelming majority of which are faculty members.

As with any significant academic policy change there remain some members of the faculty who disagree with the proposal, and who post on this blog. The fact that faculty members disagree is an important indicator of the openness of our democratic process and is not an indicator that a policy of this kind can be created without faculty support.

Robert Dearle
January 24, 2025 at 8:49 pm › Edit

Should this Policy proceed to Senate, I would ask that Senators, faculty and otherwise, reject it for the following reasons:

Article 6.d.i of policy GV2 states that rationale for a new policy must be provided by the developer. It is up to Senators to decide if that requirement has been met, and I would suggest that it has not. The primary rationale provided are (1) that faculty have asked for title and (2) that the university president wants this policy in place before he is replaced.

In and of themselves, these rationale are a weak foundation for approaching the matter of title through policy, but it is clear that the policy's main pillar of support—faculty desire for it—has not been substantiated. The proponents' claim that "faculty want this Policy," remains purely anecdotal. Indeed, the only data available reveals that there is in fact very little support for this policy among faculty, and this data comes from the policy blog itself. On the blog, a clear majority of faculty—indeed, one entire Faculty—have rejected policy AC 16 and have asked for it to be withdrawn.

Given that faculty desire for title through policy is the main pillar of this policy's justification, this overwhelming evidence to the contrary is the most compelling reason to vote against the policy.

As for the second rationale, most would agree that a university president should be fair and objective in decision-making. In this instance, it is clear that the president is strongly biased in favour of those faculty who have lobbied for title. This bias has led to an unusually strong presidential influence in the development and defense of this policy. That this exercise of influence may be seen as inappropriate to the process of policy development has been pointed out in at least one comment on this blog.

If the president's position on the policy is premised on the conviction that this policy is of clear and urgent benefit to the university, and that this benefit outweighs the collective will of faculty and necessitates ignoring and overriding the typical path of resolving academic title through collective bargaining, his case shou rdinarily detailed and transparent. This has not happened. This is another r ecting this policy.



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At Senate, you may be told that the policy's proponents have followed Policy GV2 carefully, even going so far as to extend consultation and to adjust the policy based on feedback. This is true; however, it ignores the basic fact that this policy is unwarranted in the absence of evidence that it is desired, necessary, or appropriate. Consequently, making slight changes to a policy that a majority of faculty don't want but will be primarily affected by is akin to Procrustes furnishing his infamous bed with fine linen, or moving it to the window to offer his victims a better view.

Policy and Academic Affairs
January 27, 2025 at 11:19 am › Edit

While we may have a different understanding of the level of support for the proposed policy, we agree it is crucially important that faculty voices are heard, which is why the current process has utilized several different avenues for consultation, including direct correspondence, three townhall meetings, Senate Standing Committees, Senate, individual consultation meetings, and meeting visits to groups and academic units, to meet faculty members where they are most comfortable. All feedback has been taken into serious consideration. It remains the case, though, that most of the people who have commented on AC16 have done so at the meetings and townhalls – rather than on the blog.

Lyndsay Passmore
January 24, 2025 at 4:27 pm › Edit

I would like to respond to Dr. Davis' comments:

The Majority Appear to Oppose?

The statement "while it is entirely understandable that some people oppose AC16" is confusing. It is almost as if we are being asked to ignore the evidence before our eyes. The data from the policy blog illustrates far more opposition, than those in favour. Without clear and overwhelming support, I have a tough time seeing how any reasonable person would think it appropriate to advance as is.

Note that there were no comments that outright opposed title and rank. Many are in favour of it with a more thoughtful process and a different pathway to achieving title and rank (collective bargaining vs policy). The assertion that "significant changes have been made" does not specify which concerns have been meaningfully integrated and which have been set aside. If you do an inventory of specific concerns, many have been set aside.

Adequacy of the policy process for human resource issues?

Beyond, but related to the above, is that while public consultations, town halls, and committee visits are important, the presence of these mechanisms does not in itself guarantee that concerns have been adequately addressed. The speed and structure of this process have led many to feel that their input is being acknowledged procedurally rather than substantively. We are also in a time of significant change, and many may be more concerned about their job versus spending time commenting on policy blogs. It is such a strange thing for the university administration to be focused on in a time of significant market changes, which are more deserving of all of our time and energy. I would query if this is even within the mandate of the Senate and policy process?

Share of voice?

The statement that "faculty are the largest voice on Senate but not the only one" is understood, but it does not address concerns that non-faculty perspectives (students, admin)—while valuable—may not fully appreciate the long-term implications of AC16 on academic work. Faculty are not merely one group among many in this discussion; they are the primary stakeholders of this policy. We can push this though, but the division is already apparent on the policy blog and forcing this into our culture will have implications. I presume a legal one as well.

Basis for this policy?

While referenda may not be a standard practice in policy, many have shared that they do not believe this should be a policy in the first place. What was the basis for this policy? Other mechanisms exist in academia for gauging widespread faculty support, including faculty-wide votes or surveys. What was the impetus for this as a policy from a faculty perspective? Before advancing this policy, it is critical to determine whether there is broad faculty support.

Personally, I am not against a rank and title system but I do not agree this was the process to advance it.

Thanks for the dialogue

Policy and Academic Affairs
January 27, 2025 at 11:20 am › Edit

In addition to many comments of support and suggestions on the blog posts, many faculty members have participated in this conversation through townhalls, meeting visits, direct correspondence, and Senate committee meetings. It is important that their voices are not dismissed. Indeed, we have taken all feedback into serious consideration, and faculty members' suggestions have significantly shaped the proposed policy. The "Responses to Consultation Feedback" document, attached to the first round of Phase Two Posting, provides a summary of some of the concerns we heard during the listening tour, as well as our responses. The "Summary of Revisions after First Phase Two Posting" document, attached to the second Phase Two Posting, provides a list of revisions that lead to the current drafts.

The policy development process of AC16 follows GV2 Policy Development Protocol. The Rationale document was posted during the Phase One Posting from September 3 to September 23, 2024.

We agree that transparency is important. As GV2 mandates, feedback from the policy development process will be forwarded to university governance for consideration. It is, of course, important that Senate and Board be allowed to freely discuss and vote on the proposed Policy AC16, as is their responsibility under the University Act.

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Jeannette Paschen
January 24, 2025 at 11:25 am › Edit

HIi all – I appreciate the time and thoughts that went into the process, revising the policy multiple times and the feedback that everyone provided to date. While, on an individual level, the policy may benefit some of KPU's employees, there are concerns that in my view outweigh these benefits. My primary concerns relate to the below two areas:

1. Impact on working conditions
The question of title and rank will change our working conditions and therefore should be dealt with through bargaining between our Union and the Employer. I appreciate the asks for a referendum but this is a slippery slope as it could mean that Employees and Employer are engaging in direct negotiations while bypassing the KFA.

2. Impact on Organizational culture. As evidenced in the comments on this blog, KPU employees are divided on the topic. The implementation of title and rank through policy has the potential to create further division in this challenging time and impact our culture negatively for years to come.

I would welcome the topic of title and rank being revisited between the Employer and our Union through bargaining.

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Jennifer Williams
January 24, 2025 at 11:50 pm › Edit

I, too, think the matter of title should be decided at the bargaining table. You and many others over the last few months have raised important questions and concerns about the proposed policy. I appreciate that some people would like to see title awarded sooner rather than later, but this approach at this time has not garnered broad support.

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Policy and Academic Affairs
January 27, 2025 at 11:21 am › Edit

Thank you for taking the time to write your comments for the blog. The approach this policy takes is modelled on the awards system, as in the professor emeritus and emerita designations, and our distinguished awards, rather than as an alteration to any working conditions.

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Policy and Academic Affairs
January 27, 2025 at 11:21 am › Edit

Thank you for your comment. The title system proposed by AC16 is a voluntary system and is separate from working conditions. This means that the academic title awards do not introduce any privileges in terms of employment status, remuneration, workload, or any other working conditions. The Teaching Professor title also provides faculty members readily available access to a non-hierarchical title.

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Mark Diotte
January 24, 2025 at 10:57 am › Edit

The proposed AC16 Academic Title Awards policy and its associated procedures have sparked significant discussion among faculty. While the policy aims to recognize faculty achievements through the conferral of academic titles, its broader implications for working conditions and career progression place it within [illegible]on of collective bargaining between KPU and the KFA. This jurisdiction is r[illegible] the Employer's

own sector scan of where these provisions occur (in collective agreements) at other post-secondary institutions. The KFA again calls for the policy to be withdrawn. If the policy goes forward, the KFA may have no alternative under the BC Labour Relations Code but to file a grievance.

We want to begin by stating that this post does not engage in whether or not a system of title is appropriate for KPU. To be absolutely clear, the following information is neither in favour nor in opposition to a system of title at KPU.

TITLE or RANK?

Policy AC16 Academic Title Awards is not, strictly speaking, about academic title. Instead, it is explicitly about rank—the ranks of Assistant Professor/Teaching Professor, Associate Professor, and Professor (or "full professor"). Rank, in essence, is built upon the concept of a meritocracy where an individual is promoted to a higher rank on the basis of some system of merit. Given the rather public political dimensions to the concept of meritocracy, we prefer to understand the concept of rank as analogous to that of promotion. This is nothing new. On the basis of some system of criteria, a person demonstrates a particular body of work, skills, and service in order to achieve a promotion. This is as true for a professor as it is to move from the rank of Associate Dean to Dean to a senior administrative position such as Vice President. It is also true in the shift from Non-Regular to Regular Faculty. Similarly, one might move from Constable to Corporal to Sergeant to Staff Sergeant in the RCMP.

In these systems, rank is bestowed through the virtue of the title associated with that rank. Its sole intent is to distinguish and differentiate—and this is not a criticism. It is why, in our lives, we may seek promotion—to achieve higher pay, perhaps. Other ways it is designed to differentiate or distinguish one individual from another occur on the basis of privilege, prestige, reputation, authority, new or different responsibilities, power over others, access to benefits, and other such features. Again, this is not a criticism. As faculty members, we may desire to take on the role of Dean due to the capital or prestige of the title itself, for the compensation increase to improve our pensions, or for the exciting challenge of new responsibilities. Equally, we may be interested in joining a power structure and increasing our reputation in order to achieve a further promotion or rank of Vice President.

The purpose of waxing on about the concept of rank isn't to make a comment on whether the concept of rank or the seeking of rank is either negative or positive, but to highlight that the essence of these ideas is to distinguish, to make different. This is why, in the current Policy AC16, "Teaching Professor" is explicitly not equivalent to "Professor" or "full Professor." The purpose is, likewise, to highlight that the concept of rank and the seeking of rank is thus inherently also the concept of promotion, and it is based on proving the worth, presence, and value of a body of skill, expertise, knowledge, and work in order to achieve the rank or promotion, which, in turn, conveys the benefit of that rank—access to greater positions, wealth, prestige, funding, opportunities, and so forth. While the Employer may argue that these ranks are merely symbolic and voluntary, the practical reality of rank systems demonstrates that they inevitably affect career progression, access to opportunities, and professional evaluation. In short, it is all about the work. It is entirely about working conditions.

RANK AND WORKING CONDITIONS

The term "Working Conditions" is, in part, defined in the legislation of the Employment Standards Act (ESA) as related to the legislation of the Public Service Labour Relations Act (PSLRA) and the BC Labour Relations Code. In particular, the ESA defines "conditions of employment" to mean "all matter and circumstances that in any way affect the employment relationship of employers and employees" where "examples of employment conditions include, but are not limited to, wages, payment of wages, benefits, job classification, job responsibilities, hours of work, and where work is to be performed."

While we have heard remarks that Policy AC16 is not related to working conditions, KPU nevertheless is advancing a promotional system of rank (job classification) rooted in the evaluation of job responsibilities: a system inherently structured to confer access to elevated roles and expanded opportunities while reshaping the framework of professional advancement within the institution.

The lowest rank or promotion of Assistant Professor/Teaching Professor involves "recognizing a foundational level of achievement in either, or a combination of, Teaching, Research, Scholarship and/or Creative Activities, and Service." It can be expressed as either an "Assistant Professor" or a "Teaching Professor." The core activity of all faculty at KPU, as enshrined in the Collective Agreement, is teaching, and under Article 12.01 this breaks down into items such as "Service" and "Scholarly Activity and Professional Development" with further granularity below each heading. In Article 12.09, the definition of Scholarly Activity includes "discovery, application, integration, teaching and learning, and creative artistry." There are also Collective Agreement provisions such as Article 19 Evaluation and Letter of Understanding #2 Faculty Member Performance Review with an agreed-to Guide for Faculty Performance Review (posted on yourkfa.ca under Resources) which includes noting that the "foundation for teaching faculty [which we all legislatively are]" is "excellence in instruction, service, and scholarly activity." Indeed, the first line of the Procedures for using the Manual declares:
This Faculty Performance Review (FPR) Guide outlines the process for completing a fair, accurate, and effective review of faculty work, including teaching, service, and scholarly activity, in a way that retains principles and procedures designed to protect academic freedom and diversity of thought in the workplace. This gu[illegible]bles faculty

members to know beforehand what is expected of them and how the review process will be conducted.

The other categories of Associate Professor and Professor could equally be analyzed, though this post is, as usual, a bit lengthy already. All of this is to say that Policy AC16 is, on one hand, definitionally a workplace system of promotion analogous to the move from Non-Regular to Regular or from Associate Dean to Dean. On the other hand, more analytically, it is a system of bundling together job duties under the Collective Agreement for the purpose of workplace evaluation similar to that also covered by the Collective Agreement but to achieve a greater promotion related to the job duties covered by the Collective Agreement.

These suggestions are possibly why, in some respects, Policy AC16 seems to be a replication of elements of the KPU-KFA Collective Agreement and the Guide for Faculty Performance. Of course, this analysis here is only an initial one—due to the artificial time limits imposed by a Policy process and a research/consult-by-anecdote process, scarcely anyone has time for proper analysis and consultation. Perhaps that is the point. The main difference between the Faculty Evaluation Process and the AC16 Process is that AC16 is about promotion, it is ultimately controlled by the Provost, and it is not primarily governed by faculty. It has not been overly well-researched, it is based on consultation-by-anecdote in the form of blog postings, and it has not been properly negotiated—as has been the case elsewhere in the sector as indicated by KPU's own sector scan.

Another of the reasons we believe that title ought to be negotiated at the bargaining table is the discussion of how many faculty support the idea. While we have heard from whomever speaks on behalf of President Alan Davis on the blog that KPU "does not… have a system…to provide for a referendum as a way to resolve debates on proposed university policies," it seems clear that KPU uses survey data regularly to generate and implement policies, practices, initiatives, new administrative offices and divisions, and so forth. Why else would KPU be constantly issuing survey after survey? It would be somewhat odd if these surveys truly answered no questions, resolved no debates, led to no policy changes and so on. What we are left with instead is anecdotal evidence on the Policy Blog which, while potentially supportive of title, is predominantly not supportive of Policy AC16. The KFA has already declared that we will be doing a new survey specifically on title through our Working Conditions Committee to gather broad faculty feedback so that we can properly bring the matter to the bargaining table.

KFA RESPONSIBILITY TO FACULTY

The Kwantlen Faculty Association (KFA), as the exclusive bargaining agent under the Collective Agreement (CA), is responsible for negotiating all matters related to faculty working conditions. Titles like "Assistant Professor," "Associate Professor," and "Professor" are not merely academic markers; they influence external perceptions, internal opportunities, and potentially career trajectories. By introducing these titles outside the collective bargaining process, AC16 risks infringing on the collective bargaining process and contradicting Article 1.03 of the CA, which asserts that policies conflicting with the agreement cannot prevail. Further, by introducing a policy with clear implications for faculty roles and recognition outside the CA's negotiated framework, AC16 creates potential for conflict and grievances. For instance, if faculty perceive that titles influence workload assignments or professional advancement, this could lead to disputes. Similarly, the policy calls for a significant amount of workload (another working condition) in the development of a portfolio for evaluation and may have a chilling effect on faculty voices and academic freedom resulting from the overall decision-maker of title being the Provost. Through collective bargaining, faculty would have a greater voice to address all of these potential concerns. We again call for the policy to be withdrawn and properly brought to the bargaining table.

Mark Diotte

Policy and Academic Affairs
January 27, 2025 at 11:22 am › Edit

Thank you for taking the time to comment in such detail.

The key response from the developers to this analysis is that the argument included here largely assumes that an award is so analogous to a promotion that they are fundamentally the same thing. This isn't the case – we issue awards every year that have never been considered analogous to promotion and these awards are entirely disconnected from the key attributes (such as pay) to which you refer.

We would also like to correct a point about the governance proposed under AC16. The majority of the vote on the proposed title awards committee that deliberates on this process is held by faculty. Much like all of our other governance processes (like course and degree approval) the proposed process involves both the academic governance system and senior academic leadership.

Diane Walsh
January 24, 2025 at 10:57 am › Edit

Thank you to everyone who has made comments on this blog. It warms to chilly cockles of my heart to see the thoughtful and passionate commen

I will add that, as co-author with Don Reddick of the final report of the Senate Task Force on Academic Rank and Advancement (you can easily find it by searching "TFARA"), the intense and exhaustive study, discussion, consultation and deliberation conducted by that Task Force is still relevant. The conclusions of that group-2 representatives from faculty in every Faculty-are still relevant.

That is, academic rank and title is something that will have significant impact on faculty working lives at KPU, and therefore it must be collectively bargained.

Thought the current policy proposal states that working conditions will not be impacted, I believe that is a mistaken view. Others here have spoken to this so I will not detail the point fully. I will ask that we consider, for example, how much total work would be entailed in all of this. How much work would there be for individuals forming an application? How much work would be entailed for all the members of the consultative (not decision-making!) committee? As a result of this, how much of all the other work we have to do would then necessarily have to shift onto other faculty members? This is only one simple and direct example of how this would impact working conditions. There are many others.

The conclusions of the Senate Task Force on this topic were clear, and the main conclusion was that academic rank and title must be bargained collectively because it will have significant impacts on faculty working lives.

These conclusions were arrived at by the whole Task Force, and the final vote on the final report passed with one abstention and one vote in opposition. The one vote in opposition was because the conclusions did not go far enough in repudiating the entire concept. (And no, that was not me! 🙂 ) The rest of the committee voted in support, after years of discussion, broad consultation with faculty, numbers of open forums including panels of guest speakers from other universities and from CAUT, and exhaustive literature reviews on aspects of the topic.

This Task Force did not make conclusions and recommendations lightly or easily. I continue to believe the conclusions made remain correct.

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Policy and Academic Affairs
January 27, 2025 at 11:22 am › Edit

Thank you for taking the time to write. Faculty members would remain able, as with any other award, to decline to participate if they concluded that the application package was too onerous.

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Byron Peters
January 24, 2025 at 9:58 am › Edit

Following the initial Phase Two Posting, IDEA faculty passed a motion regarding the proposed policy AC16. The IDEA Department endorses the following statement on AC16, Academic Title Awards:

Because members of the Interdisciplinary Expressive Arts (IDEA) Department have identified the following concerns with draft policy AC16:

- clear administrative bias and conflict of interest that have not been sufficiently addressed or mitigated
- imposition of a top-down, administration-led process and policy (versus a faculty-led, faculty-centred process and policy)
- the current policy proposal and process is too brief and swift to reasonably demonstrate due process and mitigation of substantive concerns around ethics, fairness, institutional and public responsibility, equity and justice
- there has not been a transparent, fair and extensive University-wide dialogue and discussion around the nature of a policy regarding academic title prior to any kind of process and consultation around the specifics of such a policy
- lack of substantive and accountable public reasoning that the policy will not directly or indirectly alter faculty working conditions
- unsatisfactory responses to key faculty questions and concerns during the policy's consultation, revision, and posting phases
- in policy process, development and content, there has been side-stepping of vital institutional, historical and social contexts that would allow constitutional principles of equity, decolonization and justice to be substantively engaged

The IDEA Department calls on KPU administration to withdraw draft policy AC16 and to negotiate a faculty-led solution with the Kwantlen Faculty Association.

Byron Peters
Chair & Faculty, IDEA

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Policy and Academic Affairs
January 27, 2025 at 11:23 am › Edit

Thank you for re-posting the IDEA Department's statement. We would like to emphasize that all feedback on AC16 has been taken into ideration. The current process has featured townhalls, meeting visits, pondence and

policy blog posts, and has allowed us to connect with countless about this proposal. Many faculty have contributed to and suggested changes to AC16. As a result of their feedback, revisions have been made to the drafts, which are re-posted here.

Jennifer Au
January 23, 2025 at 8:57 pm › Edit

Now that Kwantlen had transitioned from a college to a polytechnic university with a Faculty of Graduate Studies, I think many of us can agree that there's a need for academic titles for faculty members, especially those who will be teaching into masters degrees. Even for those faculty members who teach undergraduate courses, having a title other than Instructor would be beneficial for the application of research grants (e.g., NSERC and SSHRC) and for writing references in support of student applications for scholarships, graduate studies, etc.

I applaud the KPU senior administration and the policy developer in coming up with the innovative idea of using a policy to address this need without any workload implications. It is indeed unconventional, but just because something is unconventional does not mean that it is bad or should not be pursued. There are always risks involved in any unconventional undertaking. If we reflect back on how many of our modern day technologies came about from innovations and unconventional ways of doing things in the past, then we can appreciate the need for taking risks.

This policy has gone through many rounds of consultations and revisions. I really appreciate the willingness of the policy developer and President Davis in listening to the concerns of faculty members and addressing them by making the appropriate revisions to the policy. I especially appreciate their giving us the opportunity to provide feedback in this third round of posting, which is technically not part of the policy development process. The President's latest video on January 10th clearly shows that he is bending over backwards in addressing our concerns in the policy.

In the end, I think this version of the policy and procedures is good, and I fully support it. Of course, nothing is perfect, and there will always be someone who would oppose it. I particularly like the inclusiveness of the policy, allowing all regular faculty members at KPU an equal opportunity to apply for and receive all the titles up to Professor.

I also like how "Service" is now emphasized as a category of its own as a basis of achievement for consideration, and the fact that faculty members could be adjudicated solely based on any one of the three categories ("Service", "Teaching" and "Research, Scholarship and/or Creative Activities") if they so wish and still have the opportunity to be awarded a Professor title. This really open things up for most of us who are not distinguished enough to be eligible for the annual Distinguished Teaching, Service, and Scholarship Awards. It is also a personal form of recognition for the many years of teaching and service that each of us have contributed to our department and to KPU.

Finally, I want to end by thanking everyone for participating in this policy development process by giving feedback because all of our feedback eventually led to a better policy. Should KPU approve this innovative policy and award academic titles in this unconventional manner, perhaps one day in future this will inspire other polytechnic universities in Canada and the world to adopt our method of awarding academic titles to their faculty members!

Upwards and onwards!

Jennifer Au
Faculty, Department of Chemistry

Policy and Academic Affairs
January 27, 2025 at 11:23 am › Edit

Thank you for your support, and to all those who wrote in to help us improve the policy. Your point about service is excellent, in this regard. We made significant changes to how this was written into the policy because, through the consultations, it was clear those early drafts didn't make this clear enough.

Gillian Dearle
January 22, 2025 at 10:29 am › Edit

The faculty response to this policy has been overwhelmingly negative, as evidenced by the number of opposing comments on the first phase 2 blog. Indeed, many faculty members called for this policy to be withdrawn and for it to go to bargaining, which is where it should be.

Simply put, the question is not really about aspects of the policy, but whether title should be in policy at all. In virtually every other university that awards title, the process is defined in a collective agreement because it is universally recognized to be a working condition. Making it voluntary or ceremonial does not change this fact.

Ultimately, to determine whether or not to grant a title, the committee established by this policy will consider much of the same information use[illegible] faculty under

the Collective Agreement. If a faculty member is rejected for a desired title, that is another way of saying that that faculty member's performance is inadequate.

Title, in other words, is a very public form of performance review, and because performance review is a working condition, it should be in the Collective Agreement.

Simply put, Policy AC16 is a way to change our working conditions via policy rather than negotiating them in good faith with the KFA.

In addition to eliminating the KFA from the process, this policy seeks to eliminate faculty as a whole from the process. We have been informed by the university president that there is no mechanism by which a referendum can be held, especially for policy matters. However, this seems only to confirm that something that is so important to faculty members' work and lives should not be a policy matter.

The President's view appears to be that faculty must have title for the good of the university, and the good of the university outweighs the will of faculty, so faculty should not have direct and binding voice in the matter. To see faculty sidelined in this way is truly demoralizing. This view seems to forget that faculty are a vital part of the university. Indeed, without faculty, there wouldn't be a university.

I ask KPU administration to listen to the faculty voices in the first phase 2 blog postings, to withdraw policy AC16, and to bring title to collective bargaining, where faculty have an individual vote on their working conditions.

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Policy and Academic Affairs
January 27, 2025 at 11:24 am › Edit

We would like to point out that besides the many comments of support and suggestions on the blog, the current process has featured townhalls, meeting visits, direct correspondence and policy blog posts, and has allowed us to connect with countless about this proposal. Many faculty have contributed to and suggested changes to AC16. As a result of their feedback, revisions have been made to the drafts, which are re-posted here.

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Policy and Academic Affairs
January 22, 2025 at 8:16 am › Edit

**Posted on behalf of President Davis:**

Thank you for your posting and for having a fulsome discussion on the proposed policy.

We can all agree to having as much consultation on policy development as possible. KPU does not, however, have a system under the University Act, its policies, or the Senate's bylaws, to provide for a referendum as a way to resolve debates on proposed University policies.

While it is entirely understandable that some people oppose AC16, referenda are not the way that universities resolve policy debates. This is what our governance system is for. (Indeed, it was this very system that allowed the instructors on the Melville School of Business Faculty Council to pass the resolution that produced this statement.)

The Senate, like the MSoB, carries out its duties in the matter established by its bylaws. Furthermore, **all** members of the KPU community have a stake in helping decide the future of the University – which is why the University Act provides for a Senate with positions for a wide range of elected seats, including students, staff and academic leaders. The faculty voice is the largest on Senate, but that doesn't mean it is the only one.

This year, every member of the KPU community has had opportunities to express their position on AC16 – including unusually expansive public consultations, townhalls and committee visits, and an additional round of public posting. While fulsome commentaries are not made on all blog postings, they have all been taken seriously. The significant changes to the policy that have been made in direct response to these comments speak powerfully to this commitment.

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Robert Dearle
January 21, 2025 at 1:42 pm › Edit

I applaud my colleagues who continue to strive to make principled arguments against this policy, but it seems painfully obvious to me that the policy proponents remain essentially indifferent to the concerns raised by a majority of faculty during the previous blog posting. Despite a groundswell of faculty opposition, the policy has reappeared here without substantive change, and it is now clear that the plan is to force the policy through Senate, regardless of widespread opposition from faculty. Even though I remain agnostic on the question of title, it matters to me how we get there and what it looks like. The exclusion of faculty from real participation in the process (as opposed to 'consultation' that seems to lead nowhere) concerns me, as it should all faculty.

The policy developer has indicated that Senate is a venue w[illegible] voices can be heard and the matter fairly decided. However, we know th[illegible] not have a ma-

jority on Senate even if they have a "plurality." This fact was starkly revealed during the Senate budget crisis of 2019 in which every faculty representative voted against the proposed budget, only to be roundly defeated by a coalition of administrators, staff, and students. Moreover, the suggestion that faculty on Senate could vote in their own interest (or defense) on this policy has been contradicted by the President, who insists that faculty are not supposed to vote as faculty on Senate.

The only action that could legitimize this policy would be a faculty referendum. Faculty are clearly the primary stakeholders in the outcome, so why have they been excluded from voting? The answer must be that the proponents of this policy are unwilling to risk the outcome. Faculty, it seems, cannot be trusted with the question of how they wish to be defined. The paternalism implicit in this position is staggeringly at odds with an institution that wants to define itself as anticolonial, and this top-down policy approach is conspicuously misaligned with several of the values stated in Vision 2026, including bravery, mindfulness, and collaboration.

I suppose that those responsible for this policy believe that the end justifies the means. I do not. From my perspective, this policy proposal has already done harm, and it stands to do a great deal more if it is made into policy. Please do the right thing and heed the School of Business's call for a referendum.

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Policy and Academic Affairs
January 27, 2025 at 11:24 am › Edit

Regarding the consultation efforts and the question of a referendum and University governance, please see the President's response above.

All feedback on AC16 has been taken into serious consideration. The current process has featured townhalls, meeting visits, direct correspondence and policy blog posts, and has allowed us to connect with countless about this proposal. Many faculty have contributed to and suggested changes to AC16. And their feedback has led to a number of revisions to the drafts, which are re-posted here.

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Policy and Academic Affairs
January 21, 2025 at 11:23 am › Edit

**Posted on behalf of Melville School of Business Faculty Council:**

At its meeting of January 20th, 2025, Melville School of Business Faculty Council passed a motion regarding the proposed policy AC16.

The Melville School of Business Faculty Council endorses the following statement on AC16, Academic Title Awards:

Policy AC16 is no ordinary policy. It will change our exceptionally collegial academic culture in significant and irreversible ways. All faculty must have a meaningful choice in this decision.

As our colleagues have noted, KPU does not require academic titles to serve our students and communities with excellence in teaching. Titles impose an unwelcome hierarchy on all faculty that will erode our egalitarian, collaborative academic culture. Once titles are awarded, the impact of this policy cannot be undone.

Although many concerned faculty have taken great care to voice their objections on the policy blog, they are easily dismissed with a "thank you for your comment" reply. As such, the policy blog is insufficient to represent all faculty in deciding such a monumental change.

While the faculty Senators may vote, they are also told not to act as representatives of their colleagues. The vast majority of faculty have no way to say "no" to a policy that will affect them for the rest of their careers at KPU.

We therefore call upon the Senate to hold a referendum of faculty on policy AC16.

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Policy and Academic Affairs
January 27, 2025 at 11:24 am › Edit

Thank you for taking the time to discuss AC16 at your Faculty Council. Please see the President's response above.

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Lyndsay Passmore
January 18, 2025 at 2:24 pm › Edit

Hi all,

I still have concerns about this policy. I want to acknowledge that I appreciated the opportunity to discuss these concerns with the policy developer, Dr. Burns, and felt that feedback was welcomed. While we may still have to agree to disagree on some points, I want to highlight what remains top of mind for me.

1. Misalignment with KPU's Mandate

The proposed system does not align with KPU's classification as a special-purpose teaching university under the University Act of British Columbia, which prioritizes teaching. We are mandated to pursue (applied) research only if time and resources permit. A rank & title system risks shifting focus away from mandated teaching activities and service. I do not believe an open system recognizing all three areas adequately addresses this potential unintended consequence. What if many of our faculty primarily engage in scholarship? How does that impact our operations?

2. Voluntary in name only & impact on workload:

Although presented as voluntary, the system introduces hierarchical titles that could create pressure to participate to avoid stigma. While framed as voluntary and equitable, invisible forces – such as conformity, external perceptions, and internal cultural shifts – will likely emerge once the system is in place.

A hierarchical system also inherently signals inequality, both internally and externally. For example, when faculty participate in external engagements, such as industry panels, distinctions between titles like 'Professor' and 'Instructor' may inadvertently communicate differing levels of authority, expertise, or contribution. This could pressure faculty to pursue titles within the system, not necessarily for internal recognition, but to maintain external credibility or align with expectations outside KPU.

Workload Implications:
For those who do not participate:
o Service work is already difficult to distribute equitably, and those who opt out may be left with a disproportionate burden of departmental contributions.
For those who participate:
o Faculty will need to compile documentation and track evidence of their work, create a dossier etc. which is not currently required, and of course all of the work expected to be completed to achieve each level, which is not yet clear

3. Bypassing Union Processes:

If this system increases workload, it should go through union processes. Implementing it via policy appears to be a workaround to avoid collective agreement procedures, especially since similar systems at other BC universities are recognized within their collective agreements. Are we opening ourselves up to a legal challenge by doing this through policy rather than collective bargaining? Are we addressing why we would be the only university to introduce a rank and title system outside of the collective bargaining process? Do we open ourselves up to legal challenges?

4. Timing and Strategic Alignment:

With a new president incoming and current market conditions shifting, KPU's strategy, vision, and action plans are likely to evolve. Implementing a rank system now risks misalignment with future priorities and diverts attention from urgent market challenges.

I also think the optics of the timing are not great – IMO, it is an odd time to be pursuing this when we should be focused on critical market changes and our response to those changes.

Many faculty are likely also concerned about having a job; I wonder if we are overlooking people who may not have the time or ability to participate in providing written feedback to this process.

5. Colonial and Hierarchical Traditions:

Traditional academic rank systems emphasize hierarchy and Western knowledge structures, undervaluing applied knowledge and community engagement. This contradicts KPU's stated commitment to decolonization and equity. I understand there were some consultations with Indigenous stakeholders, but I would just suggest we consider this carefully.

Summary

A rank and title system inherently functions as an incentive structure. Incentives shape behavior, directing attention, persistence, and effort toward desired outcomes. While some faculty may experience immediate effects, for others, the shift will occur gradually. Over time, this system will likely alter faculty priorities and behaviors.

This means the system will become tied to KPU's reward structures and influence faculty focus on a daily basis, which will influence workload. While it may encourage positive contributions to research or service, it also risks shifting attention away from teaching—KPU's primary mandate—and unintentionally overburdening those who already contribute significantly. If not carefully designed, the system could distort institutional priorities and introduce new inequities.

These changes will likely unfold gradually, but they represent the beginning of a significant cultural shift. If we fail to acknowledge and discuss these potential shifts now and plan for them, we risk reacting to unintended consequences rather than proactively addressing them.

Policy and Academic Affairs
January 27, 2025 at 11:25 am › Edit

Thank you for sharing your concerns. The proposed policy aims to recognize and acknowledge the Teaching; Service; and/or Research, Scholarship and Creative Activities of faculty members. The draft Procedure states that "none of these forms of achievement shall be taken as superior to the others, or be assessed to carry more weight. Applicants may apply on the basis of a mixture of these forms of achievement or depth of achievement in a single form, such as teaching."

AC16 affirms the egalitarian culture at KPU and the proposed policy is designed with the University's culture in mind. Many features of the proposed policy speak to this: the policy principles that emphasize recognizing Indigenous achievement and that seek to resist marginalization of equity-denied groups by acknowledging and recognizing the achievements of such groups; the availability of the Teaching Professor title; the broad and inclusive criteria (and emphasis on Teaching and Service) for awarding academic title awards; the ability to apply for any of the given titles regardless of whether one held a previous title; the fact that academic title awards are separate from working conditions. These measures are strong safeguards against any unintended pressure.

We agree that the application process must not overburden the applicants, and have built in measures to alleviate that burden based on the feedback from the University community, such as streamlining the process for obtaining the Assistant/Teaching Professor title. Notably, the proposed policy offers a way to recognize and acknowledge the Service work of faculty members at KPU.

Over the course of the last 14 years, faculty have said – time and time again – that we need to allow them the same access to opportunities outside KPU that their peers at other institutions have. This is why we have proposed that we try to solve the problem in a different way – to shift away from an approach that alters working conditions, changes contracts, dispenses with the title of "instructor" and so on. Approaching this as an award allows us to get people what they tell us they need.

Kristie Dukewich
January 13, 2025 at 12:11 pm › Edit

I agree with John Rose that there is something terribly amiss with how this awards policy is being advanced. I also agree that Dr. Alan Davis seems to be directing alot of the process and revisions to the policy.

All due respect to Dr Davis and his leadership of KPU, but he is not our president beyond this academic year. I cannot imagine how senior leaders are justifying the adoption of a policy that will so profoundly change the culture and shape of the university in the same year we are appointing a new president of the university.

There is no harm in postponing the adoption of this policy until KPU's new president is appointed. But there is considerable potential harm in adopting rank and title as policy before they arrive, including the potential quagmire of a president having to engage in a legal battle for which they have no context, based on a position that they may not even support.

This policy is clearly going to get rammed through to Senate. I urge the Senate not to adopt a policy that would undermine (or even sabotage) the authority or effectiveness of our new incoming president. I recognize that would mean that Dr. Davis would not see a resolution of this issue before he leaves our institution.

Policy and Academic Affairs
January 27, 2025 at 11:26 am › Edit

The policy development of AC16 follows Policy and Procedure GV2 Protocol for the Development of University Policies. The "Summary of Revisions" document lists revisions to the drafts. These revisions came from the feedback AC16 received during the first round of Phase Two Posting.

Aislinn Hunter
January 10, 2025 at 2:43 pm › Edit

I want to start by saying I really value everyone's work on this policy – and everyone who is giving / gave feedback on such a significant change across the institution. I am writing in support of this revised policy going forward. I especially appreciate the inclusivity of the policy as it stands. I would primarily use my title to support student applications (for grad schools, grants and SSHRCs etc) but I also feel it would be a personal form of recognition of the years of service and scholarship and teaching I've contributed to my department and to KPU. Thank you again to everyone weighing in.

Policy and Academic Affairs
January 27, 2025 at 11:26 am › Edit

Thank you for your support.

John Rose
January 10, 2025 at 10:28 am › Edit

From today's (Jan. 10) e-mail from President Alan Davis:

"And I've asked the policy team to ensure that a faculty majority on the proposed Senate Standing Committee. . ."

"I've also asked that they give explicit guarantees in the policy itself. . ."

"I've also asked that the policy team explicitly indicate. . ."

". . .I've asked that the proposed policy make clear. . ."

"I have also asked that the grounds on which somebody might apply for title. . ."

"I've asked, in particular, that the most recent revisions. . ."

Something is terribly amiss how this 'award' policy is being advanced.

Kristie Dukewich
January 13, 2025 at 11:52 am › Edit

Agreed. Even people in my department who are in favor of rank and title are appalled at how this is being advanced.

Policy and Academic Affairs
January 27, 2025 at 11:27 am › Edit

The policy development of AC16 follows Policy and Procedure GV2 Protocol for the Development of University Policies. The "Summary of Revisions" document lists revisions to the drafts. These revisions came from the feedback AC16 received during the first round of Phase Two Posting.

For all policy development at KPU it is necessary to make decisions about what to propose to Senate and the Board based on the feedback received. This is why the President's recent statements have emphasized so directly that he has heard from the community and is ensuring that the documents that will be proposed reflect that consideration. An approach in which he did not make clear what he is doing to improve the proposal would be a weaker approach.

COMMENTS ARE CLOSED.

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# [PHASE TWO POSTING] AC16 ACADEMIC TITLE AWARDS

## Update on Nov. 29, 2024

Thank you for the comments regarding the category "Scholarship." Please note that it is used in the sense of "scholarly leadership and service" and includes activities usually covered under the Service category. We will revise the draft to ensure the definition reflects this broad and diverse understanding of Scholarship.

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**This Phase Two Posting is open for feedback until Dec. 5, 2024, at 11:59pm PST.**

Policy and Procedure AC16 Academic Title Awards is being proposed for development.

## Background

New Policy and Procedure AC16 Academic Title Awards aims to acknowledge and recognize the broadest possible diversity of academic achievements of KPU faculty members, and to communicate these achievements externally in language well understood by the broader academic community.

While doing so, the new policy emphasizes recognition of Indigenous achievements and achievements of equity-denied groups, as well as the importance of broadening the definition of scholarship, in alignment with the University's institutional values and the work and unique strengths brought on by KPU faculty.

## Summary of Main Points

- Applications for academic title awards are voluntary; they will not alter the working conditions of the applicant and will not be used to determine eligibility for internal opportunities, internal employment decisions, or internal funding awards.
- Applications for the title "Assistant Professor" will go through an expedited process through the Provost's Office; the title "Teaching Professor" may also be used by faculty members who are awarded the Assistant Professor title.
- Applications for the titles "Associate Professor" and "Professor" will be adjudicated by a new Senate Standing Committee on Academic Title Awards, who will deliver the Committee's recommendations to the Provost for final approval; the committee will recommend to Senate the academic standards for the awarding of academic titles.
- Applicants may apply on the basis of their achievement in teaching, research or scholarship, or some combination of the above; none of these forms of achievement shall be taken as superior to the others.
- The approved standards must include mechanisms ensuring equitable application of standards, with particular attention to the inclusion and recognition of Indigenous scholars and their contributions.

## Consultation

From end of August to early November, Dr. David Burns, Policy Developer and Associate Vice-President, Academic, and the Policy and Academic Affairs (PAA) team consulted the University widely via multiple avenues, including the KPU Policy Blog, emailed feedback, three town hall meetings hosted by the President (September 20, 24, and 25), Senate Standing Committees, Senate, individual consultation meetings, and meetings with academic units.

Many individuals provided their feedback in the comment section of the Phase One Posting. A list of individuals and groups that provided feedback through emails and meetings is down below. The Policy Developer will conduct more consultations during the Phase Two Posting.

- Gayle Bedard, AVP Indigenous Leadership, September – October, 2024
- John Yang, Instructor, Aug. 26, 2024
- Steve Chan, Instructor, Sept. 5, 2024
- SSC on Academic Planning and Priorities, Sept. 6, 2024; Oct. 4, 2024
- SSC Policy, Sept. 10, 2024
- Yanfeng Qu, Instructor, Sept. 11, 2024
- Department of Political Science, Sept. 13, 2024
- Senate Governance and Nominating Committee, Sept. 17, 202



SEARCH

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PROBLEM SUBMITTING COMMENTS?

If you experience technical difficulties in submitting your comments, please send comments directly to policy@kpu.ca and your comments will be posted by a member of the Policy Coordination Team.

GV2 STEPS EXPLAINED

**Phase One (3 weeks)**: A rationale document is posted. KPU Employees and Students can comment on the post and request to be included in consultations during the policy development.

**Consultation:** Policy Developers consult with mandatory, identified and opted-in consultees.

(List of Policies and Procedures at Consultation Stage)

**Phase Two (3 weeks)**: A set of drafts are posted for review and feedback (for new/revised Policy and Procedure only).

RECENT POSTS

[Phase Two Posting] AC16 Academic Title Awards January 6, 2025

[Phase Two Posting] AC16 Academic Title Awards November 15, 2024

[Phase One Posting] SR12 Emergency Planning (Amendment) October 18, 2024

[Phase One Posting] AR17 Academic Schedule and Course Timetables (Procedure Amendment), AR18 Final Examinations and Overloads (Elimination) October 18, 2024

[Phase One Posting] AR7 Graduation with Distinction (Amendment) October 18, 2024

CATEGORIES

Administration

Board

- Senate, Sept. 23, 2024
- English Department, Sept. 27, 2024
- Associate Deans Working Group, Oct. 4, 2024
- Librarians, Oct. 8, 2024
- Mehdi Salimi, Instructor, Oct. 3, 2024
- Asiyeh Sanaei, Instructor, Oct. 3 and Oct.20, 2024
- John Singh, Instructor, Oct. 4, 2024
- Greg Simmons, Instructor, Oct. 10, 2024
- Legal, Oct. 16, 2024
- Risk, Oct. 16, 2024
- Privacy, Oct. 17, 2024
- SSC Research, Oct. 22, 2024
- Rajdeep Gill, Instructor, Oct. 23, 2024
- Wilson School of Design Research and Graduate Studies Committee, Oct. 28, 2024
- Melville School of Business Faculty Council, Oct. 28, 2024
- Asma Sayed, VP, Equity and Inclusive Communities, Oct. 29, 2024
- Kwantlen Faculty Association, Oct. 30, 2024
- SSC Teaching and Learning, Oct. 31, 2024
- Human Resources, Oct. 31, 2024
- Fiona Whittington-Walsh, Lead Advisor on Disability, Accessibility, and Inclusion, Oct. 31, 2024
- SSC Tributes, Nov. 4, 2024

## Draft for Feedback – Phase Two Posting

The Policy Developers conducted a Phase One Posting, where requests for consultation were collected. The Policy Developers then conducted thorough consultations and reviewed and considered all feedback and suggestions received to finalize the draft Policy and Procedure.

The draft Policy and Procedure, linked below, is now available for feedback from the University community for a three-week Phase Two Posting period, before going through the governance process for final approval. The Policy Developers will review and respond to all comments on the Blog after the posting period is complete.

1. AC16 Academic Title Awards Policy Draft
2. AC16 Academic Title Awards Procedure Draft
3. SSCATA Mandate Composition Draft
4. Proposed Policy AC16 Profiles
5. Proposed Policy AC16 Stress Test
6. Proposed Policy AC16 Responses to Consultation Feedback
7. Proposed Policy AC16 Sector Scan

**Comments and feedback are welcomed on this post until Dec. 5, 2024, at 11:59pm PST.**

## Policy Developer

- Dr. David Burns, Associate Vice-President, Academic

Posted in Administration, Board, New Policy/Procedure, Phase Two Posting, Senate and tagged Academic, achievement, recognition on November 15, 2024 by Policy and Academic Affairs. › Edit

← [PHASE ONE POSTING] SR12 EMERGENCY PLANNING (AMENDMENT)

[PHASE TWO POSTING] AC16 ACADEMIC TITLE AWARDS →

## 140 COMMENTS

Policy and Academic Affairs
December 10, 2024 at 3:35 pm › Edit

The policy developers would like to thank the KFA for posting publicly their feedback on AC16, Academic Title Awards. It is important to discuss this policy as transparently as is possible. We would thusly like to take this opportunity to clarify the proper context of our current conversation and provide another pers

New Policy/Procedure
OPEN
Phase One Posting
Phase Two Posting
Policy Amendment
Policy/Procedure Elimination
President
Procedure Amendment
Senate
Uncategorized

## RECENT COMMENTS

Policy and Academic Affairs on [Phase Two Posting] AC16 Academic Title Awards
Policy and Academic Affairs on [Phase Two Posting] AC16 Academic Title Awards
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Policy and Academic Affairs on [Phase Two Posting] AC16 Academic Title Awards
Policy and Academic Affairs on [Phase Two Posting] AC16 Academic Title Awards

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In the spirit of transparency, we would also like to advocate strongly that the Senate and Board be allowed to freely discuss and vote on the proposed Policy AC16, as is their responsibility under the University Act. There are fully legitimate ways to object to concerns about collective agreements. These processes are binding and override any KPU policy.

The chief reason to stop faculty members from voting is, arguably, the concern that (contrary to what is being claimed) a great many of them want to be involved in coming to the best possible policy. If AC16, after this expansive consultation process, is voted down at Senate because it is not a good policy, or not one KPU wants, that is entirely ok. That would be a clear victory for governance. If it is passed because its many revisions speak to the needs of the community, and the ideas that were provided, that too is good for governance. Faculty, holding as they do the largest voting numbers on Senate, should especially be allowed to speak.

**Bargaining History**

The KFA is right to point to the long history of discussions during bargaining for rank and advancement. Over the course of the last 14 years, however, faculty have said – time and time again – that we need to allow them the same access to opportunities outside KPU that their peers at other institutions have. This is why we have proposed that we try to solve the problem in a different way – to shift away from an approach that alters working conditions, changes contracts, dispenses with the title of "instructor" and so on. Approaching this as an award allows us to try a different way to get people what they tell us they need. No one would be obligated to participate in these awards (this is guaranteed by the policy) and no working conditions are impacted.

**Hundreds of faculty**

It is good to hear that, over the course of the many years of this conversation, hundreds of faculty have contacted KFA to indicate their ideas about title, rank, and advancement. The current process has featured townhalls, meeting visits, direct correspondence and policy blog posts, and has allowed us to connect with countless about this proposal. Our findings from that process differ with those detailed in this statement. Both sets of feedback are important, of course, but we should not dismiss the voice of the many faculty who have showed up to contribute to, support, and suggest changes to, AC16.

**Two very different answers to the title question**

While it is helpful to review the materials presented by the TFARA it is important to recognize that the TFARA isn't speaking about the proposed AC16. That work was conducted to consider rank and advancement (the "R" and "A" in TFARA). AC16 Academic Title Awards is about academic title awards. These are two very different ways to answer the underlying question of how to recognize and celebrate academic achievement.

**Whose process is it?**

We have concerns with the argument posed here against the proposed system – particularly as it speaks the involvement of academic administrators in the process.

First, faculty members continue to have more votes on Senate (a plurality) than do academic administrators. The faculty voice on Senate is, thusly, guaranteed.

Further, the majority of votes on the proposed committee are held by faculty members – with the Provost providing approval of those decisions. This change (of setting a faculty majority) was communicated to the KFA. The suggestion that administrators would issue each other titles is, given this background, difficult to understand. The idea that Deans, on the other hand, would be able to apply for title, seems straightforwardly appropriate. KPU's Deans, like the other academics at KPU, have rich academic trajectories filled with the same community projects, publications, contributions and service as the faculty members they support. The idea of celebrating all academics at KPU should be welcomed. We can recognize each other in our mutual support of KPU and its mission.

Many participants in our consultations also suggested, though, that there should be some form of protection against the possibility that some committee decisions might fall short of KPU's commitments to decolonization and EDI. For this reason a provision is proposed for the Provost to approve a higher title than the one recommended, in such cases, but in all other cases the Provost is merely affirming what the committee has proposed. This clause is entirely open to being revised, however, if some other way to protect against that possibility is found. We do, however, see a need to have equity safeguards.

**Governance Values**

Major academic decisions at KPU have never taken place in the manner suggested here by KFA – that is, in a matter entirely dictated by a group of faculty members. The design of our system, under the University Act, situates our governance as fundamentally shared. When a new course is proposed, a new degree drafted, or a new academic policy contemplated (like this one), our system is designed to ensure that decisions aren't made without the breadth of the University community at the table. Building the committee around a guaranteed faculty majority, while allowing for the same approval process as our other governance decisions, seems to us as striking the right balance. As ever, though, alternatives to enacting strong shared governance are welcome.

**A Vertical System**



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The KFA objects to the "vertical" system proposed in AC16 – that is, the titles of Assistant Professor, Associate Professor and Full Professor. This language, appropriately challenged and expanded by our own unique approach, is exactly what many KPU faculty are saying they need. What is absent from the KFA statement is the addition of Teaching Professor – which is explicitly intended to speak to the need other faculty have identified to have an easily accessible, non-"vertical" title.

The proposed system allows three ways for faculty to position themselves with respect to the title system – they can ignore it entirely, can opt for a quick and non-vertical title, or they can access the full range of titles faculty at most other institutions can access.

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Landon Kleis
December 5, 2024 at 11:58 pm › Edit

I am against this policy, and especially against the approach of imposing a system of academic title on faculty by management fiat. In short, AC16 is a radical change for KPU; it is anything but risk-free.
The policy should be withdrawn because (a) it is irreversible, (b) it introduces radical changes with unacknowledged risks, and (c) it is unlikely to fulfill its primary rationale. The policy process is too short, and the consultations (no matter how broad) are too easily co-opted or dismissed. It is the wrong way to find a fruitful and collaborative path forward on such a fundamental change to KPU.
Before I explain my arguments, I want to offer some relevant personal history. Prior to joining KPU full-time in 2018 I taught for 7 years (as contract faculty) at SFU. I was warned by an area chair that sessional teaching would ruin my prospects for a real (tenure track) job. At UBC I survived the better part of 9 years at UBC as a graduate student, where I also was questioned about why I would "waste time" teaching. I spent a surprising amount of time there wondering why teaching was considered the lowest form of academic pursuit, and why students were treated as annoying cash cows (undergraduates) or indentured servants (graduates). The answer always involved research, and the culture that goes with it. Sadly, in losing two colleagues prematurely, I learned that "publish or perish" is not merely an idiom.
(A) It is irreversible
Starting from the day the first title is awarded, KPU will anoint a privileged class of faculty. Since academic title is intended to declare achievement both within and outside KPU (Policy, s.A), how could academic titles be revoked en masse? It would be tantamount to publicly repudiating the lifetime achievement of several hundred faculty members. Further, it signals a shift in what work is considered valuable. Faculty who respond as expected would feel cheated if the reward was no longer offered.
A "forever policy" demands extreme caution and the broadest possible consensus.
(B) Radical changes, unacknowledged risks
B1 – in the short term it will change culture for everyone not just those who find it profitable to apply for title
It is claimed that AC16 will have no impact, from a working conditions or internal qualifications perspective, on those who eschew academic titles. This seems to excuse the policy developers from assessing the risks to the faculty as a whole, or from listening to the objections of faculty who do not want such a system.
In reality, AC16 imposes an academic version of Orwell's Animal Farm, where all faculty are equal, but some are more equal than others. How can it be claimed that working conditions will remain unchanged after equality of title is thrown out? At present, all KPU faculty are instructors, but AC16 creates a privileged class of faculty with senior titles (associate, full professor), along with a junior titled class (assistant, and the damned-with-faint-praise "teaching professor"), followed by an underclass: instructor, including contract instructors (NR1, NR2).
As Lyndsay Passmore has astutely pointed out earlier in this Phase 2 blog, merely discussing academic title (Phase 1 blog postings) has revealed a torrent of derision toward the "instructor" title at KPU. This illustrates how eagerly some will use titles to distance themselves from the rest.
To make this class distinction more poignant, the privileged class will be chosen with the blessing of the five voting and two non-voting administrators on SSCATA. The senior titled faculty will, in short order, include those senior administrators who wish to have associate and full professor titles. And, despite the policy's excluding title as a condition for internal opportunities (s.C.5 and 6), it is hard to believe title cannot become a de facto qualification for committee membership. Consider how likely it is that, in a year or two, SSCATA itself will have a preference for members with senior titles. How can a junior or underclass faculty member dare to judge applicants for senior titles?
The privileged class will be sure to remind their peers that they are worthy of deference. This is one of the ugly aspects of traditional rank and tenure systems we seem to tempt without concern. For example, given the scarcity of the committee's time, applicants must be prioritized. If 50 people apply for associate or full professor titles, how many can SSCATA process in a year? Who decides which cases get priority? Whose backs will beg to be scratched?
We can also foresee that the privileged class of faculty will use their prestige to influence department chairs. For every plum spot on the schedule that goes to a privileged class faculty, some lowly instructor will be obliged to teach Fridays at 7pm.
I know from my years at UBC and SFU that an unmistakable two-tier system exists: the privileged class of research faculty, and the underclass of instructors who toil in often-precarious teaching and thankless service roles so that the research class can maintain their productivity. Did you know that even a "teaching professor" at UBC, despite their PhD, cannot be a member of the Faculty of Graduate Studies, and is not allowed to serve on graduate thesis committees? Divisions such as th sentment. I think this counts as a change to our working conditions.

B2 – In the medium term, it sets preconditions for POPSRAT, and underestimates the pressure of conformity.

AC16 may look like a benign, cheap, and expedient way to create the illusion of meaningful academic titles. In reality, it is a significant gamble that rests on the delusional assumption that KPU has enough clout to change the academic world (more on this in part C).

What is missing from this discussion and risk assessment is how this policy sets the stage for bigger changes in the future. Namely: a publish-or-perish system of rank and tenure (let's call it POPSRAT), where faculty are terminated for failing to meet an ever-increasing standard of research productivity, while the importance of teaching falls by the wayside (and in proportion to rank). This, along with a significant underclass of faculty to do the bulk of the teaching work, is the predictable and unfortunately common structure into which we begin sleepwalking with AC16.

The policy developers acknowledge the "pitfalls in traditional rank and tenure systems" (Responses to Consultation Feedback, p.4). The policy documents mention "the problems of traditional rank and tenure systems looming large", and suggest we need AC16 (why?) to take part in "difficult and important conversations academia is having today". These are then dismissed by claiming AC16 does not create such a system.

Is it unreasonable, given the risk and the prevalence of such systems, to consider whether AC16 might create the conditions for something we all seem to agree is undesirable?

I suggest that it is already happening. Let us note that the policy has evolved before our eyes due to pressure to conform to traditional standards. It has shed its "ceremonial" facade, the better to prove to the "broader academic community" that we, too, have "standards or processes in place" and reassure them that our titles are "meaningful" (p.1). Further, it has embraced the need for external letters of reference. We see that even something promised to be "uniquely KPU" (Preamble, paragraph 4) cannot remain unique long enough to draft a policy. Is there any doubt that the gravitational pull of tradition would continue after AC16 is in place?

The policy developers disavow the POPSRAT and claim that AC16 offers KPU a kinder, gentler version. Yet they do not honestly and thoroughly address the pressure that any such system will create. Starting from the moment AC16 is enacted, pressure will mount from both inside and outside KPU to move toward a system that rewards, and then enforces, research productivity.

All of the university exemplars in the sector scan (except VIU) have a POPSRAT; how is it plausible we will be immune to that? Meanwhile, the stress test cites two obscure examples from the Netherlands with whom we have little or no affiliation. Its third example, the University of Calgary, presents an excerpt that purports to show a broad-based system of evaluation for tenure and promotion, but leaves out the most important part: the relative weights of each category. The three categories are present in almost any example of POPSTRAT, but the superiority of research is rarely in doubt.)

The policy developers claim that our system will be unique. My objection is that it will not, and cannot, stay that way for long, and that this risk has been too easily dismissed. If resistance is futile, why are we gambling on the basis of a grandiose fantasy that KPU (and perhaps a few Dutch position papers) can change the world?

(C) It is unlikely to achieve its primary rationale

The primary motivation for creating a system of titles at KPU is said to be career recognition and facilitation of (research) grants (Preamble, paragraph 2). However, we are offered no evidence that this our approach will succeed. No one has thought to stress-test this crucial assumption by asking our peer institutions, or the tri-council funding agencies, if they will buy into our scheme.

We are being sold promises. By adopting a unique and untested approach to awarding academic titles, we are promised everything: we will gain all the benefits of titles, without the nasty bits we hear of at other universities. We will invent our own system, everyone else will embrace it (or at least recognize it as equivalent to their own), and we will change the world!

This premise rests on the untested assumption that KPU has the leverage necessary to ignite a heretofore rather somnolent revolution in academia. We will "wrestle with the pitfalls in traditional rank and tenure systems". Wrestling (real wrestling) has winners and losers. Will we emerge victorious?

If we "enter the difficult … conversations", will we meaningfully shift deeply ingrained institutional priorities away from research to recognize the centrality of teaching? Even the San Francisco Declaration on Research Assessment, despite its overstated citations in the Sector Scan, doesn't attempt to do that. Where is the evidence that this idiosyncratic system of titles, divorced from the customary and brutal test of tenure-or-termination, will be recognized by the institutions whose approval we supposedly require? The rationale for AC16 rests on this assumption, yet the sector scan and stress test wave it away with bafflegab.

This is gamble, and a foolish one. We forever abandon KPU's egalitarian faculty culture-a culture that puts the focus on teaching-in the faint hope that our version of academic title will somehow prevail against the most influential constituencies in academia.

Indeed, there is something of an own-goal on this matter in the Response document (as Kristie Dukewich pointed out earlier in this Phase 2 blog). If permissive title is to be rejected on the basis of it being used "in a manner that is not broadly recognized" (p.4), then the same critique might be applied to AC16's "uniquely KPU" system of titles without rank and tenure, which has no analog in the sector scan. After all, we are just adopting more of the same terms as VIU has. Is this really sufficient to convince the world that our titles are equivalent to theirs?

If not, is there good reason to believe KPU has the institutional clout to change the academic world? No, because if we did, we wouldn't need to play this game. It is more likely that this will hasten KPU toward the mainstream publish-or-perish culture of research supremacy.

January 3, 2025 at 3:55 pm › Edit

Thank you for taking the time to engage in the conversation on AC16. There are a few key comments we would like to make in response to your ideas.

1. AC16 will be voted on at the University Senate, rather than being imposed. Faculty, at the Senate, hold a plurality.
2. You are right to warn against the perils of "publish or perish" models of academic achievement. This is why AC16 names teaching as the first of the categories under which one may be recognized. We also, of course, have prioritized service (previously under the heading of scholarship).
3. The faculty members on the proposed committee will represent a majority.
4. The use of "instructor" to describe the job of each faculty member will remain.
5. KPU's culture is egalitarian because we recognize each other's diverse achievements, not because of the absence of a title policy. While it is important to talk about the ways in which we might, under the proposed policy, safeguard our institutional culture, it is also important to have confidence that this culture is deeply rooted and meaningful.

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Rajdeep Gill

December 5, 2024 at 10:46 pm › Edit

Feedback in relation to AC16 Academic Title Awards Draft Policy and Procedure

I had the opportunity to meet with Josephine Chan and David Burns on Teams in October. I would like to acknowledge the open and thoughtful exchange we had. I had the opportunity to ask some questions, share some of my ideas and arguments along with my overall caution regarding the policy. Herein, I will provide expanded contextualization and critique regarding the policy process and proposal.

KPU-specific Institutional Context and a Call to Reject the Current Policy Process Based on Principle

I have been a faculty member at KPU since 2014. I have served on Arts Faculty Council, Indigenous Community Advisory Committee, and other forums. I was Chair of the Interdisciplinary Expressive Arts Program for seven years and Chair of Indigenous Studies (before it became a department) for close to four years. I have worked both individually and collectively with many others on substantive concerns, matters and projects at KPU. In my various involvements, I have directly witnessed innumerable instances and continue to persistently observe how KPU administration and KPU as an institution—in terms of process, practice and policy—has acted and continues to act in ways that demonstrate insufficient lack of understanding and care or commitment with regard to issues of fairness, equity, decolonization, and justice.

I am aware of the long history of the administration trying to move forward on the issue of rank and title in a manner that most of the faculty has either strongly opposed or felt uncertain about. I am also aware that some faculty truly wish for the current initiative to move forward. I directly saw some of this history and dynamic play out when the white paper on research was brought forward to the Arts Faculty Council. I have both understanding and regard for the personal and professional ambition and aspirations of the faculty who wish for a hierarchical form of academic title to be introduced at KPU. However, whether you are a faculty member in favour of this policy proposal, uncertain of your position with regard to this policy, or opposed to it, my invitation is for you to consider rejecting the current policy process on principle (detailed in next section).

Rejection of AC 16 Policy Process and Proposal Based on Key Principles of Due Process, Fairness, Equity and Public Leadership

Any policy—and especially one as substantive both in nature and impact as AC-16—should not be impositional or coercive. As there is a clear context and history of members of the administration openly and strongly favouring and desiring rank and title at KPU, in order to demonstrate ethical, fair-minded public leadership in a context where the administrative bias is evident, the administration needs to hold far more wide-ranging dialogues and far more fulsome consultation. Only an extensive, collaborative process, actively and courageously building a widely-held, collective consensus around the robustness and soundness of the policy process can assist with cultivating a meaningful, informed path forward (whatever that path may be).

The current policy proposal and process is too truncated and too swift to reasonably demonstrate that the consultation and policy development are proceeding ahead without favour and steamrolling. Such a rushed process also violates the principles of equity and justice—equity and justice are not just ends, the means are central to their embodiment and realization. Lack of sufficient due process and lack of sufficient collective building of vision and community consensus around such a substantive policy is inequity.

Apart from the strong history of bias toward specific approaches and conceptions of academic title (and rank) by the administration, what administrators stand to gain through this policy further accentuates potential issues of conflict of interest. Thus, the onus on the administration to be more robust, fair-minded and substantive in consultation and in response to any and all feedback is further increased. On a matter of specifics, when the administrators will be considered for academic title through the same process as faculty, there is an issue of uneven institutional power and privilege that needs to be much more intricately unpacked, understood . As so many of my colleagues have so aptly outlined, there are so many a of specifics,

along with substantive broader concerns, that demand that this policy process and proposal be rescinded.

The onus of ethical and fair-minded public leadership as well as principles of equity and common/public good also demand the undertaking of a robust and substantive public dialogue regarding the proper nature of the policy itself. A transparent, fair and extensive dialogue around the nature of a policy regarding academic title needs to happen well before any kind of process and consultation around the specifics of such a policy. The policy developers have indicated that the policy is voluntary and argue that it aims to not affect working conditions for faculty and hence is not being negotiated via the collective agreement. A policy on academic title is going to have a massive impact on the institutional culture and practices of KPU at every level and is certain to affect faculty in profound ways. Whether we agree that this separation of the issue of academic title from working conditions and hence the collective agreement is possible or tenable, it remains the ethical and public responsibility of the administration to make a solid case for their current position. This case needs to be made through in-depth and responsive conversations across the university that meet the criteria of comprehensive, fair and accountable consultation. These criteria are nowhere close to being met. My own view fully aligns with that of the KFA: AC-16 affects the working conditions of faculty members and needs to be immediately withdrawn as the proper avenue for discussions on academic title is bargaining.

The task of equity, decolonization and justice necessitate understanding and acting from the knowledge that social and institutional conditions and dynamics are intimately and intricately intertwined and that one cannot look at a structure or a policy in isolation. In my view, the argument that working conditions of faculty can be separated from the current proposed policy on academic title (versus openly, honestly, and widely exploring how they may profoundly impact each other) undermines the institution's commitments to equity, decolonization and justice.

To those who may be skeptical of my critique, I will highlight the case of my esteemed and principled colleague, Mazen Guirguis, who, in my view, was treated in a profoundly unjust and discriminatory manner. KPU administration fervently argued that the issues at the heart of Mazen's case were a human resources matter or a matter relating to the Union and thus had no academic relevance and should not be brought forward for consideration at Senate, the Board, etc. This is a concrete, recent example where the administration tried to argue that academic matters are separate from working conditions for faculty. This is an ideological separation and a convenient dichotomy that supports normalization or quietening of institutional inequities, injustices, and other forms of harm.

More Appropriate Ways of Resolving Issues of Respect, Recognition, and Funding

Some faculty in support of the current policy proposal with regard to academic title have shared that their letters of recommendations for students are not taken as seriously, that current KPU title creates barriers for faculty to be able to apply for research funding as their research applications are not taken as seriously as their peers from larger institutions, etc. Administration has provided similar rationale for undertaking this academic title policy.

I would like to balance these anecdotes regarding faculty letters of recommendation for students not being taken seriously when written with current faculty title at KPU. I write many letters of recommendations each year for students, including for students applying for some of the most competitive academic programs, major scholarships, admissions to elite universities as well as for research funding. In my experience, the students I write in support of have been quite successful—of course, most centrally based on their own efforts and achievements, but my letters have not been a barrier to their aspirations whether related to study, research or employment.

Admission, hiring and research committees have many artefacts from applicants to aid in assessing their preparedness, capacities and achievements. When the committees are doing their job with fairness and based on substantive grounds, my reference letter is weighed in conjunction with multiple artefacts and sources of context and information as they rightly should be. In a fair, critically grounded assessment of a student's application, my status or title on a letter should have little to no bearing.

It is the onus of a committee, whether related to a job, academic program or research funding, to base their decisions not on the title of the references being shared, but on far more comprehensive grounds to ensure they are being mindful and equitable, critical and contextual. Academia purports to be centred on intellect and argumentation, ethics and public reasoning, and anyone judging the merit of a student applicant or application based largely on status/title of their references is practicing discrimination, not sound judgement. In my purview, introduction of an academic title policy at KPU based on discriminatory practices in academia rooted in status/hierarchy reinforces these problematic practices versus addressing the broader problem/context and the fact that such status-based thinking/practice needs to be challenged wherever it is found.

A very similar argument can be made for funding bodies and agencies. These agencies and bodies need to assess applicants and applications on substantive grounds, not on academic title or rank. The advocacy for such a shift— a call for basing applicants and their assessment on intellectual, social and ethical soundness—is more than a reasonable demand of any academic and public institution. It is relatively easeful for any funding body to develop an application process that invites an[illegible] assessment of the contributions of an applicant in relevant and context-[illegible] through multiple

artefacts and modalities versus relying solely or primarily on the rank or title they enjoy at an institution. The academic and public mission of research and scholarship is strengthened when the processes, policies and practices are based on substantive, fair and expansive consideration versus reliant upon title or rank. Again, this is a structural shift that needs to take place in these bodies and institutions (in cases where this has not already occurred or underway). I find the introduction of an academic title policy at KPU not only misplaced but one that re-entrenches the colonial status-quo by viewing and valuing title over inclusive public ethics and reasoning.

Constitutional Principles of Equity, Decolonization and Justice Demand a Far More Transformative and Different Vision-Practice than AC-16

I have already provided contextualization and argumentation as to how and why the current policy process does not meet the requirements of the principles and demands of equity, justice, fairness, due-process, public leadership, etc. Now I will turn a bit more to the historical and social context of the Eurocentric, colonial academy for a further critique of academic title and rank.

Colonial-modern education has been a part of an infrastructural system of multifaceted displacement as well as genocide for so many peoples and communities around the globe. This colonial-modern educational system continues to encourage and involve displacement of people from their own lands, families, communities and societies, to structurally devalue vast reservoirs of knowledge traditions, practices, contexts and achievements, and to socialize people into dominant imperatives that encourage atomization of their lives, energies and capacities. Title and/or rank in academia cannot be separated from a status-based, brutal global order grounded in capital and coloniality. To argue that one can think of academic title or rank separately, in isolation from the historical, social, political, economic and cultural grounding of colonial academia does not serve transformation—it rather obscures where and how transformation truly needs to take place, in academia and society more broadly. In my view, this kind of decontextualization and atomization work to both provide a cover for and entrench all kinds of inequities and harms in the name of doing the opposite, even where sincerely unintended. I would like to reiterate here that separating any discussions of academic title from working conditions and bargaining is also part of such decontextualization and will work to deepen division, hierarchy and exploitation.

In my view, some of the deepest constitutional dynamics of equity, decolonization and justice are recognition and honouring of interdependence, nourishing of shared dignity and mutual flourishing, exercising of deep care and reciprocity, being individually and collectively responsible and accountable. If I were to use the metaphor of an ecosystem to describe these constitutional dynamics, the kind of academic title policy that is being proposed (both in process and content) would not be something vital or integral to such an ecosystem's health, functioning or success. It is only when we centre the infrastructural coloniality of the academy, in its history and present, does academic title and/or rank emerge as a potentially "fundamental" issue. As the late great thinker and activist Nawal El Saadawi used to say, "exploitation is based on contradiction," and masking contradictions—in this instance through how the policy process is taking place, how the process and policy are being decontextualized from institutional, historical and social contexts—furthers inequity and oppression versus fighting or transforming it.

If KPU administration truly seeks to commit to equity, decolonization and justice, and undertake structural transformation in the service of these commitments, let's begin with collectively, imaginatively and robustly exploring how interdependence, dignity, care, mutuality and accountability can be embodied at KPU. For such a collective process/gathering of transformative vision-practices, let us not centre the myths and discourses of meritocracy (including academic title) that are antithetical to the ethics of interdependence. It is beyond time, in a world on fire, to boldly dream outside the colonial infrastructure of the academy and its specific histories and current formations at KPU (this includes the current policy process and policy proposal). I believe the KPU community has tremendous potential to ethically and collaboratively chart a genuinely different, grassroots path forward.

Policy and Academic Affairs
January 3, 2025 at 3:54 pm › Edit

Thank you for your comments and dialogue.

You are quite right that this process needs to be maximally consultative. We are pleased to report that no one who asked to be consulted during this process has been left out of the consultations. We have even made time to speak more than once with some who wished to speak in different capacities.

Asiyeh Sanaei
December 5, 2024 at 10:17 pm › Edit

Research and Scholarly work is like a fresh blood in the body of a university — without it I am not sure why we would call it a university in the first place. Luckily, there is a good group of KPU faculties who are active in this area on their own time, and I think it is fair to say that a larger group would have been active if there was some sort of recognition for their efforts.

Academic ranks will provide this group with a small way of being recognized and celebrated in return for their work and give them a more fair chance in national and international settings. In addition, more faculty will feel motivated to engage and that in turn benefits the entire university community – we need a more vibrant atmosphere to attract students and higher qualified faculties if we do not want to decline by the day. Likewise, our students will have a better chance in the competitions or job markets when they are supported by mentors or supervisors that are properly and universally recognized titled.

I am not sure how this will cause division when it has not caused an issue in literally thousands of universities worldwide that are practicing it. Moreover, right now we all have different kinds of degrees, certificates and accolades that we display in our CV's, webpages, applications, etc., and do not feel divided by them. I do not think academic ranks are going to be any different; like any other honour, they just indicate at what stage of our own individual journeys we are.

I had worked at other teaching universities before coming to Kwantlen. The faculty at those universities were properly titled according to the focus of their interests or talents (Instructor/lecturer, Assistant/Associate Prof and Professor) and worked in great harmony with one another. I am confident that we can do the same at KPU; we can celebrate each other achievements and work and grow together while following own individual paths.

Policy and Academic Affairs
January 3, 2025 at 3:54 pm › Edit

Thank you for your comment.

Chris Burns
December 5, 2024 at 5:36 pm › Edit

I share the concerns expressed in the KFA's post and misgivings articulated by many colleagues in their responses.

There seems to me to be a very great risk of losing a key element that makes KPU unique and a great place to work: its relatively flat hierarchy, which encourages collegiality and fosters a workplace that values sharing and collaboration, over competition and self-interest. It seems naive to expect that introducing a system that distinguishes groups of faculty members will not also result in divisions between them. Assurances to the contrary, it would be very short step from tiered academic titles to distinctions in treatment and working conditions. There are many foreseeable negative outcomes to adopting this policy, and I hear Joni Mitchell's words in my head: "You don't know what you've got 'til it's gone."

While I value the research which takes place here, and participate in scholarly activity myself, it is unquestionably a secondary element to KPU's mandate. As many have pointed out, KPU is — by law — a "special-purpose teaching university". We are directed under the University Act s. 47.1(d) "so far as and TO THE EXTENT THAT ITS RESOURCES FROM TIME TO TIME PERMIT, undertake and maintain applied research and scholarly activities to support the programs of the special purpose, teaching university" (emphasis added). KPU's budget did not change when we became a polytechnic university; we are trying to be a traditional university without the mandate and on a "university college" budget.

One of the arguments made for recognizing different academic titles at KPU is to increase the competitiveness of our researchers in obtaining grant funding. Of our four fellow special-purpose teaching universities, only two have adopted more traditional academic title systems: UFV and ECUAD. Capilano University — which was not mentioned in the environmental scan — does not use academic titles other than Instructor. VIU allows permissive use of the title "Professor", an option which has been rejected by KPU's Administration. Do we have evidence that UFV's and ECUAD's adoption of a system of academic title has increased their research grant funding? On the flipside, have Capilano's researchers suffered as a result of the lack of traditional titles, or VIU's from the permissive use of the title of Professor?

The proposed mechanism for granting title is problematic. It seems that KPU wants the benefit of a traditional title system, without the rigorous and faculty-driven process that is basis for its existence and perceived value. Absent this process, our titles would not carry the same weight; indeed, they may harm KPU's reputation. KPU is unique, and we should celebrate that. We should not try to contort ourselves into a traditional, ill-fitting mold.

Policy and Academic Affairs
January 3, 2025 at 3:53 pm › Edit

We share your understanding of the University's mandate and KPU's unique position within the post-secondary sector in B.C. There is no intention to change that through AC16.

AC16 aims to acknowledge and recognize the diverse a of faculty members.

Teaching and service is central to KPU's identity and mandate, and that they should be acknowledged and recognized as such. This is why the draft Procedure states that, "Applicants may apply on the basis of their achievement in teaching, research or scholarship, or some combination of the above." (Procedure B.5.a.i.) This means that faculty can apply for titles solely based on their teaching, research, or service impact.

Having said that, "Scholarship" was used to refer to a broad and inclusive range of activities of educational leadership and service, but it is clear that it was not the right word to communicate that. We will revise the draft Policy and Procedure to emphasize "Service" as a category. We will also add language to delineate broad definitions of "Teaching," "Research, Scholarship and/or Creative Activities" and "Service" in AC16, in order to ensure that those three categories point to an inclusive range of diverse activities.
Regarding the concern that research will be viewed superior to extensive service, the draft Procedure emphasizes that "no one form of achievement is viewed more superior to the other." (Procedure B.5.a.ii.) We will make an edit to this statement to state clearly that the assessment of applications for academic title awards will not privilege one form of achievement over another. This means that, for instance, applications based solely on research impact will not be assessed superior to applications based solely on teaching impact simply by virtue of the form of achievement being research impact.

Other special-purpose, teaching universities, e.g., UFV, Emily Carr University of Art + Design, have adopted the same three components of Teaching, Research, Scholarship, and/or Creative Activities, and Service in their standards for academic titles.

We are not aware that any data exist that speak to the correlation between such systems and research funding at the sector level. This policy responds, rather, to the reported needs of faculty members, in Research, Scholarship, and/or Creative Activities but also in teaching and service.

Regarding the concerns that the three established levels of accomplishment and their corresponding titles may introduce hierarchies among faculty members, the title system proposed by AC16 is a voluntary system and is separate from working conditions. This means that the academic title awards do not introduce any privileges in terms of employment status, remuneration, workload, or any other working conditions. The Teaching Professor title also provides faculty members access to a non-hierarchical title.

AC16 is an attempt to find a balance between signaling excellence in a way persons external to KPU would understand, and challenging the way those external bodies define excellence. This is why AC16 proposes using titles to acknowledge and recognize a broad and inclusive range of diverse achievements in Teaching, Research, Scholarship, and/or Creative Activities, and Service, achievements of decolonization and reconciliation, and achievements of equity-deserving groups.

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Julia Murphy
December 5, 2024 at 5:02 pm › Edit

I add my voice to those calling for the withdrawal of the proposed Policy AC16 Academic Title Award. I support the KFA's position that the implementation of academic title at Kwantlen will inevitably affect our working conditions and therefore should be worked out in the collective bargaining process.

The 2013 report of the TFARA provides an example of the kind of thoughtful discussion that needs to be take place before a decision is made on a system of academic title, or academic title and rank.

Personally, I don't understand how a system of ranked academic title can co-exist with a 4 & 4 university-level course teaching load. If KPU admin would like to support faculty in doing more and better research/scholarship/creative activity, it needs to reduce our teaching load across the board, not just offer 0.6% PD Funds and Ed Leaves on a competitive basis.

As others have noted, many faculty members are already stretched too thin to do important but time-consuming service work. Creating a system of reward for research, scholarly, and creative activities for an overworked instructor-iat would increase pressure to do even more work with no corresponding change in the description of our work or compensation. This policy initiative does not require KPU to spend any additional money, which may be the reason title is being proposed through the policy process, rather than bargaining with faculty.

Will there be competition for these academic titles? Yes, there will be. Some may choose not to compete and find themselves sidelined, perhaps even in their own departments, by their more competitively-minded colleagues.

Without the criteria for each rank clearly laid out in the policy, only a statement that they would be determined by the Academic title committee, faculty have no idea what we might be getting into.

Finally, what about academic freedom? Would the hope of [illegible]rough a ranked title system encourage some faculty to do research/schola[illegible]e activities that

would be pleasing to the administrators of the senate AT comm and the president, who will the only recourse in case of an appeal?

Thank you.

Policy and Academic Affairs
January 3, 2025 at 3:52 pm › Edit

While the policy developers can't speak to the workload of KPU faculty members we would like to emphasize that AC16 makes no changes to faculty working conditions and, instead, seeks to offer a voluntary system of awards.

Sheldon Jawanda
December 5, 2024 at 4:07 pm › Edit

I appreciated Gillian Dearle's email from November 29, 2024. Furthermore, I stand in solidarity with non-instructional faculty on this important issue. As many staff have pointed out, a fully transparent, collaborative process, involving all stakeholders, is also best practice. It appears that, thus far, that just hasn't happened on this issue. Lastly, I firmly believe, that non-instructional faculty who provide service bring a wealth of knowledge and skills (theory and evidence-based practice) to KPU (and to all post-secondary institutions). Please reconsider this decision.

Policy and Academic Affairs
January 3, 2025 at 3:51 pm › Edit

Thank you for your comment. "Scholarship" was used to refer to a broad and inclusive range of activities of educational leadership and service, but it is clear that it was not the right word to communicate that. We will revise the draft Policy and Procedure to emphasize "Service" as a category. We will also add language to delineate broad definitions of "Teaching," "Research, Scholarship and/or Creative Activities" and "Service" in AC16, in order to ensure that those three categories point to an inclusive range of diverse activities.

The policy does include non-instructional faculty members.

Heather Cyr
December 5, 2024 at 3:45 pm › Edit

Because members of the Kwantlen English Department have identified the following concerns with draft policy AC16,
• insufficient faculty involvement during initial policy planning
• unsatisfactory responses to faculty questions and concerns during the policy's consultation, revision, and posting phases
• inadequate faculty representation on the proposed awards committee-excessive administrative control of the awards and appeals process
• poorly defined bases of award: service is not specifically mentioned and the means of evaluating teaching is unclear
• insufficient evidence that the policy will not directly or indirectly alter faculty working conditions
the English Department calls on KPU administration to withdraw draft policy AC16 and to negotiate a faculty-centered solution with the Kwantlen Faculty Association.

Policy and Academic Affairs
January 3, 2025 at 3:51 pm › Edit

We are pleased to report that we have responded to all requests for consultation and are responding to all comments written on the blog.

Faculty members have a majority vote on the proposed committee and this committee will detail the standards.

Jeannette Paschen
December 5, 2024 at 3:14 pm › Edit

Thank you to Marc Diotte on behalf of the KFA for providing historical contet in your post on this blog. I agree with the KFA's calls-to-action.

Policy and Academic Affairs
January 3, 2025 at 3:51 pm › Edit

Thank you for your comment.

Josephine Chan
December 5, 2024 at 2:50 pm › Edit

Thank you to everyone who has taken the time to provide your feedback on the Blog on draft AC16 Academic Title Awards.

Please note that the issue that Garrity refers to below about users having access denied when attempting to log in is a system/database issue that we have been aware of for some time, but unfortunately cannot be resolved by IT at this moment. When we had to migrate the user databases from the old WordPress environment to the current WordPress site due to security issues, we discovered that some users were not successfully ported over. As a result, the Policy and Academic Affairs team had to manually add users who are not able to access the Blog. Unfortunately, we are not able to identify which users were not brought over to the current site, so we can only add users if they contact us.

Please note that we have been and will continue to be responsive via our email at policy@kpu.ca. If you know of anyone who is not able to access the Blog, please reach out to myself or policy@kpu.ca and we can manually add them to the system. Please watch for an email from [WordPress] in your inbox or junk folder, click the authentication link, and you should be able to access the Blog right away. You may need to clear your browser's cache (history) depending on the settings in your browser.

Alternatively, you can also provide your comments to policy@kpu.ca and we would be pleased to submit this on the Blog (if you wish) before the posting ends.

Thank you.

Regards,
Josephine

Jennie Campbell
December 5, 2024 at 2:28 pm › Edit

This is a call to KPU Administrators to withdraw draft policy AC16 and engage in a process that is truly consultative and in step with developments at other universities, including bringing the issue to collective bargaining. Doing so would respect KPU Faculty and due process.

There is a misalignment between how the policy was initially presented to Faculty in Phase One and how it appears in its current form. Policy developers indicated that diversity and fullness of Faculty contributions to KPU and its community including Service would be award criteria. This draft policy makes no reference to Service. It focuses exclusively on a narrow interpretation of "academic achievements" referring only to teaching, research and scholarship.

This draft policy claims to not alter working conditions. However, the omission of Service as an award criterion will likely alter the working conditions of Faculty at KPU by emphasizing only two of the three activities that comprise our normal duties i.e. teaching, service and scholarly activity/professional development (collective agreement Article 12.01).

Additionally, a look at other Canadian university collective agreements shows this draft policy's omission of Service is significantly out of alignment with typical criteria for title.
Policy AC16 is more restrictive and less innovative than what exists elsewhere.

Draft policy AC16's emphasis on "academic achievement" diminishes the contribution of those who have devoted themselves to service at KPU.

Service is a key piece of 'infrastructure' to the running of KPU and success of its students!

Thank you.

Policy and Academic Affairs
January 3, 2025 at 3:50 pm › Edit

Thank you for your comment. "Scholarship" was used to refer to a broad and inclusive range of activities of educational leadership and service, but it is clear that it was not the right word to communicate that. We will revise the draft Policy and Procedure to emphasize "Service" as a category. We will also add language to delineate broad definitions of "Teaching," "Research, Scholarship and/or Creative Activities" and "Service" in AC16, in order to ensure that those three categories point to an inclusive range of diverse activities.

Mehdi Salimi
December 5, 2024 at 1:56 pm › Edit

We are likely the only university (not a college) where facu are officially referred to as 'instructors.' Just last weekend, KPU Richmond Canadian

Mathematical Society's Winter Meeting, welcoming hundreds of mathematicians from across Canada and the U.S.; Interestingly, all speakers from KPU were 'Faculty Member', in contrast to participants from other institutions, who were identified by their academic ranks.

There are many universities across Canada with a teaching-focused mission, similar to KPU, such as Mount Allison University, MacEwan University, Acadia University, Cape Breton University, Saint Mary's University, the University of Northern British Columbia, St. Francis Xavier University, etc. Why doesn't KPU align itself more closely with these institutions in its approach?

Policy and Academic Affairs
January 3, 2025 at 3:50 pm › Edit

Thank you for your comment. We hope that these awards will help interested faculty access the scholarly experiences they wish to.

Andrew Frank
December 5, 2024 at 11:39 am › Edit

After reading the KFA's historical context and critique of this policy, and after being reminded that there previously was a faculty-driven task force (TFARA) and process that offered solutions that would have addressed this issue in an equitable and credible manner, I am also now requesting that the policy be withdrawn and brought to the bargaining table.

Hopefully it can be taken up again soon during a "period of tenure stability in senior administrative leadership" and in an environment of trust, as recommended by the original TFARA.

Policy and Academic Affairs
January 3, 2025 at 3:50 pm › Edit

Thank you for your comment.

Jen Currin
December 5, 2024 at 9:44 am › Edit

I also ask that the policy be withdrawn and brought to the bargaining table, for the reasons clearly articulated by the KFA. This is a bargaining issue and the process needs to be faculty-driven and equitable.

Policy and Academic Affairs
January 3, 2025 at 3:49 pm › Edit

Thank you for your comment.

Maria Angelina
December 5, 2024 at 9:34 am › Edit

In addition to my previous comments about how policy A16:

a) does not reflect inclusivity of all KPU faculty in their diverse and significant roles,
b) employs terms for the basis of achievement that are not defined in the broadest scope to reflect inclusivity, terms that are vague, obscure, and omit key areas (e.g., creative activities and service),
c) does not outline how exactly the terms that form basis of achievement will be inclusive of equity-denied groups, and
d) does not explicate how faculty, whose domains of achievement other than publications/research constitute the totality of their role, would be adjudicated.

I would also like to underline and support the concerns that have been raised by Gillean Dearle and other faculty about faculty representation and due process. These concerns are as follows:

1) That this policy entails multiple rankings that will be decided by non-Faculty; that such rankings should be decided upon by committees of one's peers (and not by administrators).

2) That this policy lists several intentions but does not explicitly define or delineate terms or definitions leaving many questions as to what exactly this policy denotes. As Gillean Dearle has noted "intentions and implications are not material."

3) That the Senate Standing Committee of Academic Title and Awards (SSCATA) needs to be composed primarily of faculty with peers who are eit[illegible]y-related disciplines or subject matter experts.

4) That due process be outlined in the expediated process so that it is not only the Provost that determines whether faculty qualify for title of Assistant Professor or Teaching Professor.

5) That the appeal process includes due process where faculty have union representation and the union has the ability to appeal the determination of an arbitrator.

Finally, in all areas of representation and decision-making processes as outlined above and in the current policy, I am unclear about how KPU will ensure representation from BIPOC faculty and faculty from marginalized populations so that equity-denied groups are not further marginalized. It would be helpful for KPU to clarify the steps that will be taken toward this (again intention is not material).

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Policy and Academic Affairs
January 3, 2025 at 3:49 pm › Edit

Teaching and service is central to KPU's identity and mandate, and that they should be acknowledged and recognized as such. This is why the draft Procedure states that, "Applicants may apply on the basis of their achievement in teaching, research or scholarship, or some combination of the above." (Procedure B.5.a.i.) This means that faculty can apply for titles solely based on their teaching, research, or service impact.

Having said that, "Scholarship" was used to refer to a broad and inclusive range of activities of educational leadership and service, but it is clear that it was not the right word to communicate that. We will revise the draft Policy and Procedure to emphasize "Service" as a category. We will also add language to delineate broad definitions of "Teaching," "Research, Scholarship and/or Creative Activities" and "Service" in AC16, in order to ensure that those three categories point to an inclusive range of diverse activities.

Regarding the concern that the academic title awards under AC16 will be adjudicated by non-faculty members, faculty members form a voting majority on the proposed Senate Standing Committee on Academic Title Awards, which has the mandate to develop the detailed standards for academic title awards. On the SSCATA's recommendation, Senate, where faculty members form a plurality, will ultimately approve the standards.

The proposed SSCATA is intentionally designed to consider and ensure diversity. We propose the inclusion of one representative from Office of Equity and Inclusive Communities (OEIC) and one representative from Office of Indigenous Services, both voting members. We also propose that the AVP Teaching and Learning and AVP Research and Innovation be part of the Committee as non-voting members to ensure diverse representation in the Committee.

The expedited process for applications for Assistant Professor/Teaching Professor titles is designed to alleviate the workload of the proposed SSCATA. The Assistant Professor/Teaching Professor titles reflect the foundational achievement of faculty members at KPU. Please note that this process is meant to provide quick access to titles (and to a non-hierarchical title) for faculty members who choose to opt in.

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Mark Diotte
December 5, 2024 at 9:10 am › Edit

The KFA has now heard from several hundred faculty members on the subject of academic title. The overriding message we have heard is one of concern that academic title may lead to differential treatment and working conditions, that academic title is properly the subject of bargaining, and that proposed Policy AC 16 Academic Title Awards is problematic in many ways.

Outlined below are several calls to action followed by some historical context and critique of the Policy.

Calls to Action

□ The KFA calls on KPU Administration and the KPU Policy developer/proponent to immediately withdraw the proposed Policy AC16 Academic Title Awards on the basis that the Policy affects the working conditions of KFA faculty members, and that it is properly the subject of bargaining.

□ The KFA calls on all KFA faculty members to bring motions to their Departments and Faculty Councils advocating for the withdrawal of Policy AC16 Academic Title Awards on the basis that the Policy affects the working conditions of KFA faculty members, and that it is properly the subject of bargaining.

□ We further call on KFA members to communicate these motions to the policy proponent for policy to be withdrawn so that the matter can be brought to the bargaining table.

□ We call on KFA members to participate in the upcoming KFA survey on academic title. In consultation with faculty experts, the KFA is developing a survey to gather the views of faculty on this key issue (we will be requesting the assis individuals to assist in question development).

Historical Context & Critique

What Position has KFA taken on Title?

Simply put, the KFA has historically taken forward the faculty position on academic title. In particular, based on the recommendations of TFARA and Letter of Understanding #20: Joint Committee on Academic Title, the KFA has pursued the title of professor at the bargaining table since 2013. The Employer has declined to agree to KFA proposals despite the fact that these proposals were jointly agreed to by the LOU #20 Joint KPU-KFA Committee.
In the most recent round of bargaining, the KFA proposed
(h) Title

Post-probationary Regular instructional faculty may use the position title of "Professor."

Non-Regular and probationary Regular instructional faculty may use the position title of "Instructor."
Toward the end of the round, the Parties moved closer to agreement on a proposal for academic title, but the long 18-month duration of the bargaining round ended up curtailing discussions.

Whose Process is this Anyway? Policy AC 16 & the Task Force on Academic Rank and Advancement (TFARA)

Fundamentally, Policy AC16 process represents an affront to many of the long-held values of faculty members. In particular, the proposed Policy runs counter to the primary role faculty ought to play in governance at KPU, and to the faculty-centered approach credible post-secondary institutions take in developing and implementing a system of title. Further, credible title-granting institutions in the post-secondary sector properly negotiate systems of title at the bargaining table.

Perhaps this sentiment is best summed up by the June 24th 2013 Task Force on Academic Rank and Advancement (TFARA)—a sentiment that seems to continue to be of concern today: "Changes in senior administration have been marked by differing leadership visions" (10).

In 2010 a decision was made to create the Task Force on Academic Rank and Advancement—a task force created by senate for a faculty-driven process. Indeed "Senate determined the Task Force would be exclusively composed of Kwantlen faculty – each of Kwantlen's eight existing Faculty Councils was to designate two faculty representatives. In addition, two representatives from faculty without a Faculty were to be identified1, resulting in a Task Force composed of 18 members" (4).

It is perhaps unsurprising that the current group of senior administrators have decided to launch an administratively-driven process with KPU administrators as some of the direct beneficiaries of the Policy. Under the proposed Policy, administrators hold the power to bestow title including upon administrators. Would a Provost be tempted to override the AC 16 committee in order bestow title to their colleagues? Would administrators on the AC16 committee be willing to decline their fellow colleagues and supervisors the gift of title? Would faculty members on the AC 16 committee feel free to maintain rigorous standards in the face of administrative pressure to grant title to other administrators who have an employment relationship with faculty? Would faculty members remain willing to participate in university governance processes and critique university administrative processes at the risk of being declined a title?

The KFA advocates for a faculty driven process, and if a system of title is desired by faculty, then such a process should be controlled entirely by faculty.

Should the Employer fail to respond to requests to withdraw the Policy and bring the issue to bargaining, the KFA may have no alternative but to file a grievance in order to meet our obligations under the BC Labour Relations Code. Such a grievance, if necessary, is not a stance taken against the concept of title at KPU, but rather an objection to the imposition of title via Policy AC16.

What has Changed?

It is important to recall that the TFARA did not "uncover[] evidence linking differences in ARA systems with differences in the capacities of institutions to achieve mission, mandate and vision. Individual Task Force members have expressed differing opinions on the pros and cons of ARA alternatives; however, all feel that the determination of what is best for Kwantlen – be it the present system or an alternative – would need to be determined using appropriate processes" (3)

Has evidence since been produced linking the current KPU system to the inability of KPU to achieve mission, mandate and vision? Is there evidence from the time when KPU faculty could freely use the title "professor," that this system was detrimental to faculty members or KPU's mission, mandate, and vision in any way?

In other words, what is the purpose of Policy AC16? We are being asked to recognize that the lack of an academic title is linked to barriers to grant applications, research opportunities, conference opportunities, and student supervision opportunities. If this were the case, the objective would be to create a single title, based on merit, to address these challenges that are faced by faculty. The KFA presented such a proposal at the bargaining table. Rather than such a straight-forward syst been presented

with a vertical hierarchy of title—one which is administratively driven and controlled—with no articulated purpose attached to the hierarchy.

Another key element of the TFARA quotation above is the concern over appropriateness of process. The TFARA was primarily concerned that any system of title be developed with the involvement of the Kwantlen Faculty Association in bargaining:

"The Task Force believes that any ARA framework recommendations – be it the present system or an alternative – must arise from discussions involving the Kwantlen Faculty Association [KFA] and representatives from University administration" (3)

"Many Task Force members are concerned that recommendations brought forward within a Senate-based process could result in alternative working conditions being determined outside of collective bargaining" (3)

"Should conditions at some point warrant further investigation of ARA alternatives, we affirm that such investigation should occur within a collective bargaining framework" (10)

Given that eleven years have passed since the TFARA, that KPU faculty members were previously free to use the title "professor," and that both Parties have tabled proposals in bargaining but have not yet reached agreement, why is there a sudden rush to impose title through Policy AC16. Instead of a front-loaded consultation process leading to the bargaining table, why was the AC16 Policy launched in the last weeks of August with the second three-week consultation phase running into both the busiest teaching time of the year as well as the lead in to the holiday break?

What did TFARA Recommend

It is interesting to recall the overall TFARA comment about their recommendations
The Task Force believes that any ARA framework recommendations – be it the present system or an alternative – must arise from discussions involving the Kwantlen Faculty Association [KFA] and representatives from University administration. The timing of these discussions should be consistent with [a] a period of tenure stability in senior administrative leadership combined with clear articulation of leadership vision, and [b] faculty-led interest in ARA discussions independent of University management. To be fruitful, such discussions must be founded on commitment to common objectives and the existence of trust. (3)

Again, perhaps values have changed. Rather than build upon "common objectives" and the "existence of trust," KPU senior administrators seem to have bypassed faculty-led interest, bypassed a clear articulation of leadership vision, ignored the lack of administrative stability in relation to the pending arrival of a new KPU President, and embarked upon an administrative-driven process, a process designed to benefit administrators, a flawed consultation, and a bypassing of KFA members' bargaining rights.

In order to address the above concerns, we return to our calls to action:

□ The KFA calls on KPU Administration and the KPU Policy developer/proponent to immediately withdraw the proposed Policy AC16 Academic Title Awards on the basis that the Policy affects the working conditions of KFA faculty members, and that it is properly the subject of bargaining.

□ The KFA calls on all KFA faculty members to bring motions to their Departments and Faculty Councils advocating for the withdrawal of Policy AC16 Academic Title Awards on the basis that the Policy affects the working conditions of KFA faculty members, and that it is properly the subject of bargaining.

□ We further call on KFA members to communicate these motions to the policy proponent for policy to be withdrawn so that the matter can be brought to the bargaining table.

□ We call on KFA members to participate in the upcoming KFA survey on academic title. In consultation with faculty experts, the KFA is developing a survey to gather the views of faculty on this key issue (we will be requesting the assistance of key individuals to assist in question development).

Mark Diotte,
President, Kwantlen Faculty Association
On behalf of KFA Table Officers

Policy and Academic Affairs
January 3, 2025 at 3:48 pm › Edit

Thank you for posting the comment. Please refer to the response from the Policy Developer at the top of the comment section.

Lynda Beveridge
December 4, 2024 at 4:33 pm › Edit

There are many comments made by non-instructional faculty that I wish to provide support for. I do feel that this policy seems to sideline the sch[illegible]hese practition-

ers, including administrators in these fields, (many of whom are recognized as leaders and scholars in their disciplines).

Under #5 Bases of Consideration (a.ii) could language not include "professional praxis" instead of "teaching" (e.g., "Applicants may apply on the basis of their achievement in their professional disciplines/praxis, research or scholarship….")? This would broaden the applicability to encompass Learning Specialists, Clinical Counsellors, Librarians, and Learning Strategists. If this is possible, then the adjudicating committee should include relevant administrators.

This is an important consideration for all the faculty and divisional areas that serve students – and are guided by best practices – and contribute to scholarship in the various fields.

Policy and Academic Affairs
January 3, 2025 at 3:48 pm › Edit

Thank you for your comment. "Scholarship" was used to refer to a broad and inclusive range of activities of educational leadership and service, but it is clear that it was not the right word to communicate that. We will revise the draft Policy and Procedure to emphasize "Service" as a category. We will also add language to delineate broad definitions of "Teaching," "Research, Scholarship and/or Creative Activities" and "Service" in AC16, in order to ensure that those three categories point to an inclusive range of diverse activities.

The majority of the voting members of the proposed Senate Standing Committee on Academic Title Awards will be faculty members, and there will be a faculty representative from FESD on the committee.

Non-instructional faculty members are included in the policy.

Ann-Marie McLellan
December 4, 2024 at 3:12 pm › Edit

I ask that Policy AC16 be withdrawn and brought properly to bargaining for the same reasons posted by Gillian Dearle on November 30th. The Bargaining Table is the appropriate place for considering any potential change to our current position title of "instructor" to "professor" or any other title.

Policy and Academic Affairs
January 3, 2025 at 3:47 pm › Edit

Thank you for your comment. please see the Policy Developer's response to the KFA's perspective at the top of the comment section.

Additionally, the use of "instructor" as the position occupied by some faculty members is not being altered by academic title awards.

Robin Huppmann
December 4, 2024 at 2:18 pm › Edit

I request the policy AC16 be withdrawn and go to bargaining.

Thank you!
G

Posted on behalf of Garrity Reese

Garrity Reese
December 5, 2024 at 2:38 pm › Edit

Thank you Robin for posting on my behalf. I was unable to access the blog until today. I received access denied when logging in, as did other faculty.

As Robin states I request that the policy be withdrawn and taken to bargaining. After many years of this topic being at the bargaining table my sincerest hopes that there can be negotiations to move it forward with a faculty driven process in mind and inclusivity of non-teaching faculty and their respective directors, with the role of providing service to be included. This policy/topic ought to be contained within our CA, not as a policy separate from it.

Garrity

Policy and Academic Affairs
January 3, 2025 at 3:47 pm › Edit

Thank you for your comment. please see the Policy Developer's response to the KFA's perspective at the top of the comment section. Regarding the log-in issue, please see Josephine Chan's reply above.

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Maria Angelina
December 4, 2024 at 1:55 pm › Edit

I would like to express my concern about Policy A16. Namely, we are being asked to comment on a policy that does not reflect inclusivity of all KPU faculty in their diverse and significant roles. Here are some pertinent issues that I hope will be addressed:

1) The policy states that "applicants may apply on the basis of their achievement in teaching, research or scholarship, or some combination of the above." Notably, service has been omitted from the basis of achievement. It is not enough to state that service falls under scholarship as per the response by Policy of Academic Affairs. Service needs to be included in the basis of achievement as its own category. Indeed, this is in line with the environmental scan that informed this policy.

Likewise, the environmental scan of several post-secondary institutes reflects a more inclusive notion of research or scholarship. For example, the University of Calgary (UofC) includes in their basis of achievement "research or scholarship or other professional or creative activities." Indeed, the summary of the sector scan conveys that except for VIU and OC, all post-secondaries surveyed entail three domain of activities in regards to standards for academic titles: "teaching, research, scholarly and/or creative activities; and service." Both creative activities and service reflect the rich and diverse roles that faculty undertake at KPU and need to be included in basis of achievement.

2) Moreover and most importantly, none of the terms constituting basis of achievement in the current policy, i.e., teaching, research, scholarship, have been defined in the policy. Yet we are being asked to comment on a policy upon which definitions are omitted. The environmental scan provides several definitions of such terminology

For example, UofC (Article 1.2) describes various components of research and scholarship, one of which is "knowledge creation grounded in or engaged with Indigenous nations, communities, societies or individuals that embraces the intellectual, physical emotional and/or spiritual dimensions of knowledge and interconnected relationships with people, places and the natural environment." Except for the Procedures (B. 5) where "Indigenous scholars and their contributions" are mentioned and Statement of Policy Principles (C. 2,3) where the policy states, "KPU will actively seek to resist the marginalization of equity-denied groups by acknowledging and recognizing the achievements of such groups," it is unclear exactly how the current KPU policy A16 encompasses research and scholarship that reflects the knowledge creation of Indigenous populations as well as that of other racialized or marginalized populations. Indeed, how colonial standards of rank, tenure, research and scholarship have disproportionately impacted marginalized communities is an inequity with which KPU along with universities across Canada must contend and address. There is a vagueness to the A16 policy and an obscurity to the terms that define the basis of achievement that is worrisome.

It would be helpful for KPU to define the terms that constitute the basis of achievement, i.e., teaching, research, scholarship and (hopefully) creative activities and service, in the broadest sense to reflect KPU's commitment to diversity and inclusivity.

3) Specifically in regards to the definition of teaching, I encourage KPU to endorse the definition employed by the University of Calgary (UofC) (Article 1.3 Teaching). As my colleagues in FESD have pointed out, the UofC definition of teaching recognizes "a variety of forms of teaching, teaching activities, delivery of instruction, and collaboration that happens inside and outside of the classroom" and encompasses instructional activities such as supervision, mentorship, one on one group discussions, sharing knowledge, advice, guidance/counselling (to name a few) as well as out-of-classroom activities such "educational leadership….including contributions to curricular development and renewal, pedagogical innovations, evidence-based and/or practice-based educational activities." Additionally, the UofC definition of teaching recognizes the role of academics in collaborating with partners in knowledge creation and sharing to "broader communities through the organization and presentation of seminars, workshops, and short courses." For faculty in FESD, such a broad scope of teaching is reflective of their significant roles and contributions at KPU.

4) Policy A16 states that none of the forms of achievement (i.e., teaching, research or scholarship) shall be taken as "superior to the others, or be assessed to carry more weight." While I appreciate that none of these forms of achievement shall be assessed as "superior" to the others, I wonder about the notion that all forms of achievement shall be equally weighted.

To reflect the diverse roles that faculty occupy at KPU, it seems to me that certain forms of achievement carry more weight depending on our roles, faculties and/ or departments. For example, for many KPU faculty, teaching (in the broad scope of the term inclusive of out of classroom activities), service, and other professional or creative activities would carry more weight than publications/ research. It is unclear from the current policy A16 how faculty, where domains of achievement other than publications/research constitute the totality of their role, would be adjudicated.

Finally, I concur with what Gillean Dearle has outlined and [illegible] have pointed out: that no survey has been conducted to determine if fac[illegible]le, and that this

matter should be brought to bargaining as title is customarily negotiated in collective bargaining at Canadian universities.

Andrew Frank
December 4, 2024 at 2:40 pm › Edit

I echo and endorse the concerns raised here by Maria and many others. The current process and the parts and people of the university that it apparently excludes, is divisive.

I haven't had a strong opinion on the issue of title and rank itself (maybe a question about its relevance at a special purpose teaching university), but I do have a strong opinion about due process.

As currently conceived, without a faculty-driven and adjudicated process on par with our peers (or top tier research institutions for that matter), it would seem that whatever is developed here will still have the same asterisk around legitimacy, that the initiative was meant to address in the first place.

I support the permissive use of title for those who need/want it, as others have suggested. I would also encourage us all to lean into the polytechnic education and special purpose teaching that we can credibly lead in, relative to other institutions.

Policy and Academic Affairs
January 3, 2025 at 3:45 pm › Edit

Thank you for your comment. An early notice of AC16 policy development was sent to Faculty Council Chairs, Vice-Chairs, and Deans via an email from policy@kpu.ca on August 29, seeking requests for consultations and listing meetings of town halls, Senate, and Senate Standing Committees where AC16 consultations would take place. Three dedicated town hall meetings available to all members of the University community also took place. During the Phase One Posting period, we also looked for consultation invites through the regular policy communication channels, namely University Communicator, Today@KPU, KPU Policy Blog, policy development Drupal site, and Phase One memos to SSC Policy and Board Governance Committee. All consultation opt-in requests received through this process have been completed.

The Policy Developer also had a consultation meeting with FESD faculty members on Dec. 9, 2024.

Like other significant policies and decisions at KPU, the authority to approve or reject proposed AC16 rests with the University's governance system. All policies at KPU are created only after the approval of the appropriate governance body within the University's governance system.

The consultation required by GV2 is part of this decision-making process. The feedback received on AC16 through consultation will be forwarded to the appropriate, approving jurisdictions for consideration, including for the purpose of gauging public opinion on the proposed policy. The current consultation process has featured townhalls, meeting visits, direct correspondence and policy blog posts, and has allowed us to connect with countless faculty about this proposal. Many faculty showed up to contribute to, support, and suggest changes to, AC16.

Over the course of the last 14 years, faculty have said – time and time again – that we need to allow them the same access to opportunities outside KPU that their peers at other institutions have. This is why we have proposed that we try to solve the problem in a different way – to shift away from an approach that alters working conditions, changes contracts, dispenses with the title of "instructor" and so on. Approaching this as an award allows us to try a different way to get people what they tell us they need. No one would be obligated to participate in these awards (this is guaranteed by the policy) and no working conditions are impacted.

Policy and Academic Affairs
January 3, 2025 at 3:47 pm › Edit

Thank you for your comment. In addition to the response below, please see the Policy Developer's response to the KFA's perspective at the top of the comment section.

AC16 proposes that Senate Standing Committee on Academic Title Awards and ultimately Senate is the appropriate authority to decide on standards for academic title awards. We will revise the draft Policy and Procedure to set the parameters more clearly that the specific standards must be broad and inclusive, that they are able to recognize achievements in Teaching, Research, Scholarship, and/or Creative Activities, and Service, and recognize achievements of decolonization and reconciliation and achievements of equity-deserving groups. The majority of the voting members of the proposed SSCATA are faculty members

AC16 proposes that faculty members "may apply on the basis of their achievement in teaching, research or scholarship, or some combination of the above." We will make an edit to this statement to state clearly that the assessment of applications for academic title awards will not privilege one form of achievement over another. This means that, for instance, applications based solely on research impact will not be assessed superior to applications based solely on teaching impact simply by virtue of the form of achievement being research impact.

Having said that, "Scholarship" was used to refer to a broad and inclusive range of activities of educational leadership and service, but it is clear that it was not the right word to communicate that. We will revise the draft Policy and Procedure to emphasize "Service" as a category. We will also add language to delineate broad definitions of "Teaching," "Research, Scholarship and/or Creative Activities" and "Service" in AC16, in order to ensure that those three categories point to an inclusive range of diverse activities.

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Heather Cyr
December 4, 2024 at 12:12 pm › Edit

I support the spirit of seeking a system of title without rank and advancement, as I am sympathetic to the needs of faculty who seek recognition for a myriad of activities outside of our institution. There are many opportunities that are often denied (both spoken and unspoken) to faculty without title. Even among the most well-meaning external viewers, scholarly organizations or individuals may not offer an opportunity to an instructor because they assume that faculty member is a sessional and they do not want to overly burden a contract instructor, or they may assume that contract instructor cannot commit to long-term projects or partnerships. Those unspoken issues are as much a part of the situation as the more obvious spoken ones.

However, I am not satisfied with the policy proponent's answer about the seeming exclusion of language about service. I also have some concerns about the processes for adjudication and appeal.

The proponent has added: "Thank you for the comments regarding the category "Scholarship." Please note that it is used in the sense of "scholarly leadership and service" and includes activities usually covered under the Service category."

I am unaware of any institution or organization, including components of our own institution, that defines scholarship in this way. I think that we, in seeking to create titles that are externally legible, should also use definitions that are externally legible.

When we look at a policy, we need to consider the audience reading it. Any obfuscation whatsoever about "service" and "academic leadership," may suggest that they are a diminished part of the criteria. If we look to tenure criteria at other institutions, we see that a great many name these things clearly (many very specifically name curricular work, for example). A new faculty member reading that "scholarship" is the main criteria, should not have to hunt for a definition to discover that service is a part of scholarship. It is a bit counterintuitive to assume that a reader should or would have to seek a definition to find the words "service" or "academic leadership," and it doesn't logically follow that a reader would. I can't say that I would, as a reader myself. Indeed, it could be sending the signal that new faculty should focus on their scholarship above and before service or academic leadership positions. It could follow that they see something like being a chair or a faculty council leader as detrimental to their chances to attain this title.

Clear definitions of criteria will go a long way in the implementation of this policy. I'd encourage the developers to continue to evolve this policy. Further, I'd suggest that the definition of teaching merit (and all forms of merit) include some criteria in the policy. I think we can be both precise and expansive with the right wording for all of these criteria.

Finally, I am concerned about the appeals process as outlined. It seems a burden for a president to handle every appeal and to be the only arbiter of a denial. That is not a task that I would wish on anyone, and it seems to me that an arm's length process would better protect our president.

If the president decides a case does have merit, there is also no clear definition of who this three-person panel would be and, again, implicates the president if they have disagreed with the committee. I would hope that an appeal would include faculty peers. I could imagine that one ground for appeal not named in this document may be that the committee did not have the context to vet an application from a specific discipline and that a qualified expert in that field would find the application much more clear, especially when we get to the finer details at the highest title of professor. Can there be a clearer mechanism in the policy to ensure some involvement of disciplinary expertise?

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Policy and Academic Affairs
January 3, 2025 at 3:45 pm › Edit

Thank you for your comment and suggestions. "Scholarship" was used to refer to a broad and inclusive range of activities of educational leadership and service, but it is clear that it was not the right word to communicate that. We will revise the draft Policy and Procedure to emphasize "Service" as a categ[illegible]lso add language to delineate broad definitions of "Teaching," "Research, [illegible] and/or Creative

Activities" and "Service" in AC16, in order to ensure that those three categories point to an inclusive range of diverse activities.

We will edit the draft Procedure to specify that the three-person appeal panel will, when appropriate, have members from the same Faculty as that of the applicant.

We will also specify in the draft Procedure that the support letters will provide critical disciplinary perspectives from specialists in the field to the proposed Senate Standing Committee on Academic Title Awards.

Layne Myhre
December 3, 2024 at 6:13 pm › Edit

I disagree with those who seem to be entirely against any sort of Title, that it will somehow have a negative impact on the institution. Most students already refer to us as professors whether it is our official title or not, and don't know or care about the differences, and in some cases it is equated with a lower quality of education. What I DO think is bad about this policy are the issues with the process, and the over-focus on multiple rankings that will be decided on by non-Faculty. At research institutions, ranking is decided by committees of your peers, not by administrators, nor is academic title associated with non-academic positions. I feel like any such system of ranking would have to be arrived at through collective bargaining. The best alternate option is for a system that is entirely permissive, such as the VIU system (where instructional Faculty are just titled "Professor" and there is no further ranking, to my understanding). If significant research is to occur at our institution going forward, I agree that it will be necessary that some sort of solution to title be adopted, but a ranking system that occurs entirely outside of the collective agreement is not the right way to go about it, IMO.

Kristie Dukewich
December 4, 2024 at 9:58 am › Edit

I agree with your position, Layne. I think permissive use of title checks all the boxes that adminstration claim to be trying to address, including the argument that titles are earned. KPU's probationary review process looks nearly identical to those processes used to promote teaching-focussed faculty at other institutions (ex. University of Toronto Professor of Teach stream are promoted based on strikingly similar criteria and process). There are the added bonuses that permissive use of title doesn't divide faculty, disfavour equity-seaking groups, adhere to a colonial hierarchical system, or increase faculty's already considerable service workload.

Policy and Academic Affairs
January 3, 2025 at 3:43 pm › Edit

Thank you for your comment. In addition to the response below, please also see the Policy Developer's response to KFA's perspective.

AC16 proposes that Senate Standing Committee on Academic Title Awards and ultimately Senate is the appropriate authority to decide on standards for academic title awards. (we will revise the draft Policy and Procedure to set the parameters more clearly that the specific standards must be broad and inclusive, that they are able to recognize achievements in Teaching, Research, Scholarship, and/or Creative Activities, and Service, and recognize achievements of decolonization and reconciliation and achievements of equity-deserving groups.) The majority of the voting members of the proposed SSCATA are faculty members.

Of the seven comparable post-secondary institutions surveyed in the sector scan, only Vancouver Island University (VIU) and Okanagan College adopted the titles "Professor" and "College Professor" for all faculty members, respectively.

The Professor title at most post-secondary institutions signal the highest excellence in teaching and scholarly activity, distinction in the discipline of study or field of practice, and significant contribution to academic and professional affairs. In other words, "Professor" at most post-secondary institutions is both a title and a recognition and honor of often lifelong contribution and achievement.

Given the above, and recognizing that this approach might suit other institutions with different needs, we didn't conclude that the permissive use of "professor" provides the recognition the current proposal seeks to provide.

AC16 is an attempt to find a balance between signaling excellence in a way persons external to KPU would understand, and challenging the way those external bodies define excellence. This is why AC16 proposes using titles to acknowledge and recognize a broad and inclusive range of diverse achievements in Teaching, Research, Scholarship, and/or Creative Activities, and Service, achievements of decolonization and reconciliation, and achievements of equity-deserving groups.

Anita Braaksma
December 2, 2024 at 4:42 pm › Edit

In your recollections of your days as a student, you probably had an instructor who inspired you to do better, do more and in doing so, played a role in your eventual success. I think, at the end of the day, this discuss comes down to one thing: Do we want to be a teaching university or a research university and what is best for our student body and community?

Kwantlen has the opportunity to be the BEST teaching university. As a research university, we lack and will probably will never get the necessary infrastructure, and the difficult truth is that because of this, we will probably always be near the bottom when it comes to research. The move to academic titles will continue to divide us and our focus.

Another point: We talk about diversity and removing barriers for students – NOT having titles is a huge asset on this front. I know that you are not suggesting titles for the rank and pomp but look at common portrayal of academia in the movies and unfortunately, that is how this policy could come across. Many of our students came to KPU because they are intimidated by and are looking to avoid this stereotype of "professors". Yes, this is only a stereotype but why actively chose it when we want to make it a safe space?

Prior to the pandemic, I had many domestic students hesitantly take a single course for some career opportunity and then stay for the diploma or the degree. "A diamond in the rough" they used to call us. I would recommend that rather than introducing this hurdle, we instead develop our brand as being a polytechnic, a teaching university with a focus on student and job market needs. In this time of dropping student numbers, such an approach would also appeal to parents who know that their high-schoolers need a bit more time before taking on a "professor". It would also appeal to students already at the research institutes who are tired of "professors" and are looking to move on in their lives. Declining enrolment is not unique to Kwantlen as there also seems to be something of a popular movement away from what is perceived to be studies from "ivory towers academics". As a polytechnic, KPU has the opportunity to buck this trend by offering practical education and "Instructors" would reflect our focus on our students and their needs.

For those who feel they need this title for their research, I feel for you. I know to some degree how it feels to be judged on a name and a look. But could it not be your lack of title that is holding back grants? If KPU made the news for the positive impact we could make on student lives rather than some of the more recent headlines (I'm thinking about that "Students for Sale" article in The Walrus), I think becoming the No. 1 teaching university would far surpass title and I think that grants and funding would flock to work with us.

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Lyndsay Passmore
December 3, 2024 at 12:12 pm › Edit

💯. The last thing we should be doing competitively is to be just like UBC or SFU. We have the opportunity to carve out a strategic niche and having a different mandate than those universities supports this pathway.

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Andrew Frank
December 4, 2024 at 2:42 pm › Edit

Agreed!

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Policy and Academic Affairs
January 3, 2025 at 3:42 pm › Edit

We agree entirely – this is why, with the revisions we have made in response to feedback over the last few months, we are putting such a strong emphasis on service.

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Sarah Lee
December 4, 2024 at 6:15 pm › Edit

Well spoke, Anita!

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Joel Whittemore
December 5, 2024 at 9:46 am › Edit

Student & community focused. Agreed.

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Policy and Academic Affairs
January 3, 2025 at 3:42 pm › Edit

We share your understanding of the University's mand[illegible]ique position within the post-secondary sector in B.C. There is no int[illegible]ange that

through AC16.

AC16 aims to acknowledge and recognize the diverse achievements of faculty members.

Teaching and service is central to KPU's identity and mandate, and that they should be acknowledged and recognized as such. This is why the draft Procedure states that, "Applicants may apply on the basis of their achievement in teaching, research or scholarship, or some combination of the above." (Procedure B.5.a.i.) This means that a faculty member could indeed be awarded titles solely because of their services or teaching impact.

Having said that, "Scholarship" was used to refer to a broad and inclusive range of activities of educational leadership and service, but it is clear that it was not the right word to communicate that. We will revise the draft Policy and Procedure to emphasize "Service" as a category. We will also add language to delineate broad definitions of "Teaching," "Research, Scholarship and/or Creative Activities" and "Service" in AC16, in order to ensure that those three categories point to an inclusive range of diverse activities.

Regarding the concern that research will be viewed superior to extensive service, the draft Procedure emphasizes that "no one form of achievement is viewed more superior to the other." (Procedure B.5.a.ii.) We will make an edit to this statement to state clearly that the assessment of applications for academic title awards will not privilege one form of achievement over another. This means that, for instance, applications based solely on research impact will not be assessed superior to applications based solely on teaching impact simply by virtue of the form of achievement being research impact.

Lyndsay Passmore
December 2, 2024 at 11:12 am › Edit

Here are the comments on the title of instructor from phase one and two – even though we are being assured that titles will not be viewed as better than one or the other and that faculty can "choose" to keep the title of instructor. Already, there is a feeling of better than or less than and we have not adjusted the title. How does this play out in an equitable way once this policy is implemented? How does it NOT impact workload?

Comments from the different phases (pls note these are not my comments):

Perception as Embarrassing: Faculty members have expressed feeling embarrassed to use the title in professional contexts, such as conferences and grant applications.

Perceived as Denigrating: The title diminishes the value and achievements of faculty, failing to reflect their significant contributions.

Implied Inferiority: Compared to "Professor," the title suggests a lower level of credibility and standing, especially externally.

Reference Letter Rejections: Instances of other institutions rejecting reference letters from KPU "Instructors" undermine faculty authority.

Lower Professional Recognition: The title is broadly interpreted as indicating lesser professional attainment and status.
Reinforcement of Bottom-Tier Perception: It perpetuates the notion of KPU as a bottom-tier institution.

Vocational Association: The title aligns more closely with vocational training than so-called "high-level academic teaching"

Doubts on Legitimacy: The use of this title erodes confidence in KPU as a legitimate polytechnic university.

Policy and Academic Affairs
January 3, 2025 at 3:42 pm › Edit

The proposed policy includes Teaching Professor, as requested by faculty members, to ensure a non-hierarchical option is available.

Jeannette Paschen
December 2, 2024 at 9:42 am › Edit

In principle, I am not against title and rank, but I do not support the current proposal either. I share many of the questions and concerns raised by others, includingby my colleagues Lyndsay Passmore and Gillian Dearle. My biggest concern relates to process, and the lack of a fulsome discussion about the merits and perils of title and rank for the different KPU stakeholder groups. In addition, I am concerned that Administration is proceeding to implement title and rank via the 'policy route'. Reading through the comments on this blog, KPU employees seem very divided on the topic. Despite this apparent division, there is no option to i) reject the policy or ii) [illegible]stem of title and rank that would not be based on policy (but instead based [illegible]nple, bargaining).

This is concerning and, in my view, goes against KPU's Vision 2026 goal to enrich the experience of KPU employees. How to move forward from here? Perhaps the University can pause the policy development efforts and re-consider a different path forward on title and rank.

Policy and Academic Affairs
January 3, 2025 at 3:41 pm › Edit

We are pleased to report that all requests for consultation have been answered.

In response to having an option to reject a policy – KPU academic policies can always be rejected in the ways guaranteed by our policy process. The policy is moving through a fulsome consultation process and will, like all academic policies, be voted on.

Valerie Vezina
December 2, 2024 at 8:47 am › Edit

As many of you mentioned, pending the addition of service be explicitly mentioned, I strongly support this policy. The title is long-overdue. In my field (political science), going to conferences and be labeled as "instructor" is at best misunderstood (people think I am a sessional instructor) or denigrating. For those that want to keep the title instructor, this policy allows that. On the "permissive use" of professor, I am sorry for funding agencies and others, this could be understood as "full professor" and is NOT what we are, as such this policy gives interested faculty/librarian, the to have, as my colleague Greg Millard mentioned, dignity at last. I want to also thank the policy makers on adding the "teaching Professor" option, something important for me as well as providing the stress cases.

Policy and Academic Affairs
January 3, 2025 at 3:40 pm › Edit

Thank you for your comment. We agree entirely that service needs to be more explicitly named and are making that revision.

Logan Masilamani
December 1, 2024 at 7:32 pm › Edit

I too strongly endorse this policy. It is very late in coming and will increase the reputation and the branding of KPU as a place for higher learning. Other colleges that moved to becoming universities have done this many decades ago.

Policy and Academic Affairs
January 3, 2025 at 3:40 pm › Edit

Thank you for your comment.

Robert Dearle
December 1, 2024 at 6:27 pm › Edit

That this policy will divide faculty is already evident on this blog. The responsibility for this must be laid at the feet of administration, which has not done the necessary groundwork to find a way forward that is acceptable to a majority of faculty. As to the question of the desirability of title, I suspect very few academic faculty wish to continue to be called instructors, but the question is how we transition to something else and what it looks like.

The most responsible next step would be to survey faculty to discover what form of title they find most acceptable rather than imposing a top-down solution that will only please a minority who seem to want title so desperately that they are unwilling to ask (or tolerate) any hard questions about it. I believe that critical thinking demands more of us than that.

If those faculty who want title so badly would simply say "let us have what VIU has," I suspect few others would object, since their model is permissive use of title. As Lindsey Passmore has noted below, the skies have not fallen at VIU as a result of that decision.

Policy and Academic Affairs
January 3, 2025 at 3:40 pm › Edit

We believe that a fulsome discussion, through the many options for consultation and discussion we have provided, is critical to a healthy University. This includes policy questions that have competing and legitimate answers. We should have this discussion, as we are, and vote.

Francis Abiew
December 1, 2024 at 12:08 pm › Edit

I very strongly endorse this policy and echo what Greg Millard has articulated below despite the misgivings and concerns by some. This policy is long overdue and will go a long way in enhancing the reputation of Faculty and KPU in the long run.

Policy and Academic Affairs
January 3, 2025 at 3:39 pm › Edit

Thank you for your comment.

Colin Macleod
November 30, 2024 at 10:01 pm › Edit

I'm shocked to read so many endorsing this policy.

If you truly believe it will not affect all of us, you really have not paid attention to KPU admin over the years.

At some point in the future, some pot of money or reward will only be made available to those of a certain rank. It's impossible to promise some future admin at KPU won't use these ranks to divide us.

And the people who will be chosen to get the ranks will be controlled not by faculty but by KPU admin.

Yet another "Kwantlicated" solution in a long line of them.

I am wholeheartedly against this policy moving forward, but am doubtful faculty input will mean much.

For those who want these ranks, I hope you realize how much division in faculty we will get in the process.

Policy and Academic Affairs
January 3, 2025 at 3:39 pm › Edit

Thank you for your comment.

AC16 does not alter the working conditions of faculty members or any condition of the KPU-KFA Collective Agreement. The academic title awards proposed by AC16 is voluntary and is separate from working conditions. As a result, the academic title awards do not introduce any privileges in terms of employment status, renumeration, workload or any other working conditions. The draft Policy also explicitly states that "[a]cademic Titles issued by KPU will not be used to determine eligibility for internal opportunities, employment decisions, or internal funding awards." (Policy C.5.)

The majority of the voting members of the proposed Senate Standing Committee on Academic Title Awards are faculty members.

Like other significant policies and decisions at KPU, the authority to approve or reject proposed AC16 rests with the University's governance system. All policies at KPU only become effective after receiving the approval of the appropriate governance body within the University's governance system.

The consultation process required by GV2 is part of this decision-making system. The feedback received on AC16 through consultation will be forwarded to the appropriate, approving jurisdiction for consideration.

Greg Millard
November 30, 2024 at 4:31 pm › Edit

Given the clear commitment (repeated umpteen times in this thread) to revise the draft to clarify that service is included, I heartily endorse the policy. Our substantial contributions to our scholarly fields through teaching and mentoring, institutional service, community engagement, and scholarly and creative work, should be recognized as having equal value to the contributions of faculty at traditional universities. Yet, despite contributions of equal worth, we bear a title ('Instructor') that is widely understood to signify lesser professional attainment. It also undermines our credibility when writing reference letters for students, and contributes to the erroneous but longstanding impression in the wider community that KPU is a bottom-tier institution. This proposal, notwithstanding the misunderstandings that seem to be abounding, clearly hives off 'rank' (in the sense of privileged renumeration or working conditions) from title, while holding out the hope of finally addressing these issues and putting KP l footing with comparable institutions, such as VIU, TRU, and UFV, who D sions of the

'Professor' title available to their faculty. In short, this is an important (if sadly belated) step toward equal dignity for KPU faculty in the post-secondary sector. I commend the developers and firmly hope it passes.

Policy and Academic Affairs
January 3, 2025 at 3:38 pm › Edit

Thank you for your comment.

Gillian Dearle
November 30, 2024 at 9:12 am › Edit

I share the concerns expressed by my colleagues on this policy blog, including those of FESD faculty.

Although this policy aims to recognize research and scholarly activity, the policy itself is not informed by the necessary research. No survey has been conducted to determine if faculty want title, and if so, what form it should take. However, surveys inform bargaining, which is why this matter should be brought to bargaining. Title is always negotiated in collective bargaining at Canadian universities as the Sector Scan shows. The developers state that the sector scan is "for information only." What is the point of information if one doesn't use it? To ensure that due process is followed, KPU should negotiate this matter with the faculty association. KPU faculty should not settle for less.

If the Employer refuses to engage in the standard process via collective bargaining, then please consider this feedback to revise the policy:

Unless something is explicitly stated in the policy, it is not actually in the policy. Intentions and implications are not material. When policies and collective agreements are interpreted, the plain meaning rule applies, so if service is implied in "scholarly activity," it is not really in the policy.

Also, please do not use the term "scholarly service" when revising this policy. "Scholarly service" implies higher expectations than simply service. It is also not a term used in other Canadian university collective agreements. Service is typically understood and defined as service to the university, profession, and community. The definition could be broadened, but I don't see a good reason for it to be narrowed in revisions to this policy.

Please do not use the term "scholarly leadership." Its meaning is unclear and it is not typically used at other Canadian universities. The term educational leadership could be used, if leadership must be qualified at all.

Many of the responses of Policy and Academic Affairs to faculty comments on this blog point to documents that are not part of the final policy. Therefore, these responses do not necessarily satisfactorily address faculty concerns, as only the Policy and Procedures comprise the final policy. The Policy and Procedures themselves should be modified to address faculty concerns, and the Policy and Procedures should explicitly state what the policy intends. Policy and Procedures should not imply or assume, or use words in a particular sense that is not commonly understood by a plain language reading.

Further, the composition of the Senate Standing Committee on Academic Title and Awards is out of step with what exists at other Canadian universities, where there are typically significantly more faculty than administrators on these committees. Please consider revising the SSCATA composition so that it is faculty-centred and composed primarily of subject-matter experts, or a committee of peers who are in closely-related disciplines, or at the very least, peers from the same Faculty.

The expedited process whereby only the Provost determines whether faculty qualify for the title Assistant Professor/Teaching Professor is concerning. Leaving this determination up to only one administrator does not seem like due process, unless the intention is to approve all applications. If this is the intention, then all faculty should be able to call themselves Assistant Professor or Teaching Professor once regularized. If this is not the intention, then the matter should be reviewed by a committee-which is typically a committee of peers when it comes to title-rather than one administrator.

Please consider providing more clarity about how this policy applies to the categories of faculty as defined in the Collective Agreement: Instructional Faculty, Librarians, Counsellors, Learning Specialists, and Learning Strategists.

My colleagues raise good points about metrics. More information is needed about the bases of consideration.

By requiring research, which is implied in the statement "none of these forms of achievement shall be taken as superior to the others, or be assessed to carry more weight," the plain language meaning of the policy is that "teaching, research, or scholarship" are all equally important and equally required. This means that "research or scholarship" are required for any consideration of title. Therefore, this policy changes the working conditions of faculty by requiring faculty engage in research and scholarship to be eligible for consideration of title. Please consider revising this policy so that it embodies a more progressive model, such as exists at U[illegible]where, and which is in alignment with out duties as articulated in the collect[illegible]t.

The appeal process is not satisfactory. Denial of title of title is one of the most grieved matters at Canadian universities, where the language about title is housed in collective agreements, giving faculty rights to the due process of the grievance procedure. In such a process, faculty have union representation and the union has the ability to appeal even the determination of an arbitrator. Faculty under KPU's proposed policy model are on their own, without representation in the process, and the President's decision is final, with no further appeal process. KPU faculty should not have to settle for fewer rights than those enjoyed by our colleagues at other institutions.

For all of these reasons, I again ask that the University respect faculty and employ due process by negotiating this matter in collective bargaining. If the Employer chooses to deny faculty the due process provided by collective bargaining of this matter, then please post a revised policy for faculty consideration and feedback.

Janet Webster
December 2, 2024 at 8:14 am › Edit

This policy or the issue of academic award titles ought to be put on hold until our next President has been appointed. Reading through the comments on this blog, one gets an overall impression of divided faculty opinions on the topic and a 'rush job' on the part of the policy developers.

Deirdre Maultsaid
December 2, 2024 at 12:37 pm › Edit

I support this suggestion as there seems to be too much division amongst faculty on whether a "policy" is a place to address this issue. Could we pause? Thank you.

Policy and Academic Affairs
January 3, 2025 at 3:37 pm › Edit

We will be continuing the conversation into the new year.

Policy and Academic Affairs
January 3, 2025 at 3:37 pm › Edit

The original task force that met to consider a range of issues around title, rank and advancement, suggested that this be taken on by the next President.

Laurie Detwiler
December 4, 2024 at 8:19 am › Edit

Hello and good morning, after attending the Faculty Association meeting yesterday, and reading all the relevant information, I advocate moving as Gillian Dearle described in her thoughtful post which I am replying to herein; noting specifically it is time to remove Policy AC16 movement, and follow due process via collective bargaining.

Policy and Academic Affairs
January 3, 2025 at 3:36 pm › Edit

Thank you for your comment. Please see the response above and the Policy Developer's response to KFA's comment at the top of the comment section.

Policy and Academic Affairs
January 3, 2025 at 3:38 pm › Edit

Thank you for your comment. Please see the Policy Developer's response to KFA's comment at the top of the comment section.

"Scholarship" was used to refer to a broad and inclusive range of activities of educational leadership and service, but it is clear that it was not the right word to communicate that. We will revise the draft Policy and Procedure to emphasize "Service" as a category. We will also add language to delineate broad definitions of "Teaching," "Research, Scholarship and/or Creative Activities" and "Service" in AC16, in order to ensure that those three categories point to an inclusive range of diverse activities.

The expedited process for applications for Assistant Professor/Teaching Professor titles is designed to alleviate the workload of the proposed Senate Standing Committee on Academic Title Awards. The Assistant Professor/Teaching Professor titles reflect the foundational achievement of faculty members at KPU. This process will provide quick access to titles (and to a non-hierarchical title) for faculty members who choose to participate.

Regarding who can apply for academic title awards, it has always been the intention of AC16 to recognize the important work being done by faculty members at FESD. Draft Procedure B.5.a.i. states that "[r]egularized faculty and Academic Administrators will be eligible to apply." We will revise the draft to ensure that it is crystal clear that all regularized faculty will be able to apply for academic title awards.

Regarding the concern that the specific details of the standards for academic titles are not included in the draft Procedure, AC16 proposes that Senate Standing Committee on Academic Title Awards and ultimately Senate is the appropriate authority to do that, but we will revise the draft Policy and Procedure to set the parameters that the specific standards must be broad and inclusive, that they are able to recognize achievements in Teaching, Research, Scholarship, and/or Creative Activities, and Service, and recognize achievements of decolonization and reconciliation and achievements of equity-deserving groups.

AC16 proposes that faculty members "may apply on the basis of their achievement in teaching, research or scholarship, or some combination of the above." We will make an edit to this statement to state clearly that the assessment of applications for academic title awards will not privilege one form of achievement over another. This means that, for instance, applications based solely on research impact will not be assessed superior to applications based solely on teaching impact simply by virtue of the form of achievement being research impact.

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Jen Currin
November 29, 2024 at 3:24 pm › Edit

I add my voice as well to the voices of my colleagues above who would like to see service added as an essential aspect to this policy.

I must say, the exclusion of service from the list of achievements is disturbing as well as puzzling. This is a university that CONTINUOUSLY struggles to fill service roles–and filling these roles has never been more difficult than in the ongoing COVID era of stress and burnout. Is this really this time–to be clear, I don't think there will ever be a good time–to disincentivize service in a university that so desperately depends on the service work of faculty to keep it going?

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Policy and Academic Affairs
November 29, 2024 at 3:48 pm › Edit

Thank you for the comments regarding the category "Scholarship." Please note that it is used in the sense of "scholarly leadership and service" and includes activities usually covered under the Service category. We will revise the draft to ensure the definition reflects this broad and diverse understanding of Scholarship.

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Policy and Academic Affairs
January 3, 2025 at 3:35 pm › Edit

Thank you for your comment. "Scholarship" was used to refer to a broad and inclusive range of activities of educational leadership and service, but it is clear that it was not the right word to communicate that. We will revise the draft Policy and Procedure to emphasize "Service" as a category. We will also add language to delineate broad definitions of "Teaching," "Research, Scholarship and/or Creative Activities" and "Service" in AC16, in order to ensure that those three categories point to an inclusive range of diverse activities.

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Jason Ramsey
November 29, 2024 at 2:27 pm › Edit

I am glad that this longstanding issue is finally being addressed. I am fully in support of KPU faculty having their work be recognized in this way and allowing us to better support our students when providing letters of recommendation, etc.
As it moves forward, I join others in highlighting the need for the following in particular: 1. assurance that this will not burden faculty with additional workload (e.g. ensure that title assessments come along with course- or some other work-release); and 2. explicit inclusion of Service alongside Research and Teaching as criteria (in the spirit of both fairness and to bring us into alignment with other universities).
I look forward to such updates in the next draft and seeing the policy properly implemented.

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Policy and Academic Affairs
January 3, 2025 at 3:35 pm › Edit

Thank you for your comment. "Scholarship" was used to refer to a broad and inclusive range of activities of educational leadership and service, but it is clear that it was not the right word to communicate that. We will revise the draft Policy and Procedure to emphasize "Service" as a category. We will also add l delineate broad definitions of "Teaching," "Research, Scholarship and/o tivities" and

"Service" in AC16, in order to ensure that those three categories point to an inclusive range of diverse activities.

There are indeed challenges when it comes to filling governance positions. In this regard, faculty members expressed support for proposed policy's ability to acknowledge and recognize the service work done by faculty members. To reduce the workload on the proposed Senate Standing Committee on Academic Title Awards, the process for applying for the Assistant/Teaching Professor titles would be streamlined and expedited to provide quick access to titles (and to a non-hierarchical title) for faculty members.

Stephanie Stloe
November 29, 2024 at 2:26 pm › Edit

1. Should there be a relationship between the criteria for Academic title and the criteria in the step grid for compensation? If not, should there be an explanation included in the policy for why these differ?

2. If academic title does not reward excellence or experience in our basic core activity of teaching, does that not incentivize instructors to divert time and energy from their teaching to activities that are recognized?

Policy and Academic Affairs
January 3, 2025 at 3:34 pm › Edit

Thank you for your questions. Under AC16, academic title awards will be separate from and will not alter any working conditions, such as employment status, remuneration, workload, etc.

Teaching and service is central to KPU's identity and mandate, and that they should be acknowledged and recognized as such. This is why the draft Procedure states that, "Applicants may apply on the basis of their achievement in teaching, research or scholarship, or some combination of the above." (Procedure B.5.a.i.) This means that a faculty member could indeed be awarded titles solely because of their services or teaching impact.

Having said that, "Scholarship" was used to refer to a broad and inclusive range of activities of educational leadership and service, but it is clear that it was not the right word to communicate that. We will revise the draft Policy and Procedure to emphasize "Service" as a category. We will also add language to delineate broad definitions of "Teaching," "Research, Scholarship and/or Creative Activities" and "Service" in AC16, in order to ensure that those three categories point to an inclusive range of diverse activities.

Cherylynn Bassani
November 29, 2024 at 12:21 pm › Edit

I am in agreement with many of my colleagues in saying that this policy does not include 'service'. If the writers of this policy wanted to include 'service' it would have been written in specifically. It is not. The policy needs to be reworked and more input is needed from more faculty. It is in my opinion that title is being softly forced upon faculty. In addition to this, I would like to remind everyone that our university is a teaching university where faculty have the option to do research. I am a researcher and academic with a PhD and post doc. I value research, but I 'chose' to have a career at KPU because teaching is my focus. I am not against some form of title, but the policy needs reworking and an active faculty and KFA voice.

Policy and Academic Affairs
November 29, 2024 at 3:40 pm › Edit

**Thank you for the comments regarding the category "Scholarship." Please note that it is used in the sense of "scholarly leadership and service" and includes activities usually covered under the Service category. We will revise the draft to ensure the definition reflects this broad and diverse understanding of Scholarship.**

Policy and Academic Affairs
January 3, 2025 at 3:33 pm › Edit

Thank you for raising this concern. Teaching and service is central to KPU's identity and mandate, and that they should be acknowledged and recognized as such. This is why the draft Procedure states that, "Applicants may apply on the basis of their achievement in teaching, research or scholarship, or some combination of the above." (Procedure B.5.a.i.) This means that a faculty member could indeed be awarded titles solely because of their services or teaching impact.

Having said that, "Scholarship" was used to refer to a broad and inclusive range of activities of educational leadership and service, but it is clear that it was not the right word to communicate that. We will revise the draft Procedure to em-

phasize “Service” as a category. We will also add language to delineate broad definitions of “Teaching,” “Research, Scholarship and/or Creative Activities” and “Service” in AC16, in order to ensure that those three categories point to an inclusive range of diverse activities.

Policy and Academic Affairs
November 29, 2024 at 9:52 am › Edit

**Thank you for the comments regarding the category “Scholarship.” Please note that it is used in the sense of “scholarly leadership and service” and includes activities usually covered under the Service category. We will revise the draft to ensure the definition reflects this broad and diverse understanding of Scholarship.**

Valerie Warren
November 29, 2024 at 9:48 am › Edit

I concur with those that have taken issue with the fact that the final version of the policy excludes Service as an aspect of determining achievement. The removal of service diminishes its value, at an institution where it is critically needed for governance and for getting much done. Its omission diminishes the contribution of those that work tirelessly for their departments and KPU. Service supports student engagement and teaching, and it should therefore be included for recognition at a teaching focused, polytechnic institution.

Policy and Academic Affairs
January 3, 2025 at 3:33 pm › Edit

Thank you for raising this concern. “Scholarship” was used to refer to a broad and inclusive range of activities of educational leadership and service, but it is clear that it was not the right word to communicate that. We will revise the draft Policy and Procedure to emphasize “Service” as a category. We will also add language to delineate broad definitions of “Teaching,” “Research, Scholarship and/or Creative Activities” and “Service” in AC16, in order to ensure that those three categories point to an inclusive range of diverse activities.

Celia Brinkerhoff
November 28, 2024 at 3:06 pm › Edit

I would like to add support to my FESD colleagues who have already expressed some of our concerns, with an additional comment regarding the apparent lack of Service as an aspect of determining achievement. During consultation with the librarians’ group in phase 1 of the process, there was discussion that Service (although not explicitly defined) would be an element for considering title, along with teaching, research, and scholarship. And yet, it seems to be missing from the “Bases of Consideration” as outlined in AC16 Procedures (5a ii,iii); nor does it seem to be anywhere in the fictitious profiles created to exemplify the diverse ways in which people might move through the process. Faculty in FESD, as those in other Faculties, are actively engaged in governance at KPU, as well as within our own professional associations, both locally and nationally. One would hope that this activity would be captured and evaluated in the process of granting title.
This leads me to the broader concern that we are being asked to consider the introduction of a fairly significant policy without any specifics as to the metrics by which applications will be judged. What is teaching? What is research, scholarship? Will these be narrowly interpreted, or incorporate a more diverse type of engagement and activity appropriate to a polytechnic? In its opening Summary, the Sector Scan lays out some more open and inclusive ways in which “academic achievements” could be construed, but these are entirely absent from the updated Procedures. I don’t see how we can be expected to endorse this policy without this being transparently set out.
I’d also like to say that I am not totally against the policy, but I would like to see some of these considerations addressed. If that requires a little more time, and more consultation, then I think that is warranted.

Policy and Academic Affairs
November 29, 2024 at 9:41 am › Edit

Hi Celia, thank you for your comment. “Scholarship” is used in AC16 in a broad sense that includes scholarly leadership and services. For more relevant information, please see the “Scholarship” example in the “Proposed Policy AC16 Profiles” document, the section titled “Standards for Academic Titles” on page three of the “Responses to Consultation Feedback” document, and the sector scan, specifically the survey (page two to seven) on reforms to traditional rank and tenure systems.

John Shepherd
November 29, 2024 at 9:55 am › Edit

Service both within the Kwantlen community and in the wider communities that we all live, should be a significant criterion. After all, faculty and other employees in our institution volunteer countless hours in helping Kwantlen achieve its educational and organizational mission. Much of this volunteer work is unmeasured, let alone recognized by our institution.

For example, I could have used research and writing skills since 2018 to add to my publication record. Instead, as Donations/Grants Chair of the North Delta Rotary Club, I have used those skills to successfully apply for $448,900 in funding for club projects such as Starfish Pack.

This program, which is one of several projects of my club, supplement the meals of food insecure children identified by the staff of 13 public North Delta elementary schools. Our volunteers drop off 289 food packages each week throughout the school year to help feed over 600 children. My role, in addition to some shifts in helping package and deliver the Starfish Packs, has been to apply for grants from a diverse range of federal, provincial, local government programs, along with applications to corporate foundations, etc.

Finding the money to help feed hundreds of children has taken priority over getting additional business case studies, journal article, and other forms of academic publications over the past six years.

Policy and Academic Affairs
January 3, 2025 at 3:32 pm › Edit

Thank you for your comment and for sharing that example. “Scholarship” was used to refer to a broad and inclusive range of activities of educational leadership and service, but it is clear that it was not the right word to communicate that. It has always been the intention of AC16 to recognize the important work being done by faculty members at FESD. We will revise the draft Policy and Procedure to emphasize “Service” as a category. We will also add language to delineate broad definitions of “Teaching,” “Research, Scholarship and/or Creative Activities” and “Service” in AC16, in order to ensure that those three categories point to an inclusive range of diverse activities.

Policy and Academic Affairs
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Regarding the concern that the specific details of the standards for academic titles are not included in the draft Procedure, AC16 proposes that Senate Standing Committee on Academic Title Awards and ultimately Senate is the appropriate authority to do that, but we will revise the draft Policy and Procedure to set the parameters that the specific standards must be broad and inclusive, that they are able to recognize achievements in Teaching, Research, Scholarship, and/or Creative Activities, and Service, achievements of decolonization and reconciliation, and achievements of equity-deserving groups.

Maryam Garrecht
November 28, 2024 at 11:41 am › Edit

Posting on behalf of the Faculty of Educational Support and Development (FESD) Policy Review Team

Academic Title Awards – Motion to Send a Memorandum to Senate Regarding Policy AC16

Moved: Dr. Seanna Takacs
Seconded: Melissa Cuthill

As Faculty in the Faculty of Educational Support and Development (FESD), we would like to make the following memorandum. At present FESD has not been engaged in any depth of consultation. We have a number of concerns that we would like to bring forward, urgently.

1. It is unclear from the wording of the draft policy and procedure whether members of the FESD will be eligible for all levels of the proposed titles in policy AC16.
2. Despite the extensive sector scan indicating that most institutions determine title, based on “teaching; research, scholarly and/or creative activities; and service”, service has been excluded in this policy. We are concerned that th vice for Faculty most broadly at Kwantlen Polytechnic University (KPU), inc members has not

been articulated as a basis for consideration in the Procedure document (Procedure B.5.a. i. and ii). To our knowledge, KPU has not defined any of these terms so we cannot adequately address this policy.
3. We would like to endorse the broadest definition of teaching similar to the University of Calgary policy as described in the sector scan (Article 1.3 Teaching) to reflect the multitude and diversity of Faculty roles that we occupy at KPU.
4. We are concerned that the proposed changes to AC16 could lead to unintended consequence for FESD given this effect of the introduction of similar title systems on other institutions (e.g., Vancouver Island University).
We don't feel that the matter of titles has been given the appropriate breadth or depth of consultation given the impact of this policy on the institution and the short duration of policy consultation process. Thank you.

Policy and Academic Affairs
November 29, 2024 at 9:26 am › Edit

Thank you for the comment. An early notice of AC16 policy development was sent to Faculty Council Chairs, Vice-Chairs, and Deans via an email from policy@kpu.ca on August 29, seeking requests for consultations and listing meetings of town halls, Senate, and Senate Standing Committees where AC16 consultations would take place between September and October. Three dedicated town hall meetings available to all members of the University community also took place. During the Phase One Posting period, we also looked for consultation invites through the regular policy communication channels, namely University Communicator, Today@KPU, KPU Policy Blog, policy development Drupal site, and Phase One memos to SSC Policy and Board Governance Committee. All consultation opt-in requests received through this process have been completed. AC16 is also returning to Senate Standing Committees on Academic Planning and Priorities, Governance and Nominating, Policy, Research, and Teaching and Learning during the Phase Two Posting period for further discussion.

Please note that the sector scan on the title systems of comparable PSIs, including the section on Vancouver Island University, is meant to provide information only.

For relevant information to the questions posed, please see the first paragraph of the section B in draft Policy ("the awarding or non-awarding of any such title does not alter the working conditions of any applicant, and none of the procedures contained in this policy alter any condition of the KPU-KFA Collective Agreement"). Draft Procedure B.5.a.i. states that all regularized faculty will be eligible to apply, and please also see the section titled "Scope of Policy" on page three of the "Responses to Consultation Feedback" document.

Please note that "scholarship" is used in a broad sense in AC16 that includes scholarly leadership and services. For more relevant information, please see the "Scholarship" example in the "Proposed Policy AC16 Profiles" document, the section titled "Standards for Academic Titles" on page three of the "Responses to Consultation Feedback" document, and the sector scan, specifically the survey (page two to seven) on reforms to traditional rank and tenure systems.

Policy and Academic Affairs
January 3, 2025 at 3:31 pm › Edit

Thank you for putting the memo in the comment. "Scholarship" was used to refer to a broad and inclusive range of activities of educational leadership and service, but it is clear that it was not the right word to communicate that. It has always been the intention of AC16 to recognize the important work being done by faculty members at FESD. We will revise the draft Policy and Procedure to emphasize "Service" as a category. We will also add language to delineate broad definitions of "Teaching," "Research, Scholarship and/or Creative Activities" and "Service" in AC16, in order to ensure that those three categories point to an inclusive range of diverse activities.

Jovita Vytasek
November 27, 2024 at 5:09 pm › Edit

As both a researcher and educator, I can see the benefits that academic titles can play in communicating achievements. However, I am concerned that the terms used in the criteria to apply for academic titles have not been defined in the policy, especially "achievement in teaching" (Procedure B.5.a. i. and ii.). Since the stated goal of the policy is to "recognize the broadest possible diversity of academic achievements of KPU faculty members", I wonder if there are ways that the policy could be revised to be more inclusive of faculty who are not in formal course-teaching roles.

Looking at the sector scan document provided, other institutions such as UofC (Article 1.3 Teaching), have a more inclusive definition of teaching. Their definition encompasses a variety of forms of instructional activities that happen outside of the classroom. They "recognize supervision and mentorship as a form of teaching", as well as "one-on-one or group discussions, sharing knowledge, and providing advice and guidance/counselling, career planning, goal setting, development of a CV, employment opportunities" and more. They also speak to out-of-classroom activities where faculty are developing "evidence-based and/or practice-based ed ivities" such as

resources for students, and include sharing knowledge outside of courses "through the organization and presentation of seminars, workshops, and short courses [programs]".

Additionally, many teaching faculty at KPU also engage in mentorship and educational resource development outside their classes. Therefore, adopting the inclusions of a broader definition of "teaching" in policy would provide a means to acknowledge this work and benefit all faculty members.

I suggest that KPU takes a similar approach to UofC by adding an inclusive definition of teaching to this policy to ensure it represents KPU's faculty composition. Providing more opportunities to recognize the excellent work faculty are engaging in can only benefit KPU by highlighting accomplishments externally and opening doors to new opportunities for faculty members.

Policy and Academic Affairs
January 3, 2025 at 3:30 pm › Edit

Great suggestions, thank you! We will revise the drafts to add language to delineate broad definitions of "Teaching," "Research, Scholarship and/or Creative Activities" and "Service" in AC16, in order to ensure that those three categories point to an inclusive range of diverse activities.

Melissa Swanink
November 27, 2024 at 4:03 pm › Edit

Further consultation is needed. I see the poli sci and Eng departments were consulted as were MSB Faculty Council and a WSD research and grad committee. I don't see ACP (ELS, EU, or The Learning Centre) included.

Policy and Academic Affairs
November 29, 2024 at 9:28 am › Edit

Hi Melissa, thank you for your comment. An early notice of AC16 policy development was sent to Faculty Council Chairs, Vice-Chairs, and Deans via an email from policy@kpu.ca on August 29, seeking requests for consultations and listing meetings of town halls, Senate, and Senate Standing Committees where AC16 consultations would take place between September and October. Three dedicated town hall meetings available to all members of the University community also took place. During the Phase One Posting period, we also sought and received consultation invites through the regular policy communication channels, namely University Communicator, Today@KPU, KPU Policy Blog, policy development Drupal site, and Phase One memos to SSC Policy and Board Governance Committee. All consultation opt-in requests received through this process have been completed. AC16 is also returning to Senate Standing Committees on Academic Planning and Priorities, Governance and Nominating, Policy, Research, and Teaching and Learning during the Phase Two Posting period for further discussion.

Valerie Vezina
December 2, 2024 at 8:42 am › Edit

Hi Melissa! Valérie, POLI chair here. We were not "consulted" but email the policy makers with comments as a department as a whole. Just thought it was important for you to know. Providing feedbacks and comments was and is available to all.

Robert Dearle
November 27, 2024 at 1:02 pm › Edit

Despite the listed consultations, I see little change between the initial conception of the policy and this draft. Indeed, I feel even less assured than I did at the beginning of the process. Here are my concerns:

I have neither seen nor heard convincing evidence that this process is desired by a majority of KPU faculty. There was no survey and there was no plebiscite What is the rationale for skipping this inclusive and democratic step? Without such evidence, what authority does administration have to create this policy? Please answer these two questions.

I see no convincing evidence that faculty title is a governance issue. The premise seems based on a faulty analogy between honorary title and earned title. Honorary and emeritus titles are just that—honorary, which means that they are symbolic. As such, it is appropriate that a university policy and committee exists for that. However, titles for working faculty are (or should be) directly connected to the work that faculty are engaged in, and in most universities, any process engaged in judging title is located in Faculties, not at Senate, and they are invariably negotiated in collective agreements.

Further, the committee charged with determining title (SSCATA—an unfortunate acronym) has a truly unusual membership composition. By n re are 8 faculty and 8 non-faculty (2 nonvoting). Compare this, for examp C Faculty of

Medicine's Faculty Appointment, Reappointment, Promotion and Tenure Committee which has 12 faculty members and 3 administrators, one of whom, the Chair, has no vote. A short search of other publicly available documents reveals that such committees at other universities are overwhelmingly faculty driven.

Why does the policy give faculty such a small voting majority and no majority at all in membership? The question is all the more perplexing when we consider that such broad-based Senate committees often struggle to keep positions filled (as a former Senator and subcommittee chair, I can confirm this), so it will very likely be the case that faculty's slim voting majority will seldom functionally exist.

Moreover, it is unclear why each Faculty is given only one vote when we know that most of the applications for title will be coming from the largest Faculties, such as Arts and Business. I don't presume to speak for Trades faculty, but there may not be much interest in this committee and its issues in that Faculty. If the policy developer takes nothing else from this post, please reconsider this aspect of the policy. Faculty need to be in a clear majority, and additional votes need to be given to the Faculties with the most stakes in this process.

In examining other parts of the package, I note that the Stress Test is rather light. Surely there are more "stress" cases that could be suggested, such as:

-I feel that this policy has surreptitiously shifted focus of my employment
-I feel alienated from my colleagues as a result of this policy
-I feel that the work I do as defined in my Collective Agreement is no longer enough
-I feel compelled to work longer hours to achieve title, but I am not being paid any more than I was or given more time, and I am feeling burned out.
-I am unhappy with the result of my title application, but I am afraid to approach my employer on my own and my Faculty Association has be cut out of the process. What do I do?

It is difficult not to conclude that this policy has been hastily constructed and needs more work. I suggest the policy developer and the president begin by reaching out to the Kwantlen Faculty Association. If this is to be a legacy achievement of the outgoing university president, it is worth doing right.

Policy and Academic Affairs
January 3, 2025 at 3:29 pm › Edit

Thank you for your comment and for expressing your concerns. For a list of suggestions received during the Phase One Posting and the preliminary consultations and have been worked into the current drafts of AC16 Policy and Procedure, see below:

1. The addition of the Teaching Professor title for faculty members to provide a quick access to a non-hierarchical title.
2. To reduce the workload on the proposed Senate Standing Committee on Academic Title Awards, the process to apply for the Assistant Professor/Teaching Professor titles would be streamlined and expedited.
3. Write into the Policy that no working conditions will be altered by the obtainment or non-obtainment of academic title awards.
4. A built-in appeal mechanism.
5. Ensuring that faculty members could apply for academic title awards based solely on achievements in teaching, research, or service, or a combination of the three.

Proposed policy AC16 is being developed in accordance to Policy and Procedure GV2 Protocol for the Development of University Policies, which regulates all policymaking at KPU.

Like other significant policies and decisions at KPU, the authority to approve or reject proposed AC16 rests with the University's governance system. All policies at KPU are created only after the approval of the appropriate governance body within the University's governance system as required by the University Act.

The consultation required by GV2 is part of this decision-making process. The feedback received on AC16 through consultation will be forwarded to the appropriate, approving jurisdictions for consideration, including for the purpose of gauging public opinion on the proposed policy. The current consultation process has featured townhalls, meeting visits, direct correspondence and policy blog posts, and has allowed us to connect with countless about this proposal. Many faculty showed up to contribute to, support, and suggest changes to, AC16.

Over the course of the last 14 years, faculty have said – time and time again – that we need to allow them the same access to opportunities outside KPU that their peers at other institutions have. This is why we have proposed that we try to solve the problem in a different way – to shift away from an approach that alters working conditions, changes contracts, dispenses with the title of "instructor" and so on. Approaching this as an award allows us to try a different way to get people what they tell us they need. No one would be obligated to participate in these awards (this is guaranteed by the policy) and no working conditions are impacted.

Kianoosh Tahani
November 26, 2024 at 1:42 pm › Edit

I am writing to express my strong support for this change. As mentioned by Paul Adams, the titles of Associate Professor and Professor can significantly enhance the external profile of faculty members within the community, with external funding agencies, and so on. My only suggestion is to amend the criteria to include "services" alongside achievements in teaching, research, or scholarship. This would encompass contributions such as serving on committees, which are crucial for improving applications and advancing in rank.

Policy and Academic Affairs
November 29, 2024 at 9:30 am › Edit

Hi Kianoosh, thank you for your comment. AC16 aims to expand the definition of "scholarship" and is using the term in the sense of "scholarly leadership and services." For more relevant information, see the Scholarship example in the "Proposed Policy AC16 Profiles" document.

Policy and Academic Affairs
January 3, 2025 at 3:27 pm › Edit

Thank you for your comment. "Scholarship" was used to refer to a broad and inclusive range of activities of educational leadership and service, but it is clear that it was not the right word to communicate that. We will revise the draft Policy and Procedure to emphasize "Service" as a category. We will also add language to delineate broad definitions of "Teaching," "Research, Scholarship and/or Creative Activities" and "Service" in AC16, in order to ensure that those three categories point to an inclusive range of diverse activities.

Seanna Takacs
November 22, 2024 at 11:43 am › Edit

As non-teaching faculty in Accessibility Services and member of several governance committees at KPU, I have concerns about the impact of this policy on the titles for the FESD group which includes Librarians, Counsellors, Academic Strategists, and Accessibility Services. Our group has not been included or consulted on this process. I can see that the only place the non-teaching faculty have been included is where VIU was canvassed for their approach to rank and tenure:

Counselors and librarians and other non-instructional faculty members do not have "Professor" or "Instructor" title. Non-instructional faculty members are categorized into "Instructional Support Positions," "Academic Experience Positions" (including counsellors, advisors, librarians), "Technology Support Positions," and "University Experience Support Positions."

First, I would like to understand the impact on members of FESD; is the idea that these roles will be classified differently, and what would be in impact on our membership with the KFA? This is concerning because many of us in this area publish in academic journals, participate in academic conferences, do service work, and engage in teaching.

Second, and more broadly from where I stand as a faculty member with my FESD colleagues, I can see in no way that this would be an equitable process should our roles be reclassified. Another poster indicated that this policy would be a slippery slope and in fact, I believe that the ways FESD has been ignored in this process already shows how rank and title function to marginalize our KFA colleagues.

Laurie Detwiler
November 22, 2024 at 12:49 pm › Edit

Thank you Seanna for your valuable comments. I was regularized and passed my probation period in teaching and counselling while we were under Dean Derek Nanson, quite some years ago. When Gordon Campbell changed the status of KPU to a University in 2008, I had an excellent conversation with Terri Van Steinburg, past KFA President, about how this change could affect the status of Counsellors as divisional structures were being changed in relation to our work in the University. There was one particular administrator, not with us anymore, who may have pre-thought some aspects which are perhaps already being discussed. I have some ideas about what might be ahead on the horizon. I advocate for the KFA to be involved closely in this process.

Melissa Swanink
November 27, 2024 at 3:51 pm › Edit

I advocate for the KFA to be leading this process of academic title/job description/duties... and let all faculty vote, and not just senate representatives (admin + faculty).

Policy and Academic Affairs
January 3, 2025 at 3:25 pm › Edit

Thank you for your comment. Please see the Policy Developer's response at the top of the comment section.

Policy and Academic Affairs
November 29, 2024 at 9:32 am › Edit

Hi Seanna, thank you for your comment. An early notice of AC16 policy development was sent to Faculty Council Chairs, Vice-Chairs, and Deans via an email from policy@kpu.ca on August 29, seeking requests for consultations and listing meetings of town halls, Senate, and Senate Standing Committees where AC16 consultations would take place between September and October. Three dedicated town hall meetings available to all members of the University community also took place. During the Phase One Posting period, we also looked for consultation invites through the regular policy communication channels, namely University Communicator, Today@KPU, KPU Policy Blog, policy development Drupal site, and Phase One memos to SSC Policy and Board Governance Committee. All consultation opt-in requests received through this process have been completed. AC16 is also returning to Senate Standing Committees on Academic Planning and Priorities, Governance and Nominating, Policy, Research, and Teaching and Learning during the Phase Two Posting period for further discussion.

Please note that the sector scan on the title systems of comparable PSIs, including the section on Vancouver Island University, is meant to provide information only.

For relevant information to the questions posed, please see the first paragraph of the section B in draft Policy ("the awarding or non-awarding of any such title does not alter the working conditions of any applicant, and none of the procedures contained in this policy alter any condition of the KPU-KFA Collective Agreement"). Draft Procedure B.5.a.i. states that all regularized faculty will be eligible to apply, and please also see the section titled "Scope of Policy" on page three of the "Responses to Consultation Feedback" document.

Please note that "scholarship" is used in a broad sense in AC16 that includes scholarly leadership and services. For more relevant information, please see the "Scholarship" example in the "Proposed Policy AC16 Profiles" document, the section titled "Standards for Academic Titles" on page three of the "Responses to Consultation Feedback" document, and the sector scan, specifically the survey (page two to seven) on reforms to traditional rank and tenure systems.

Policy and Academic Affairs
January 3, 2025 at 3:26 pm › Edit

Thank you for your comment. Since this posting we have been able to meet with FESD to discuss your concerns.

All faculty in FESD are, indeed, included in the policy.

"Scholarship" was used to refer to a broad and inclusive range of activities of educational leadership and service, but it is clear that it was not the right word to communicate that. We will revise the draft Policy and Procedure to emphasize "Service" as a category. We will also add language to delineate broad definitions of "Teaching," "Research, Scholarship and/or Creative Activities" and "Service" in AC16, in order to ensure that those three categories point to an inclusive range of diverse activities.

Patrick Duffy
November 21, 2024 at 2:32 pm › Edit

I'm writing here to express my opposition to the policy.

(Two of) My rationales:

Academic titles, in the rest of the academic world, have very specific meanings associated with them. "Professor," for example, indicates to the world that you've published significant amounts of peer-reviewed work.

If KPU chooses to use these titles without them having the same meaning as the rest of academia, that won't help people gain respect/recognition in the rest of the academic world. It will, very likely, actually make it worse.

AND

I work in science, and there, we depend on lab instructors to help us deliver the lab components of our courses. In many cases our lab instructors are just as academically qualified as course instructors too. They're also teaching the practical part of the course, which is just as important as the theoretical part of the course. Our lab instructors are not the TA that's used in (much of the rest of) academia

Creation of these titles (and exclusion of the lab instructors from them) would create a two-tiered system in the department that, up until now, we have largely not had, and I want no part in its creation.

I would echo the concerns about workload too; we're already governance-heavy; we don't need Yet Another Committee(tm) to add to our workload.

Melissa Swanink
November 27, 2024 at 3:47 pm › Edit

I agree with your comments Patrick Duffy. For me, the creation of a two-tiered system doesn't reflect the essence of KPU, and the ever-growing number of committees that faculty are expected to serve on is unsustainable.

Policy and Academic Affairs
November 29, 2024 at 9:34 am › Edit

Hi Patrick, thank you for the comment. You may find information relevant to your questions in the sector scan, specifically the survey (page two to seven) on reforms to traditional rank and tenure systems. Regarding your comment about lab instructors, please see our responses to the preliminary consultation feedback, specifically the section titled "Eligibility" on page five of the "Responses to Consultation Feedback" document.

Policy and Academic Affairs
January 3, 2025 at 3:25 pm › Edit

Thank you very much for your comment. AC16 is an attempt to find a balance between signaling excellence in a way persons external to KPU would understand, and challenging the way those external bodies define excellence. This is why AC16 proposes using titles to acknowledge and recognize a broad and inclusive range of diverse achievements in Teaching, Research, Scholarship, and/or Creative Activities, and Service, achievements of decolonization and reconciliation, and achievements of equity-deserving groups.

Regarding the question on GEU Instructional Associates, extending the eligibility for academic titles to GEU IAs implicates questions about the role of the "Instructional Associate" that AC16 can't resolve - conversations that need to take place outside of this policy. This is not necessarily to say that IAs cannot be eligible in the future. It is, however, clear that this is not a suitable commitment to make in at least the initial period of AC16. Once the proposed policy is in operation, and the Senate establishes its criteria and a body of decisions, this question might be revisited.

There are indeed challenges when it comes to filling governance positions. In this regard, faculty members expressed support for the proposed policy's ability to acknowledge and recognize the service work done by faculty members. To reduce the workload on the proposed Senate Standing Committee on Academic Title Awards, the process for applying for the Assistant Professor/Teaching Professor titles would be streamlined and expedited to provide quick access to titles (and to a non-hierarchical title) for faculty members.

Lyndsay Passmore
November 20, 2024 at 9:39 pm › Edit

I am reposting my comments from phase one as I do not think any issues I brought forward were addressed in the reshaping of the policy, but perhaps I am mistaken in my understanding of what is being proposed. I would also like to echo Dr. Dukewich's comments. In particular, her comment about faculty being overloaded. This links with what I mention below (Point #5: Operationalizing a system of voluntary rank and advancement: workload and equity). The proposed policy will direct attention away from one area we are already struggling in and redirect to an area where we have explicit instruction from the university act to only engage in IF we have the time (Point #1 below: University Act).

I wish to reiterate I am not against title - but I feel as though there has not been enough substantive discussion on a variety of issues related to this. I am in much more in favour of permissive use for those that have passed probation NR2 —> regularization. I think that it meets the needs of those needing a title for research purposes while not requiring application processes, and redirected attention from other areas of the university to simply earn the title.

Related to this, I have discussed this topic with multiple faculty at VIU and their permissive use for regularized teaching faculty has not been a barrier re: recognition/access to research funds.

Considerations:

1) University Act

This conversation must be had in conjunction with consideration of our designation as a special-purpose teaching university through the University Act of BC. I first point out that unless I am reading it incorrectly, I see no stipulation for the use of academic titles, as mentioned in the comments of this post. What it does provide (Section 47.19d) is some direction on the type of research that should be pursued, "so far as and to the extent that its resources from time-to-time permit, undertake and maintain applied research and scholarly activities to support the programs of the special purpose, teaching university." This is in contrast to the stipulations of functions and duties of universities that are to "pursue original research in all branches of knowledge" (47c).

This distinction is important, and we must consider it in designing any system related to academic titles connected to scholarship. As I read the distinction made between a research university and a special purpose teaching university in the University Act, it supports a teaching-first mandate and pursuing applied research when time and resources permit.

2. Who we are as an institution

Who are we, and what do we value? In an institution as diverse as KPU, it isn't easy to pinpoint a common thread, but our organizational culture must be considered, especially with something like titles, which will no doubt convey meaning internally and will direct attention and action. We cannot simultaneously adopt multiple titles without having rank implied, especially over time. This is a step into opening the door for the differences to be recognized informally but eventually formally. Will a system like this convey more importance of an individual who is a Professor engaging in research than someone who may engage in extensive service to the university that may never get them recognition from Senate? Even the language used in responses here - you can already see that being an instructor is viewed as lesser than by some. We need to run scenarios to consider the unintended consequences of an academic title system. It must always serve what we are mandated to achieve, our vision, and our culture (in all academic areas).

3. Vision 2026

Vision 2026 is so all-encompassing that there will be competing aspects to draw from. For instance, by adopting a title system, we may enhance the employee experience of some (Goal A2) and take it away from others (potentially, please refer to the scenario above as an example). Hierarchical title systems reinforce colonial and patriarchal systems, which is at odds with the decolonization and equity goals of the institution. Perhaps it is unavoidable to play in the world of grants and funding, but we must explicitly weigh the pros and cons of marching in line with colonial title systems. That said, an academic title system could also positively serve goal C2 "creativity" with its potential to expand research and funding opportunities.

4. Value we offer compared to other universities

What is the inherent value we offer to our students compared to other universities, and what do we want to be? We know we are not mandated as a full university, which means our focus should not be on research - again, from the University Act 47.1(d) "so far as and to the extent that its resources from time to time permit, undertake and maintain applied research and scholarly activities to support the programs of the special purpose, teaching university." This does not mean we should not engage in research but that we appear to be mandated to have our focus directed towards our teaching duties first.

This may also be a competitive edge comparing ourselves to other universities who may emphasize pure research and deliver in a way that is more lecture based. We are intentionally different that research-focused universities. An academic title system driven by research credentials could undermine this what sets KPU apart.

I am not saying we should not engage in research (I am personally interested in anything that could provide me with more opportunities to fund my own research), but I just feel we will do ourselves a disservice if we hastily design a title system without ensuring it meets our broad-based institutional needs (culture, vision, strategy, engagement, government mandate, etc.).

5. Operationalizing a system of voluntary rank and advancement: workload and equity

I cannot imagine any world where this does not add to the workload of faculty and staff unless it is fairly permissive, and if this is the case, just go with the permissive use as a start.

Academic title is a reward system that will direct people's attention. To achieve their desired title(s) they will need to engage in activities that will allow them to achieve the title, and so we must be aware that there may be impact on service to departments/faculties depending on what is viewed as important activities to achieve the title(s). There is nothing inherently wrong with this - it is just something we have to consider. Will departmental service, or professional development in teaching and learning activities decrease as people adjust their workload to achieve the so-called voluntary academic title?

6. Equity

I think framing this as optional is just an easy way to get t . I say this with respect to those designing this - as perhaps the point is to gh the system

because we have been met with so much resistance before. Still, perhaps the historical resistance stemmed from the institution's inability to address the valid concerns brought up by our colleagues. However, not addressing the concerns introduces the organization to multiple risks. One such risk is to equity. I touched on it earlier in the Vision 2026 section above, but we must consider how equity may be harmed once this is operationalized.

Once this policy is approved, it is a slippery slope. One can post in a policy blog that this won't impact people in terms of competition for internal roles, etc., but over time, I can't see how it wouldn't naturally migrate to a true system of rank. Again, you can already see in the language used in the comments that there is a perception of lesser than/greater than when it comes to title. What does this 'voluntary system' look like 5 years from now? I believe a title system with rank built in (levels) will inadvertently penalize faculty who dedicate their time to teaching or departmental duties, which are critical to KPU's core mission.

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Colleen Formisano
November 25, 2024 at 3:11 pm › Edit

I share the same concerns posted here by my colleague, Lyndsay Passmore. Thank you, Lyndsay, for clearly stating these important considerations that I do not see addressed in any way from the phase 1 posting. I support all of your contentions.

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Melissa Swanink
November 27, 2024 at 3:42 pm › Edit

My concerns are aligned with what Lyndsay Passmore has articulated. Thank you for taking the time to post.

I'm also concerned because such a small fraction of faculty have contributed to the discussion. I don't think it is right that a small group will be making such a major decision. Bargaining about job roles and titles should be done through the KFA.

---

Melissa Swanink
November 27, 2024 at 3:42 pm › Edit

My concerns are aligned with what Lyndsay Passmore has articulated. Thank you for taking the time to post.

I'm also concerned because such a small fraction of faculty have contributed to the discussion. I don't think it is right that a small group will be making such a major decision. Bargaining about job roles and titles should be done through the KFA.

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Policy and Academic Affairs
November 29, 2024 at 9:37 am › Edit

Hi Lyndsay, thank you for your comment. The sections titled "University Culture and Identity" (page two), "Standards for Academic Titles" (page three), and "Implementation" (page four) in the "Responses to Consultation Feedback" document provides some responses to questions posed in your comment. These sections discuss specifically 1) how AC16 reflects and furthers the University's commitment to teaching, open education, decolonization, reconciliation, equity and justice, 2) how AC16 will not put pressure on faculty to do research (see also the Proposed Policy AC16 Profiles document), 3) the ideas that applicants may apply on the basis of their achievement in teaching, research or scholarship (meaning scholarly leadership and services), or some combination of the above, and that one form of achievement cannot be considered as superior to another, 4) the measures in AC16 to render the applications for Assistant Professor/Teaching Professor title (and the assessment of those applications) streamlined, and 5) the measures in AC16 to acknowledge and recognize achievements in teaching, research and scholarship in an inclusive and equitable way, including achievements of equity-deserving groups that are often overlooked in traditional rank and tenure systems.

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Lyndsay Passmore
December 1, 2024 at 12:12 am › Edit

@policy and academic affairs team,

Thank you for your response. I am in disagreement that the discussion in the "Responses to Consultation Feedback" document addresses these issues. I will also say that these issues are so large and so important that a paragraph or two explaining one perspective does not wrap up the issues. This requires a broader discussion and more meaningful consideration given the huge impact it could have.

I disagree with much of the assessment re: the comments that you shared address the issues I brought up, yet how do we (gener nue to have this discussion? Is a posted concern of a faculty membe idered resolved

with a response from the policy team? What happens now after phase 2 if we disagree?

I get the feeling that the plan is to move this on post Dec 5 as ready for approval, save for a few small changes like clarifying service, but based on what I see here, this is not ready. There does not seem to be a clear mandate from faculty. I would still like to understand why this is the route being chosen vs via collective bargaining.

In the end, a 'win' is not getting something approved through Senate and the Board. This policy has such far reaching implications – a win is crafting and adopting a policy that is supported by the broader KPU community.

While I do not believe a policy blog is the best place to break down all the issues and engage in back and forth, I will point out a key factor that I think is being overlooked: Section 47.19d provides direction on the type of research that should be pursued given our classification under the University Act, "so far as and to the extent that its resources from time-to-time permit, undertake and maintain applied research and scholarly activities to support the programs of the special purpose, teaching university."

My interpretation of the Act is that research (specifically, applied research) is a support function ONLY if we have the time and resources to engage in it. Faculty here have indicated concern about empty governance positions indicate that perhaps this is not the time to be introducing a policy that will further direct our attention away from what we are charged to do via the Act.

Sometimes I feel as though certain actors at KPU wants to act as something we are not – a research university, instead of embracing our difference as a special purpose teaching university. Maybe that is the starting point. Before we start introducing rewards that direct our attention, we may need more of an institutional pulse and understanding of who we are as an institution.

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**Policy and Academic Affairs**
January 3, 2025 at 3:24 pm › Edit

Thank you for your comment. Please rest assured that we share your understanding of the University's mandate and KPU's unique position within the post-secondary sector in B.C. There is no intention to change that through AC16.

AC16 aims to acknowledge and recognize the diverse achievements of faculty members.

Teaching and service is central to KPU's identity and mandate, and that they should be acknowledged and recognized as such. This is why the draft Procedure states that, "Applicants may apply on the basis of their achievement in teaching, research or scholarship, or some combination of the above." (Procedure B.5.a.i.) This means that faculty can apply for titles solely based on their teaching, research, or service impact.

Having said that, "Scholarship" was used to refer to a broad and inclusive range of activities of educational leadership and service, but it is clear that it was not the right word to communicate that. We will revise the draft Policy and Procedure to emphasize "Service" as a category. We will also add language to delineate broad definitions of "Teaching," "Research, Scholarship and/or Creative Activities" and "Service" in AC16, in order to ensure that those three categories point to an inclusive range of diverse activities.

Regarding the concern that research will be viewed superior to extensive service, the draft Procedure emphasizes that "no one form of achievement is viewed more superior to the other." (Procedure B.5.a.ii.) We will make an edit to this statement to state clearly that the assessment of applications for academic title awards will not privilege one form of achievement over another. This means that, for instance, applications based solely on research impact will not be assessed superior to applications based solely on teaching impact simply by virtue of the form of achievement being research impact.

Other special-purpose, teaching universities, e.g., UFV, Emily Carr University of Art + Design, have adopted the same three components of Teaching, Research, Scholarship, and/or Creative Activities, and Service in their standards for academic titles.

There are indeed challenges when it comes to filling governance positions. In this regard, faculty members expressed support for proposed policy's ability to acknowledge and recognize the service work done by faculty members. To reduce the workload on the proposed Senate Standing Committee on Academic Title Awards, the process for applying for the Assistant/Teaching Professor titles would be streamlined and expedited to provide quick access to titles (and to a non-hierarchical title) for faculty members who choose to participate.

Regarding the concerns that the three established levels of accomplishment and their corresponding titles may introduce hierarchies among faculty members, the title system proposed by AC16 is a voluntary system ar rom working conditions. This means that the academic title awards c uce any priv-

ileges in terms of employment status, renumeration, workload, or any other working conditions to one group than another. The Teaching Professor title also provides faculty members access to a non-vertical title.

AC16 is an attempt to find a balance between signaling excellence in a way persons external to KPU would understand, and challenging the way those external bodies define excellence. This is why AC16 proposes using titles to acknowledge and recognize a broad and inclusive range of diverse achievements in Teaching, Research, Scholarship, and/or Creative Activities, and Service, achievements of decolonization and reconciliation, and achievements of equity-deserving groups.

The consultation process of AC16 has been extensive. it started with an email written by the Policy Developer and sent to all Deans and Associate Deans on August 22, 2024, encouraging faculty participation in the upcoming consultation process. An early notice of AC16 policy development was sent to Faculty Council Chairs, Vice-Chairs, and Deans via an email from policy@kpu.ca on August 29, seeking requests for consultations and listing meetings of town halls, Senate, and Senate Standing Committees where AC16 consultations would take place between September and October. Three dedicated town hall meetings available to all members of the University community also took place. During the Phase One Posting period, we also looked for consultation invites through the regular policy communication channels, namely University Communicator, Today@KPU, KPU Policy Blog, policy development Drupal site, and Phase One memos to SSC Policy and Board Governance Committee. All consultation opt-in requests received through this process have been completed.

Mehdi Salimi
November 20, 2024 at 3:46 pm › Edit

I strongly support the introduction of academic ranks at KPU. As faculty members increasingly apply for external research grants, these ranks provide a clear recognition of academic expertise and achievement, which significantly enhances our ability to compete for funding. Academic titles are widely recognized indicators and institutional standing, making our grant applications more competitive against those from institutions with similar rankings. Furthermore, adopting these ranks aligns KPU with standard academic practices, positioning our university as a stronger contender in collaborative initiatives and external funding opportunities.

In addition to bolstering research opportunities, academic ranks play a crucial role in enhancing the university's reputation, which directly impacts our ability to attract high-caliber students. This change will not only support and promote the academic and research goals of faculty members but also contribute to a vibrant learning environment, aligning with the broader mission of the university.

Policy and Academic Affairs
January 3, 2025 at 3:21 pm › Edit

Thank you for your feedback.

Kristie Dukewich
November 19, 2024 at 1:24 pm › Edit

"The academic title awards proposed at KPU will recognize faculty members in a meaningful way and speak in a language understood both by the University and the broader academic
community. By making only the title Professor automatically applied to all faculty members, the University is only adopting the language of the broader academic community, in a manner that is not broadly recognized and understood, and without making a change that speaks to KPU and to the conversations in the broader academic community that wrestle with the pitfalls in traditional rank and tenure systems. It also does not accurately represent the diverse breadth of achievement of our faculty. Finally, the permissive use of "Professor" may inadvertently lead to further confusion in a system in which this designation is earned."

This response to concerns is contradictory and ignores that "professor' means different things to different populations. Using traditional titles while so significantly deviating from the traditional process is a mis-representation of what these titles mean.

Moreover, faculty HAVE earned a permissive title. We go through a probationary review process that looks nearly identical to the processes used to evaluate promtion of teaching focussed faculty at other institutions (ex. University of Toronto). If faculty pass probationary review, they I strongly believe HAVE earned the status as a assistant professor.

I am also missing a stress test referring to external parties. What does NSERC think about these titles? How will other institutions react to KPU using a process that so significantly deviates from traditional models while using traditional titles?

Finally, the concerns around workload have no been adequately addressed. How many governance positions are left unfilled across the university? Arts Faculty Council hasn't had a faculty member willing to take on chair for quite so[illegible]ems prudent for KPU admin to solve that problem before creating more ser[illegible]ons for faculty.

Time-release for research is offered in various interations throughout the unversity, but there is no commensurate investiment in governance. Faculty will be able to earn these titles for either research OR service, but only research comes with opportunities for time release. This seems like a path to encourage faculty to engage in research, and discourage faculty from engaging in university governance. WE ARE ALREADY SPREAD TOO THIN.

I am discouraged to see that there are no changes based on these concerns, but rather weak arguments that attempt (but fail) to answer those concerns. This policy seems like a foregone conclusion, and it is truly disheartening.

Laurie Detwiler
November 23, 2024 at 10:47 am › Edit

Thank you Kristie for your post. Appreciate you mentioning faculty have already gone through an extensive probation period review. I hope this policy is not a foregone conclusion. Thank you for making this bold statement, and hopefully people are paying attention.

Policy and Academic Affairs
January 3, 2025 at 3:21 pm › Edit

Thank you for your comment. Of the seven comparable post-secondary institutions surveyed in the sector scan, only Vancouver Island University (VIU) and Okanagan College adopted the use of "Professor" and "College Professor" titles for all faculty members, respectively.

The Professor title at most post-secondary institutions signal the highest excellence in teaching and scholarly activity, distinction in the discipline of study or field of practice, and significant contribution to academic and professional affairs. In other words, "Professor" at most post-secondary institutions is both a title and a recognition and honor of often lifelong contribution and achievement.

Given the above, and recognizing that this approach might suit other institutions with different needs, we didn't conclude that the permissive use of "professor" provides the recognition the current proposal seeks to provide.

AC16 is an attempt to find a balance between signaling excellence in a way persons external to KPU would understand, and challenging the way those external bodies define excellence. This is why AC16 proposes using titles to acknowledge and recognize a broad and inclusive range of diverse achievements in Teaching, Research, Scholarship, and/or Creative Activities, and Service, achievements of decolonization and reconciliation, and achievements of equity-deserving groups.

There are indeed challenges when it comes to filling governance positions. In this regard, faculty members expressed support for proposed policy's ability to acknowledge and recognize the service work done by faculty members. To reduce the workload on the proposed Senate Standing Committee on Academic Title Awards, the process for applying for the Assistant/Teaching Professor titles would be streamlined and expedited to provide quick access to titles (and to a non-hierarchical title) for faculty members.

Ulrich Paschen
November 19, 2024 at 5:32 am › Edit

I appreciate the balance between the required rigour to make the new titles meaningful and the broad criteria that are postulated as possible qualification criteria. While the fact that the issue of rank and title has never been settled in bargaining baffles me, the current approach seems suitable to me.

Policy and Academic Affairs
January 3, 2025 at 3:20 pm › Edit

Thank you very much for your comment.

Catherine Schwichtenberg
November 18, 2024 at 10:43 am › Edit

I am very pleased with the action KPU has taken with this policy. I really appreciate that KPU took the time to get it right and carefully considered all perspectives before initiating the policy. I have one item I would like to discuss… I think that to align with KPU Vision 2026 "Quality…" the fact we are a Teaching focused University, and our desire to be renowned, I think that titles of Assistant Professor/Teaching Professor should have specific requirements for applicants to meet in Service, Teaching, and Research. I'm thinking of evidence of governance or other KPU committee work, as well as completion of specific modules through Teaching and Learning and/or Research modules. Forgive me, but I also think the title of Assistant Professor/Teachi should have a term limit of 10 years. Once the 10 years are up, those wil pply again with

new evidence of Service, Teaching, and/or Research. Thank you again, Policy Team and Developer; this is great news for KPU

Policy and Academic Affairs
January 3, 2025 at 3:20 pm › Edit

Thank you for your comment and for the suggestions. The expedited process for applications for Assistant Professor/Teaching Professor titles is designed to alleviate the workload of the proposed Senate Standing Committee on Academic Title Awards. The Assistant Professor/Teaching Professor titles reflect the foundational achievement of faculty members at KPU. This process is meant to provide quick access to titles (and to a non-hierarchical title) for faculty members who choose to participate.

The proposed Senate Standing Committee on Academic Title Awards and Senate will have the authority to decide what evidence is sufficient for Associate Professor and Professor titles, although the assessment must be done within the parameters set by the proposed Policy and Procedure.

In this regard, "Scholarship" was used to refer to a broad and inclusive range of activities of educational leadership and service, but it is clear that it was not the right word to communicate that. We will revise the draft Policy and Procedure to emphasize "Service" as a category. We will also add language to delineate broad definitions of "Teaching," "Research, Scholarship and/or Creative Activities" and "Service" in AC16, in order to ensure that those three categories point to an inclusive range of diverse activities.

Janet Webster
November 18, 2024 at 9:09 am › Edit

I am glad to see that the word 'ceremonial' has been dropped from the Phase 2 description of Academic Title and Awards as I suggested in the Phase 1 posting blog. The 'Responses to Consultation Feedback' document correctly identifies the word 'ceremonial' as subject to misinterpretation in the context of academic awards in the BC post-secondary sector.
While I understand the rationale for this initiative at KPU from a research and scholarship perspective, I feel there will be a resulting loss of KFA collective rights and equal status for faculty members in the long run as administrative units at KPU shift their priorities in response to institutional needs and inevitable disruptions. My perspective is born of a 28 year career at KPU.

Policy and Academic Affairs
January 3, 2025 at 3:18 pm › Edit

Thank you for your comment. "Scholarship" was used to refer to a broad and inclusive range of activities of educational leadership and service, but it is clear that it was not the right word to communicate that. We will revise the draft Policy and Procedure to emphasize "Service" as a category. We will also add language to delineate broad definitions of "Teaching," "Research, Scholarship and/or Creative Activities" and "Service" in AC16, in order to ensure that those three categories point to an inclusive range of diverse activities.

The most important purpose of the academic title awards proposed by AC16 is to acknowledge and recognize the diverse achievements of KPU faculty, no matter they are in teaching, research, or service. Please rest assured that there is no intention to change the University's mandate through AC16.

Paul Adams
November 15, 2024 at 10:04 am › Edit

I fully support this Policy and Procedure. The titles Associate Professor and Professor can greatly help elevate faculty's external profile in the community, with external funding agencies…and others. I think this can have a very positive impact for KPU faculty. I also think that the wording in the procedure "Applicants may apply on the basis of their achievement in teaching, research or scholarship, or some combination of the above. This should encompass an applicant's full academic and professional career prior to, and since, joining KPU" is very good and will ensure equitable qualifications for the many diverse forms of excellence demonstrated by KPU faculty.

Michael Schanz
November 15, 2024 at 11:47 am › Edit

I agree with the proposed policy and your assessment although I would like to note one thing. Whilst you include "professional experience prior to and since joing KPU", I do not see it written out as such. I see "teaching, research or scholarship" which appears more limited than your interpretation. I do appreciate that we are having these discussions as well.

Policy and Academic Affairs
January 3, 2025 at 3:13 pm › Edit

Thank you very much for your comment. The statement in question can be found in the draft Procedure, “Applicants may apply on the basis of their achievement in teaching, research or scholarship, or some combination of the above. This should encompass an applicant’s full academic and professional career prior to, and since, joining KPU.” (Procedure B.5.a.ii.)

“Scholarship” was used to refer to a broad and inclusive range of activities of educational leadership and service, but it is clear that it was not the right word to communicate that. We will revise the draft Policy and Procedure to emphasize “Service” as a category. We will also add language to delineate broad definitions of “Teaching,” “Research, Scholarship and/or Creative Activities” and “Service” in AC16, in order to ensure that those three categories point to an inclusive range of diverse activities.

Policy and Academic Affairs
January 3, 2025 at 3:10 pm › Edit

Thank you for your comment.

COMMENTS ARE CLOSED.

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# BOARD OF GOVERNORS - REGULAR MEETING

**Agenda Number:** *8.4*
**Meeting Date:** *March 26, 2025*
**Presenter(s):** *Lori McElroy*

## AGENDA TITLE: VISION 2026 PROGRESS REPORT

## ACTION REQUESTED: Discussion

## RECOMMENDED RESOLUTION

**N/A**

## COMMITTEE REPORT

For Secretariat Use Only

### Context and Background

We assess progress towards the VISION 2026 goals twice a year: 1) metrics are included in KPU's Accountability Plan and Report, which was approved by the Board in the Fall; and 2) a Progress Report is provided to the Board in the Spring, with the data reported in the Accountability Plan and Report, a narrative assessing progress on each goal; and benchmark data on ten metrics that all institutions are required by the Ministry to report on. The benchmarks are based on institutions with a program mix similar to KPU's: Capilano University, Douglas College, University of the Fraser Valley, Langara College, Thompson Rivers University, and Vancouver Island University.

### Key Messages

1. This is the first progress report on VISION 2026. Some of the metrics are new and have not been reported in the past, so progress cannot be assessed. Some had not been measured when the 2023/24 Accountability Plan and Report was produced so are not yet available for assessment.
2. Good progress has been made on goals B1: enhance the student experience, B3: ensure the financial sustainability of KPU and E1: to ensure continuous improvement of KPU programs and services. Some progress has been made on a number of other goals.
3. Progress was weakest for goal E3, be accountable to friends, communities, partners and government, because KPU is not achieving its domestic FTE targets. Some improvement was seen for FY24, but more improvement is needed to reach our targets.

## Resource Requirements

The resources for assessing and reporting on progress on VISION 2026 are provided by the Office of Planning & Accountability (OPA).

## Implications/Risks

The measures, and their targets, are reported publicly on both the Ministry's and KPU's websites in KPU's annual Accountability Plan and Report and reflect KPU's accountability to its students, the KPU Board, government, and the public.

## Consultations

1. The measures for assessing progress on VISION 2026 were developed in consultation with other departments, where relevant, and with the Board Governance Committee, prior to being finalized with the Board.

## Attachments

2. VISION 2026 Progress Report – Spring 2025

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## Submitted by

Lori McElroy, AVP, Planning & Accountability

## Date submitted

February 27, 2025

# VISION 2026 Progress Report

**February 2025**

*In 2026, KPU is a learning ecosystem rooted in a culture of sustainability, creativity, justice, and quality that inspires our people and our communities.*

KPU

**Office of Planning & Accountability**

# Introduction

This is the first report on progress towards the VISION 2026 goals. It is based on the data reported in the 2023/24 Accountability Plan and Report. This report expands on the Accountability Plan and Report in two ways:

- Discussion of progress made on each goal; and
- Benchmark data on ministry-required metrics from comparable institutions.

The table of contents is provided below. For an assessment of progress to date, please see the '*VISION 2026 Progress: By Goal and Metric*' section.


**Introduction** ..... **1**

**VISION 2026 Progress: By Goal and Metric** ..... **2**

**Performance Measures, Targets, and Results** ..... **8**

**Benchmark Data** ..... **24**

**Appendix: Survey Interpretation Guide** ..... **40**

**Glossary** ..... **47**

# VISION 2026 Progress: By Goal and Metric

The following is a summary of progress made towards the VISION 2026 goals, based on the most recently collected data. For KPU results on each performance metric, please see '*Performance Measures, Targets and Results*' section. For comparisons to similar institutions, please see the '*Benchmark Data*' section. See the Appendix for information on interpreting the survey metrics and the glossary for definition of terms.

## A. Experience: Students and employees enjoy rich, engaging and supportive educational and working experiences

### *A1. Goal: We will enhance the experience of our students*

Based on the five metrics for this goal, good progress has been made:

- The proportion of students satisfied with their educational experience (metric 1) and the proportion who feel part of the KPU community (metric 2) declined very slightly, which is just random variation and is not reflective of a long-term trend.
- The proportion of sections with zero textbook costs (metric 4) increased from 16% in FY23 to 23% in FY24.
- Work-integrated learning opportunities increased, as did the number of students participating in them (metric 5).
- The proportion of students satisfied with campus life (metric 3) is a new measure, which was collected in fall 2024 for the first time. It will be reported in the 2024/25 Accountability Plan and Report (APR).

### *A2. Goal: We will enrich the experience of our employees*

There is one metric for this goal, the proportion of employees who are satisfied with working at KPU (metric 6). This is a new metric and was collected in fall 2024 for the first time. It will be reported in the 2024/25 APR.

### *A3. Goal: We will support the health and wellness of our students and employees*

There are two new metrics for this goal, one for students (metric 7) and one for employees (metric 8). These were collected in fall 2024 for the first time, and covered general physical and mental health, sleep quality, physical activity, sedentary activity, and mental well-being. Results will be reported in the 2024/25 APR.

## B. Sustainability: Cultural, social, environmental and institutional sustainability are advanced

### *B1. Goal: We will foster cultural, social and environmental sustainability through our offerings, research and operations*

There are five metrics for this goal, three of which are new so complete assessment of progress is not possible. However, based on two metrics, progress is being made.

- Greenhouse gas emissions from KPU buildings (metric 11) have declined.
- Waste diversion (metric 12) has increased, which means we are increasing recycling and composting.

- The number of courses in the Climate+ Challenge (metric 9) is a new metric so only baseline data for AY24 was reported.
- The number of research projects that address sustainability (metric 10) is a new metric so only baseline data for FY24 was reported.
- The proportion of students and employees using more sustainable transportation methods (metric 13) is a new metric so only baseline data for spring 2024 was reported.

### *B2. Goal: We will integrate planning to sustain institutional health by aligning KPU operations with our resources*

We have made some progress on this goal, as assessed by the one metric:

- There is a positive trend in the number of students reporting they have access to the courses they want (metric 14) (increased from 62% in CY21 to 68% in CY23), indicating that we are improving our planning to meet student course needs.

### *B3. Goal: We will ensure financial sustainability for KPU through long-term financial and enrolment planning*

We have done well at ensuring financial sustainability based on the three metrics for this goal:

- Net operating revenues ratio (metric 15) has increased from 3% in FY23 to 12% in FY24. The target is to be above 7%. This provides an indication of the extent to which an institution is generating positive cash flow to be financially sustainable long-term. It is calculated as cash flow from operating activities divided by total revenues.
- Net income or loss ratio (metric 16) is 3%, the same as in FY23. The target is to be greater than 1.5%. This measures the percentage of an institution's revenues that contribute to its net assets. It provides insight into how well an institution is able to manage its overall expenses and its objective is to track trends in an institution's net earnings. The ratio is calculated as total revenues minus total expenses divided by total revenues.
- Tuition revenue over all academic expenses (metric 17) is 111%, down slightly from FY23. The target is to be at least 75%. A decline in this ratio would demonstrate a decrease in revenues to cover expenditures especially if related expenses remain the same. It is calculated as total tuition revenue divided by academic support and instruction costs (all activities related to the support and delivery of education, including cost of instructors, academic management, support staff and related support costs).

## C. Creativity: KPU's innovation, teaching excellence, scholarship and research benefit KPU, its students and society

### *C1. Goal: We will foster teaching excellence and expand innovation in teaching, learning, and curriculum*

There are two metrics for this goal: the proportion of teaching faculty satisfied with supports for teaching (metric 18) and the proportion satisfied with supports for curriculum development (metric 19). These are new metrics and are being collected in spring 2025 for the first time. They will be reported in the 2024/25 APR.

### *C2. Goal: We will expand activity, funding, intensity and impact of research, scholarship and innovation partnerships*

There are seven metrics for this goal. All are new so were not assessed. Data was reported for three of them in the 2023/24 APR.

- 72 students received a Student Research and Innovation Grant (metric 20).
- 42 employees received a course release to conduct research or scholarship (metric 25).
- There were 47 research partners (metric 26).
- Two measures, proportion of students engaged in research (metric 21) and student satisfaction with opportunities to be engaged in research (metric 22), were collected in the fall 2024 Student Satisfaction Survey and will be reported in the 2024/25 APR.
- Two measures, proportion of employees engaged in research (metric 23) and proportion of employees who engage students in research (metric 24), are being collected in spring 2025 for the first time. They will be reported in the 2024/25 APR.

### *C3. Goal: We will embolden creative problem solving across KPU's operations*

There is one metric for this goal, the proportion of employees who agree that they feel empowered to take calculated risks to solve problems at KPU (metric 27). This is a new metric and was collected in fall 2024 for the first time. It will be reported in the 2024/25 APR.

## D. Justice: KPU will build on its history of openness and innovation to help build a more just society

### *D.1. Goal: We will foster decolonization and reconciliation*

There are four metrics for this goal, two of which are new. Based on two of these metrics, we have not made progress on this goal:

- The proportion of Indigenous student FTEs out of all domestic students FTEs (metric 29) was 3%, down from 3.3% in FY23.
- The number of Indigenous graduates (metric 30) was 36 in AY23, down from 69 in AY22.
- The number of Indigenous employees (metric 31) is a new metric and was collected in fall 2024 for the first time. It will be reported in the 2024/25 APR.
- Progress on xéʔelɬ (KPU Pathway to Systemic Transformation) (metric 28). Data will be collected in spring 2025 and reported in the 2024/25 APR.

Benchmark data is available for metric 29, Indigenous FTEs. Four institutions achieved their targets and three, including KPU, substantially achieved their targets.

### *D.2. Goal: We will advance anti-racism initiatives across KPU*

Based on the one metric for this goal, progress has been made:

- A score of 78 out of a maximum possible of 192 was achieved for progress on the recommendations from the *Task Force on Anti-Racism* (metric 32). Each recommendation was rated from zero (no progress) to three (substantial progress/complete), with the target representing a three on each.

### *D.3. Goal: We will advance equity, diversity, inclusion and accessibility across KPU*

There are five metrics for this goal, two of which are new. The results are mixed.

- The EDI Action Plan is approximately 50% completed (metric 33).
- The 50/30 Challenge (metric 35) is an initiative between the Government of Canada, Canadian businesses, and diversity organizations with the goal of increasing the representation and inclusion of diverse groups within their workplaces. The target is for both senior administrators and members of the Board of Governors to be made up of 50% gender minorities (i.e., women and trans people) and 30% other minoritized groups (i.e., 2SLGBTQIA+, disabled, or BIPOC). When assessed in AY23, 64% of senior administrators and 50% of board members were women or trans people and 30% of senior administrators and 90% of board members were members of other minoritized groups, meeting or exceeding both goals.
- Progress on implementing the Accessibility Plan (metric 34) was not assessed as the plan had not been finalized.
- The proportion of employees that perceive they are treated fairly at KPU regardless of their gender, sexual orientation, ability, age, ethnicity/race, and/or religion (metric 36) was assessed in fall 2024 and will be reported in the 2024/25 APR.
- The proportion of students that perceive they are treated fairly at KPU regardless of their gender, sexual orientation, ability, age, ethnicity/race, English skills, and/or religion (metric 37) is assessed every year. Results are reported by comparing binary groups, such as cisgender with trans/gender diverse. The non-dominant group had lower ratings on fair treatment for the following comparisons by at least 10%: trans/gender diverse vs. cisgender (69% vs. 86%); LGBQ+ vs non-LGBQ+ (76% vs. 86%); and disabled vs. non-disabled (78% vs. 88%).

## E. Quality: Continuous improvement builds confidence and reputation

### *E1. Goal: We will ensure continuous improvement of all KPU programs and services*

Good progress is being made on this goal. There are six metrics that address this goal, five of which are ministry metrics.

- Ministry targets of 90% were met for the proportion of graduates that assess their quality of instruction positively (metric 38) and were satisfied with their education (metric 39).
- The ministry target of 85% was met for the proportion of graduates who agree their education helped them develop skills (metric 40).
- The ministry target of 90% was substantially achieved for the proportion of graduates reporting their program-developed knowledge and skills were useful for performing their job for degree and non-degree graduates, and fully achieved for apprentices (metric 41).
- The ministry target of graduate unemployment rates of less than or equal to 8.8% was achieved (metric 42).
- 88% of KPU programs were compliant with KPU's program review policy, which means their program review started on time as defined by policy and is progressing appropriately (i.e., it is on track to be completed within two years of its start date) or they aren't due for a review (metric 43). The target is 100%.

Benchmark data is available for the metrics that are required by the ministry. Here's how KPU compares to the benchmark institutions:

- Proportion of graduates that assess the quality of instruction positively (metric 38):
  - Degree graduates (BGS): All 7 institutions achieved the target of 90%;
  - Non-degree graduates (DACSO): All 7 institutions achieved the target of 90%;
  - Apprentices (APPSO): All 4 institutions achieved the target of 90%;
  - Trades: All 3 institutions achieved the target of 90%;
- Proportion of graduates that were satisfied with their education (metric 39):
  - Degree graduates (BGS): All 7 institutions achieved the target of 90%;

    - Non-degree graduates (DACSO): 4 institutions, including KPU, achieved the target of 90%, and 3 substantially achieved the target;
    - Apprentices (APPSO): All 4 institutions achieved the target of 90%;
    - Trades: 2 institutions achieved the target of 90% and 1 substantially achieved the target;
- Proportion of graduates who agree their education helped them develop skills (metric 40):
    - Degree graduates (BGS): All 7 institutions achieved the target of 85%;
    - Non-degree graduates (DACSO): 5 institutions, including KPU, achieved the target of 85%, and 2 substantially achieved the target;
    - Apprentices (APPSO): All 4 institutions achieved the target of 85%;
    - Trades: All 3 institutions achieved the target of 85%;
- Proportion of graduates reporting their program-developed knowledge and skills were useful for performing their job (metric 41):
    - Degree graduates (BGS): 5 institutions achieved the target of 90% and 2, including KPU, substantially did;
    - Non-degree graduates (DACSO): 1 institution, achieved the target of 90%, 4, including KPU, substantially achieved the target, and 2 did not achieve the target;
    - Apprentices (APPSO): All 4 institutions achieved the target of 90%;
    - Trades: All 3 institutions achieved the target of 90%;
- Graduate unemployment rates (metric 42):
    - Degree graduates (BGS): All 7 institutions achieved the target for their region, which ranged from 8.5 to 8.9%;
    - Non-degree graduates (DACSO): All 7 institutions achieved the target for their region;
    - Apprentices (APPSO): All 4 institutions achieved the target for their region;
    - Trades: All 3 institutions achieved the target for their region;

### *E2. Goal: We will hold each other responsible for our promises and our expectations*

This goal is assessed by one metric: the proportion of employees who agree that KPU leaders promote a culture of shared responsibility and accountability (metric 44). This is a new metric and was collected in late fall 2024 for the first time. It will be reported in the 2024/25 APR.

### *E3. Goal: We will be accountable and transparent to our friends, communities, partners and governments*

Progress on this goal has been poor. There are seven metrics for this goal, six of which are ministry metrics.

- The ministry goals for credentials awarded (metric 46) was achieved or substantially achieved for certificate, diploma, and bachelor credentials, but not for developmental, graduate and post-baccalaureate, or short certificate credentials.
- There were 7,010 domestic FTEs (metric 47), which is below the target of 9,290.
- There were 769 domestic health FTEs (metric 48), which is below the target of 889.
- There were 183 domestic developmental FTEs (metric 49), which is below the target of 318.
- The seat utilization rate for SkilledTradesBC-funded foundation programs (metric 50) was substantially achieved at 92%, just under the target of 94.5%.
- The proportion of friends (PAC members, WIL, co-op, clinical placement, and research partners) who agree that KPU is transparent and accountable (metric 45) is a new metric and has not been measured.
- The seat utilization rate for SkilledTradesBC-funded apprenticeship programs (metric 51) was substantially achieved at 88%, just under the target of 94.5%.

Benchmark data is available for the metrics that are required by the ministry. Here's how KPU compares to the benchmark institutions:

- Credentials awarded to domestic students (metric 46):
  - Bachelor: 2 institutions achieved their target and 5, including KPU, substantially achieved their target;
  - Certificate: 3 institutions, including KPU, achieved their target, 2 substantially achieved their target and 2 did not achieve their target;
  - Developmental credentials: 2 institutions achieved their target, 1 substantially achieved their target and 4, including KPU, did not achieve their target;
  - Diploma: 2 institutions achieved their target, 4, including KPU, substantially achieved their target and 1 did not achieve their target;
  - Graduate and post-baccalaureate credentials: 2 institutions achieved their target, 2 substantially achieved their target and 3, including KPU, did not achieve their target;
  - Short certificate: 2 institutions achieved their target, 4, including KPU, did not achieve their target, and one was not assessed;
- Domestic FTEs (metric 47): 3 institutions substantially achieved their target, and4, including KPU, did not achieve their target. KPU's performance relative to their target was second poorest.
- Domestic health FTEs (metric 48): 4 institutions achieved their target, 1 substantially achieved their target, and 2, including KPU, did not achieve their target. KPU's performance relative to their target was second poorest.
- Domestic developmental FTEs (metric 49): 1 institution achieved its target, 2 substantially achieved their target, and 4, including KPU, did not achieve their target. KPU's performance relative to their target was the poorest.

# Performance Measures, Targets, and Results

The following pages present KPU's performance measures for assessing progress toward the goals in KPU's strategic plan, *VISION 2026*. The 12 measures include the performance measures required by the ministry, as well as those for SkilledTradesBC (STBC). The glossary provides definitions of terms and sources used for the performance measures, and the survey interpretation guide provides additional details.

Each measure has a performance target against which actual performance is assessed. For the ministry measures, the targets were set by the ministry and assessed using the method outlined in the *Accountability Framework Standards Manual and Guidelines*. Targets for the KPU measures were developed in consultation with the KPU Board of Governors. Alignment between VISION 2026's themes and the ministry's system objectives is shown below:

| VISION 2026 Themes | Ministry Objectives | | | | |
|---|---|---|---|---|---|
| | Capacity | Access | Quality | Relevance | Efficiency |
| A. Experience | | ✓ | ✓ | | |
| B. Sustainability | ✓ | | | ✓ | ✓ |
| C. Creativity | ✓ | | ✓ | ✓ | ✓ |
| D. Justice | | ✓ | ✓ | | |
| E. Quality | ✓ | ✓ | ✓ | ✓ | |

For each metric, the ministry objective is listed, where applicable, as well as the data source, the target, the assessment, and any noteworthy information.

The table below contains a summary of the assessment on the 12 government (10 PSFS, 2 STBC) and 39 KPU performance measures, as well as the scale used to assess them. The scale incorporates both government and KPU assessment methods, which includes additional gradations marking progress toward achieving a target. In cases where multiple assessments are made for a single performance measure, the lowest of the assessments is assigned to the measure and reported in the table.

| | Assessment (criteria) | Gov't | KPU | Total |
|---|---|---|---|---|
| | Achieved (100% or more of target) | 4 | 7 | 11 |
| | Substantially achieved (90% to 99% of target) | 4 | 2 | 6 |
| | Not achieved (between 60% and 89% of target) | 2 | 1 | 3 |
| | Not achieved (less than 60% of target) | 2 | 2 | 4 |
| | Not assessed (no data, no target, too few respondents, or margin of error too high) | 0 | 27 | 27 |

## A. Experience

### A1. Enhanced Student Experience

**1. Proportion of students reporting satisfaction with their educational experience**

| Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 | Target |
|---|---|---|---|---|
| 75% | 79% | 81% | 80% | ≥ |

Substantially achieved. PSFS objective: Quality. Data source: Student Satisfaction Survey (SSS).

**2. Proportion of students who feel part of the KPU community**

| Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 | Target |
|---|---|---|---|---|
| 56% | 58% | 63% | 61% | ≥ |

Substantially achieved. PSFS objective: Quality. Data source: SSS.

**3. Proportion of students reporting satisfaction with campus life**

| Fall 2024 | Fall 2025 | Fall 2026 | Target |
|---|---|---|---|
| - | - | - | ≥ |

Not assessed. PSFS objective: Quality. Data source: SSS.
New metric. Data to be collected starting fall 2024.

**4. Percentage of sections with zero textbook costs**

| FY20 | FY21 | FY22 | FY23 | FY24 | Target |
|---|---|---|---|---|---|
| 14% | 18% | 17% | 16% | 23% | ↑ |

Achieved. PSFS objective: Access. Data source: KPU Student Information System.

**5. Work-integrated learning (WIL) opportunities**

| | FY23 | FY24 | Target |
|---|---|---|---|
| Number of WIL opportunities | 465 | 483 | TBD |
| Number of WIL students | 5,864 | 5,983 | TBD |

Not assessed. PSFS objective: Relevance. Data source: KPU Student Information System.

## A2. Enriched Employee Experience

### 6. Proportion of employees who are satisfied with working at KPU

| CY24 | CY25 | CY26 | Target |
|---|---|---|---|
| - | - | - | TBD |

Not assessed. Data source: Employee Feedback Survey (EFS).
New metric. Data to be collected starting fall 2024.

## A3. Support for Health and Wellness

### 7. Student wellness scores

| CY24 | CY25 | CY26 | Target |
|---|---|---|---|
| - | - | - | TBD |

Not assessed. PSFS objective: Quality. Data source: SSS.
New metric. Data to be collected starting fall 2024.

### 8. Employee wellness scores

| CY24 | CY25 | CY26 | Target |
|---|---|---|---|
| - | - | - | TBD |

Not assessed. Data source: EFS.
New metric. Data to be collected starting fall 2024.

# B. Sustainability

## B1. Cultural, Social, and Environmental Sustainability

### 9. Number of courses in the Climate+ Challenge

| AY24 | AY25 | AY26 | Target |
|---|---|---|---|
| 84 | - | - | ↑ |

Not assessed. PSFS objective: Quality. Data source: KPU Climate+ Challenge website.

### 10. Number of research projects that address sustainability

| FY24 | FY25 | FY26 | Target |
|---|---|---|---|
| 105 | - | - | ↑ |

Not assessed. PSFS objective: Quality. Data source: KPU Research System.
Includes all projects that address one or more UN Sustainable Development Goals.

### 11. Greenhouse gas emissions from KPU buildings

| CY22 | CY23 | Target |
|---|---|---|

| | | |
|---|---|---|
| 2,655 | 2,383 | TBD |



Not assessed. Data source: KPU Energy Records.
The unit of measurement is metric tonnes of carbon dioxide equivalents (tCO2e).

### 12. Campus waste diversion rate

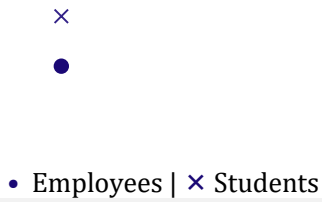
| FY23 | FY24 | Target |
|---|---|---|
| 50% | 55% | ↑ |



Achieved. Data source: KPU Facilities Tracking System.
The rate reflects all major sources of waste and waste diversion. Some less voluminous forms are not captured, such as electronics recycling, and lab chemical neutralizing.

### 13. Proportion of students and employees using more sustainable transportation methods

| | Spring 2024 | Spring 2025 | Spring 2026 | Target |
|---|---|---|---|---|
| Students | 69% | - | - | ↑ |
| Employees | 33% | - | - | ↑ |




Not assessed. Data source: Sustainability Survey.

## B2. Integrated Planning

### 14. Proportion of students reporting they have access to the courses they want

| CY20 | CY21 | CY22 | CY23 | Target |
|---|---|---|---|---|
| 65% | 62% | 66% | 68% | ↑ |

Achieved. PSFS objective: Efficiency. Data source: SSS.

## B3. Financial Sustainability

### 15. Net operating revenues ratio

| FY23 | FY24 | Target |
|---|---|---|
| 3% | 12% | >7% |

Achieved. PSFS objective: Efficiency. Data source: KPU Financial System.

This provides an indication of the extent to which an institution is generating positive cash flow to be financially sustainable long-term. It is calculated as cash flow from operating activities divided by total revenues. Cash flow from operating activities is actual cash and represents the amount of cash an organization generates or consumes from carrying out its operating activities over a period of time.

The financial statement total revenue figures used for this metric for FY24 include a gain of $116.4M from the sale of a land parcel (increase to revenues) and a deferral of KPU's fiscal 2024 operating grant of $83M (decrease to revenues). The ratios were normalized for these transactions. Before normalization, 'Net operating revenues ratio' for FY24 was 10%.

### 16. Net income or loss ratio

| FY23 | FY24 | Target |
|---|---|---|
| 3% | 3% | >1.5% |



Achieved. PSFS objective: Efficiency. Data source: KPU Financial System.

This measures the percentage of an institution's revenues that contribute to its net assets. It provides insight into how well an institution is able to manage its overall expenses and its objective is to track trends in an institution's net earnings. The ratio is calculated as total revenues minus total expenses divided by total revenues.

The financial statement total revenue figures used for this metric for FY24 include a gain of $116.4M from the sale of a land parcel (increase to revenues) and a deferral of KPU's fiscal 2024 operating grant of $83M (decrease to revenues). The ratios were normalized for these transactions. Before normalization, 'Net income or loss ratio' was 19%.

### 17. Tuition revenue over all academic expenses

| FY23 | FY24 | Target |
|---|---|---|
| 118% | 111% | ≥75% |

Achieved. PSFS objective: Efficiency. Data source: KPU Financial System.

A decline in this ratio would demonstrate a decrease in revenues to cover expenditures especially if related expenses remain the same. It is calculated as total tuition revenue divided by academic support and instruction (all activities related to the support and delivery of education, including cost of instructors, academic management, support staff, and related support costs).

# C. Creativity

## C1. Teaching Excellence and Innovation

**18. Proportion of teaching faculty indicating satisfaction with supports for teaching**

| CY24 | CY25 | CY26 | Target |
|---|---|---|---|
| - | - | - | ↑ |

Not assessed. PSFS objective: Quality. Data source: Faculty Survey (FS).
New metric. Data to be collected starting fall 2024.

**19. Proportion of teaching faculty indicating satisfaction with supports for curriculum development**

| CY24 | CY25 | CY26 | Target |
|---|---|---|---|
| - | - | - | ↑ |

Not assessed. PSFS objective: Quality. Data source: FS.
New metric. Data to be collected starting fall 2024.

## C2. Research Activity and Intensity

**20. Number of students that receive a Student Research and Innovation Grant**

| FY24 | FY25 | FY26 | Target |
|---|---|---|---|
| 72 | - | - | TBD |

Not assessed. PSFS objective: Quality. Data source: KPU ROMEO Research System.

**21. Proportion of students engaged in research**

| CY24 | CY25 | CY26 | Target |
|---|---|---|---|
| - | - | - | TBD |

Not assessed. PSFS objective: Quality. Data source: SSS.
New metric. Data to be collected starting fall 2024.

**22. Student satisfaction with opportunities to be engaged in research**

| CY24 | CY25 | CY26 | Target |
|---|---|---|---|
| - | - | - | TBD |

Not assessed. PSFS objective: Quality. Data source: SSS.
New metric. Data to be collected starting fall 2024.

**23. Proportion of employees engaged in research**

| CY24 | CY25 | CY26 | Target |
|---|---|---|---|
| - | - | - | TBD |

Not assessed. Data source: FS.
New metric. Data to be collected starting fall 2024.

**24. Proportion of employees who engage students in their research**

| CY24 | CY25 | CY26 | Target |
|---|---|---|---|
| - | - | - | TBD |

Not assessed. PSFS objective: Quality. Data source: FS.
New metric. Data to be collected starting fall 2024.

**25. Number of employees who received some course release to conduct research or scholarship**

| AY24 | AY25 | AY26 | Target |
|---|---|---|---|
| 42 | - | - | TBD |

Not assessed. PSFS objective: Quality. Data source: KPU ROMEO Research System.

Course release includes educational leave for research, as well as internally funded course release, externally funded course release, and the 0.6 Professional Development course release used for research.

**26. Number of research partners**

| CY24 | CY25 | CY26 | Target |
|---|---|---|---|
| 47 | - | - | TBD |

Not assessed. Data source: KPU ROMEO Research System.

Research partners include partners in the government, for-profit, and non-profit sectors that awarded research grants to, or signed research contracts and agreements with KPU researchers.

## C3. Creative Problem-Solving

**27. Proportion of employees who agree with the statement: I feel empowered to take calculated risks to solve problems at KPU**

| CY24 | CY25 | CY26 | Target |
|---|---|---|---|
| - | - | - | ↑ |

Not assessed. Data source: EFS.

New metric. Data to be collected starting fall 2024.

# D. Justice

## D1. Decolonization and Reconciliation

### 28. Progress on xéʔelɬ (KPU Pathway to Systemic Transformation)

| CY24 | CY25 | CY26 | Target |
|---|---|---|---|
| - | - | - | ↑ |

Not assessed. PSFS objective: Access. Data source: KPU.
New metric. Data to be collected starting fall 2024.

### 29. Number of Indigenous student spaces (PSFS)

| | FY20 | FY21 | FY22 | FY23 | Target |
|---|---|---|---|---|---|
| # of Indigenous student FTEs | 337 | 270 | 272 | 243 | N/A |
| % of domestic FTEs | 3.6% | 3.1% | 3.3% | 3.0% | ≥ |

Substantially achieved. PSFS objective: Access. Data source: PSFS.
The metric is the percentage of domestic FTEs that are attributable to Indigenous students. The target is that this percentage is equal to, or greater than, the percentage in the previous year. Includes all students who have ever self-declared as Indigenous in the BC K-12 school system, or at KPU.

### 30. Number of Indigenous graduates

| AY22 | AY23 | Target |
|---|---|---|
| 69 | 36 | ↑ |

Not achieved (<60% of target). PSFS objective: Access. Data source: KPU Student Information System.
Includes all graduates who have self-declared as Indigenous in the BC K-12 school system, or at KPU.

### 31. Number of Indigenous employees

| CY24 | CY25 | CY26 | Target |
|---|---|---|---|
| - | - | - | ↑ |

Not assessed. PSFS objective: Access. Data source: EFS.
New metric. Data to be collected starting fall 2024.

## D2. Anti-Racism

### 32. Progress on the recommendations from the Task Force on Anti-Racism

| CY24 | CY25 | CY26 | Target | |
|---|---|---|---|---|
| 78 | - | - | ↑ | ● |

Not assessed. PSFS objective: Access. Data source: Office of Equity and Inclusive Communities.
Each of the Task Force's recommendations was rated from zero (no progress) to three (substantial progress/complete), with the target representing a score of three on all.

## D3. Equity, Diversity, Inclusion, and Accessibility

### 33. Progress on developing the EDI Action Plan

| CY24 | CY25 | CY26 | Target | |
|---|---|---|---|---|
| 50% | - | - | ↑ | ● |

Not assessed. PSFS objective: Access. Data source: Office of Equity and Inclusive Communities.

### 34. Progress on implementing the Accessibility Plan

| CY25 | CY26 | Target |
|---|---|---|
| - | - | ↑ |

Not assessed. PSFS objective: Access. Data source: Office of Equity and Inclusive Communities.

### 35. 50/30 Challenge results

| | AY23 | AY24 | AY25 | Target | |
|---|---|---|---|---|---|
| Senior administrators | 64%, 30% | - | - | 50%, 30% | ●<br>× |
| Board members | 50%, 90% | - | - | 50%, 30% | ×<br>● |

• Gender | × Other

Achieved. PSFS objective: Access. Data source: 50-30 Challenge Survey.
Target is for both groups (senior administrators and members of the Board of Governors) to be made up of 50% gender minorities (i.e., women and trans people), and 30% other minoritized groups (i.e., 2SLGBTQIA+, disabled, or BIPOC).

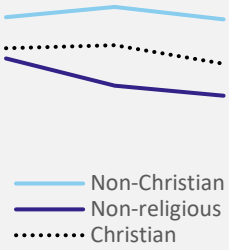
### 36. Proportion of employees that perceive they are treated fairly at KPU regardless of…

| CY24 | CY25 | CY26 | Target |
|---|---|---|---|
| - | - | - | ↑ |

Not assessed. PSFS objective: Access. Data source: EFS.

New metric, data to be collected starting fall 2024.

**37. Proportion of students that perceive they are treated fairly at KPU regardless of…**

| | CY21 | CY22 | CY23 | Target | |
|---|---|---|---|---|---|
| **Gender:** trans/gender diverse, cisgender | 73%<br>88% | 65%<br>89% | 69%<br>86% | ≥ peer group | |
| **Sexual orientation:** LGBQ+, non-LGBQ+ | 83%<br>87% | 76%<br>88% | 76%<br>86% | ≥ peer group | |
| **Ability:** disabled, non-disabled | 79%<br>89% | 80%<br>90% | 78%<br>88% | ≥ peer group | |
| **Age:** 30 or older, under 30 | 82%<br>87% | 86%<br>89% | 81%<br>87% | ≥ peer group | |
| **Ethnicity:** racialized, non-racialized | 88%<br>81% | 89%<br>79% | 86%<br>75% | ≥ peer group | |
| **English skills:** multilingual, monolingual | 83%<br>77% | 89%<br>83% | 87%<br>82% | ≥ peer group | |
| **Religion:** non-Christian religious, non-religious, Christian | 89%<br>80%<br>82% | 91%<br>75%<br>83% | 89%<br>72%<br>79% | ≥ peer group |  |

Not achieved: ≥10% gap between groups (achieved for ethnicity and English skills, substantially achieved for age). PSFS objective: Access. Data source: SSS.

Categories are collapsed into binary breakdowns, with minoritized groups listed first in the table (trans/gender diverse, LGBQ+, disabled, 30 or older, racialized, multilingual, non-Christian religious). Specific subgroups within each category score differently, and should not be treated as homogenous. For selected breakdowns, please see Appendix C.

# E. Quality

## E1. Program and Service Improvement

**38. Proportion of graduates that assess their quality of instruction positively (PSFS)**

| | CY19 | CY20 | CY21 | CY22 | CY23 | Target | |
|---|---|---|---|---|---|---|---|
| BGS | 94% | 91% | 90% | 91% | 87% | ≥90% | |
| DAC | 97% | 93% | 97% | 97% | 95% | ≥90% | |
| APP | 91% | 89% | 90% | 95% | 95% | ≥90% | |
| Trades | 95% | 90% | 93% | - | - | ≥90% | |

Achieved. PSFS objective: Quality. Data source: BC Student Outcomes Surveys (BCSOS).
BGS meets the target when taking margin of error into account. Trades was not reported for CY22 and CY23 as the number of survey respondents was too low.

**39. Proportion of graduates that report satisfaction with their education (PSFS)**

| | CY19 | CY20 | CY21 | CY22 | CY23 | Target | |
|---|---|---|---|---|---|---|---|
| BGS | 94% | 91% | 92% | 89% | 88% | ≥90% | |
| DAC | 92% | 91% | 94% | 92% | 89% | ≥90% | |
| APP | 87% | 84% | 88% | 91% | 94% | ≥90% | |
| Trades | 94% | 95% | 93% | - | - | ≥90% | |

Achieved. PSFS objective: Quality. Data source: BCSOS.
BGS and DAC meet the target when taking margin of error into account. Trades was not reported for CY22 and CY23 as the number of survey respondents was too low.

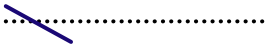
**40. Proportion of graduates who agree their education helped them develop skills (PSFS)**

| | CY19 | CY20 | CY21 | CY22 | CY23 | Target | |
|---|---|---|---|---|---|---|---|
| BGS | 91% | 89% | 87% | 86% | 84% | ≥85% | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| DAC | 89% | 87% | 91% | 90% | 90% | ≥85% | |
| APP | 85% | 84% | 82% | 87% | 89% | ≥85% | |
| Trades | 90% | 89% | 90% | - | - | ≥85% | |

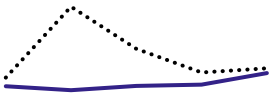
Achieved. PSFS objective: Relevance. Data source: BCSOS.
BGS meets the target when taking margin of error into account. Trades was not reported for CY22 and CY23 as the number of survey respondents was too low. Results for each group on specific skills (e.g., writing, problem-solving) are provided in Appendix C.

**41. Proportion of graduates reporting their program-developed knowledge and skills are useful for performing their job (PSFS)**

| | CY19 | CY20 | CY21 | CY22 | CY23 | Target | |
|---|---|---|---|---|---|---|---|
| BGS | 90% | 88% | 90% | 88% | 84% | ≥90% | |
| DAC | 83% | 86% | 82% | 83% | 79% | ≥90% | |
| APP | 87% | 91% | 89% | 90% | 93% | ≥90% | |
| Trades | 93% | 85% | - | - | - | ≥90% |  |

Substantially achieved (achieved for APP, not assessed for Trades). PSFS objective: Relevance. Data source: BCSOS.
BGS meets the target when taking margin of error into account. Trades was not reported for CY21, CY22, and CY23 as the margin of error was too high or the number of survey respondents was too low.

**42. Graduate unemployment rate (PSFS)**

| | CY19 | CY20 | CY21 | CY22 | CY23 | Target | |
|---|---|---|---|---|---|---|---|
| BGS | 3.4% | 8.5% | 6.0% | 3.3% | 7.7% | ≤8.8% | |
| DAC | 5.9% | 5.2% | 5.9% | 6.1% | 8.0% | ≤8.8% |  |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| APP | 1.1% | 4.0% | 3.1% | 1.0% | 2.2% | ≤8.8% | |
| Trades | 6.8% | 11.1% | - | - | - | ≤8.8% | |

Achieved. PSFS objective: Relevance. Data source: BCSOS.
Trades was not reported for CY21, CY22, and CY23 as the margin of error was too high or the number of survey respondents was too low.

**43. Percentage of programs compliant with Policy AC3: Program Review**

| AY24 | AY25 | AY26 | Target |
|---|---|---|---|
| 88% | - | - | 100% |

Not achieved (within 60% of target). PSFS objective: Quality. Data source: KPU Program Review Tracking System.
A program is compliant if it started on time as defined by policy AC3 and is progressing appropriately (i.e., it is on track to be completed within two years of its start date).

## E2. Internal Accountability

**44. Proportion of employees who agree that KPU promotes a culture of shared responsibility and accountability**

| CY24 | CY25 | CY26 | Target |
|---|---|---|---|
| - | - | - | ↑ |

Not assessed. Data source: EFS.
New metric. Data to be collected starting fall 2024.

## E3. External Accountability

**45. Proportion of friends who agree that KPU is being transparent and accountable**

| AY25 | AY26 | Target |
|---|---|---|
| - | - | ↑ |

Not assessed. Data source: Partners Survey.
New metric, data to be collected starting in AY2024/25. Friends include PAC members, WIL, co-op, clinical placement, and research partners.

**46. Number of credentials awarded annually to domestic students (PSFS)**

| FY20 | FY21 | FY22 | FY23 | Target |
|---|---|---|---|---|

| | | | | | | |
|---|---|---|---|---|---|---|
| Bachelor | 975 | 1,034 | 963 | 921 | ≥991 | |
| Certificate | 473 | 418 | 404 | 434 | ≥432 | |
| Diploma | 348 | 367 | 327 | 324 | ≥347 | |
| Develop-mental | 46 | 51 | 28 | - | ≥42 | |
| Graduate & post-bacc | 34 | 28 | 27 | 22 | ≥30 | |
| Short certificate | 29 | 13 | 17 | 10 | ≥20 | |

Not achieved (<60% of target) is the lowest category for this metric, so that is the overall assessment. However, the target for the certificate category was achieved, and the target for the bachelor and diploma categories was substantially achieved. PSFS objective: Capacity. Data source: PSFS.

Credentials awarded to international students are excluded, as are trades foundations and apprenticeships. The target is the average number of credentials awarded in the three most recent fiscal years. The metric was previously reported as a total rather than by type, therefore targets for previous years are not provided.

### 47. Number of domestic FTEs (PSFS)

| FY20 | FY21 | FY22 | FY23 | FY24 | Target | |
|---|---|---|---|---|---|---|
| 8,212 | 7,615 | 7,013 | 6,793 | 7,010 | ≥9,290 | |

Not achieved (within 60% of target). PSFS objective: Capacity. Data source: PSFS.

Domestic enrolment was negatively impacted by the pandemic and by demographic changes in the KPU region. Between 2019 and 2021, the population of 17-to-21-year-olds in the KPU region declined by 9%. It started to increase thereafter, exceeding 2019 numbers by 2023. This pattern of decline and increase is reflected in the FTE numbers.

### 48. Number of health FTEs (PSFS)

| FY20 | FY21 | FY22 | FY23 | FY24 | Target | |
|---|---|---|---|---|---|---|
| 938 | 829 | 803 | 734 | 769 | ≥889 | |

Not achieved (within 60% of target). PSFS objective: Capacity. Data source: PSFS.

Health FTEs are affected by changes in the population, described above. In addition, changes in KPU nursing programs from a 4-year to a 3-year program meant that these programs generate lower FTEs than before. When these changes were initially made, students taking the first-year qualifying courses, called Health Foundations, were still captured as health FTEs, but changes made in AY2018/19 resulted in new students taking the first-year qualifying courses for nursing as part of the general student body, so they no longer generate health FTEs. As students in Health Foundations completed, the number of health FTEs they generated declined to zero.

### 49. Number of developmental FTEs (PSFS)

| FY20 | FY21 | FY22 | FY23 | FY24 | Target |
|---|---|---|---|---|---|
| 401 | 242 | 168 | 166 | 183 | ≥318 |

Not achieved (<60% of target). PSFS objective: Capacity. Data source: PSFS.

Development FTEs are affected by changes in the population described under domestic FTEs above. Most of our developmental FTEs are generated by students in the KPU Pathway to Undergraduate Studies, an access pathway where students upgrade their English in order to meet the undergraduate admission English proficiency requirements. Prior to FY24, students didn't apply to the Pathway but were given an offer to the Pathway if they didn't meet the English proficiency requirements for undergraduate studies. Effective FY24, students can directly apply to the Pathway when they realize they won't meet these requirements, resulting in a 10% increase in developmental FTEs.

**50. Seat utilization for STBC-funded Foundation programs (STBC)**

| FY20 | FY21 | FY22 | FY23 | FY24 | Target |
|---|---|---|---|---|---|
| 89% | - | - | 88% | 92% | 94.5% |

Substantially achieved. PSFS objective: Capacity. Data source: STBC.
Data is not provided for FY21 and FY22 as targets were not set in those years.

**51. Seat utilization for STBC-funded Apprenticeship programs (STBC)**

| FY20 | FY21 | FY22 | FY23 | FY24 | Target |
|---|---|---|---|---|---|
| 94% | - | - | 91% | 88% | 94.5% |

Substantially achieved. PSFS objective: Capacity. Data source: STBC.
Data is not provided for FY21 and FY22 as targets were not set in those years.

# Benchmark Data

The benchmark data in this section provides context for interpreting KPU's performance measures. It is only possible to do this for those measures that all institutions are required to report, namely the identified ministry measures (metrics 29, 38-42, and 46-49 in this report). Benchmarks are based on institutions whose program mix is similar to KPU's: Capilano University, Douglas College, the University of the Fraser Valley, Langara College, Thompson Rivers University and Vancouver Island University. Although the institutions have similarities, each operate within their own unique context, with some differences in program mix and student composition, as well as local economic conditions, which can influence the results.

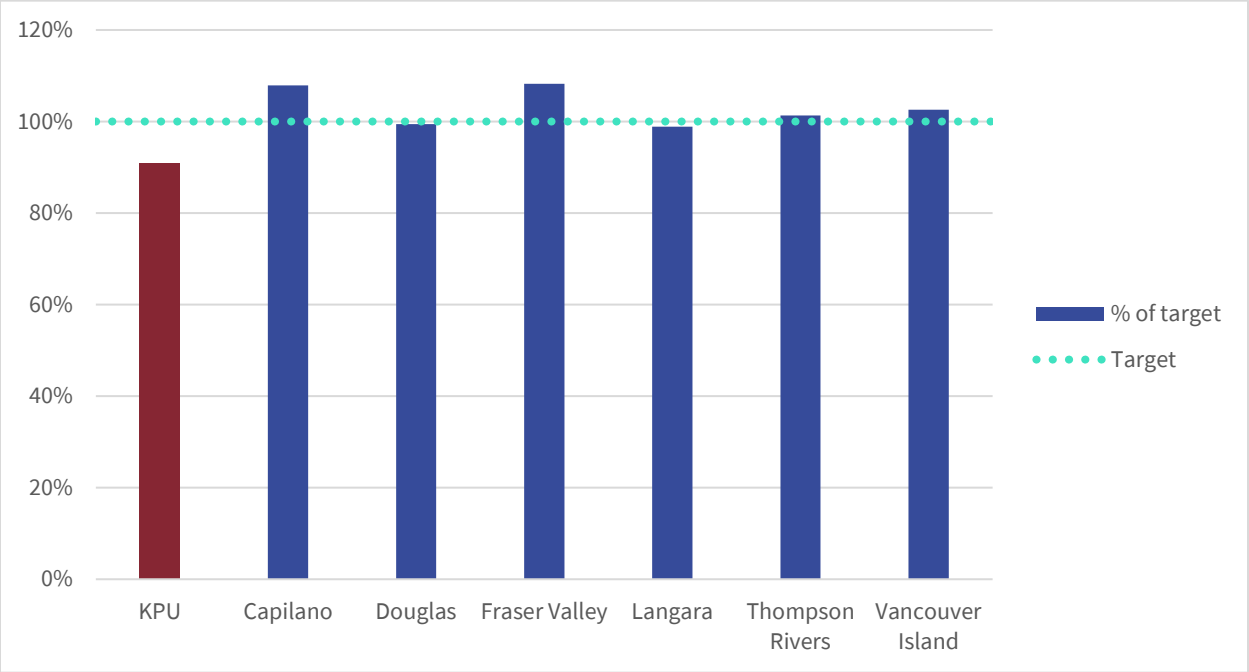
## Benchmarks for Survey Data

For survey data, both a percentage and a margin of error is reported since the survey is estimating the population of graduates, and hence has some error in that estimation. The margin of error is a statistic expressing the amount of ampling error in a survey's results. The larger the margin of error, the less confidence one can have that the survey results are close to the "true" figures; that is, the figures for the whole population of students, not just those who responded to the survey.

The "95% CI" column expresses the range that includes the minimum and maximum percentage based on the margin of error. Instead of reporting only on those who participated in the survey, these ranges represent where, with 95% confidence, the actual percentage in the population is expected to be. A "-" indicates that the institution did not have any reportable data for that particular cell. The assessment uses the same scale as in the previous section, provided below for reference:

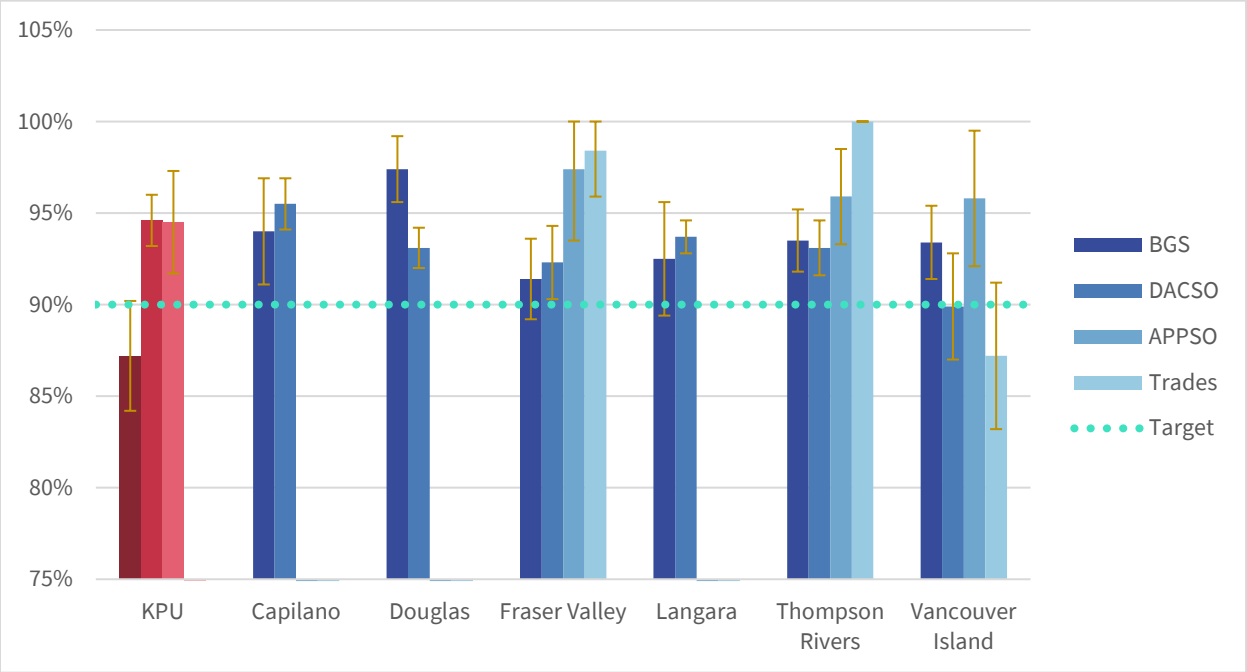
| | Assessment (criteria) |
|---|---|
| | Achieved (100% or more of target) |
| | Substantially achieved (90% to 99% of target) |
| | Not achieved (between 60% and 89% of target) |
| | Not achieved (less than 60% of target) |
| | Not assessed (no data, no target, too few respondents, or margin of error too high) |

**Metric 29. Number of Indigenous student spaces (PSFS)**




| Institution | Target | Actual | % of target | |
|---|---|---|---|---|
| KPU | 3.3% (Indigenous FTEs as % of total domestic FTEs > previous year) | 3.0% | 90.9% | |
| Capilano | ≥ 241 FTEs (Maintain previous year) | 260 | 107.9% | |
| Douglas | ≥ 371 FTEs (Maintain previous 3-year average) | 369 | 99.5% | |
| Fraser Valley | ≥ 557 FTEs (At least 7.6% of total domestic FTEs) | 603 | 108.3% | |
| Langara | ≥ 182 FTEs (Maintain previous year FTEs) | 180 | 98.9% | |
| Thompson Rivers | ≥ 1,265 FTEs (Maintain previous year) | 1,282 | 101.3% | |
| Vancouver Island | ≥ 1,084 FTEs (Maintain previous year) | 1,112 | 102.6% | |

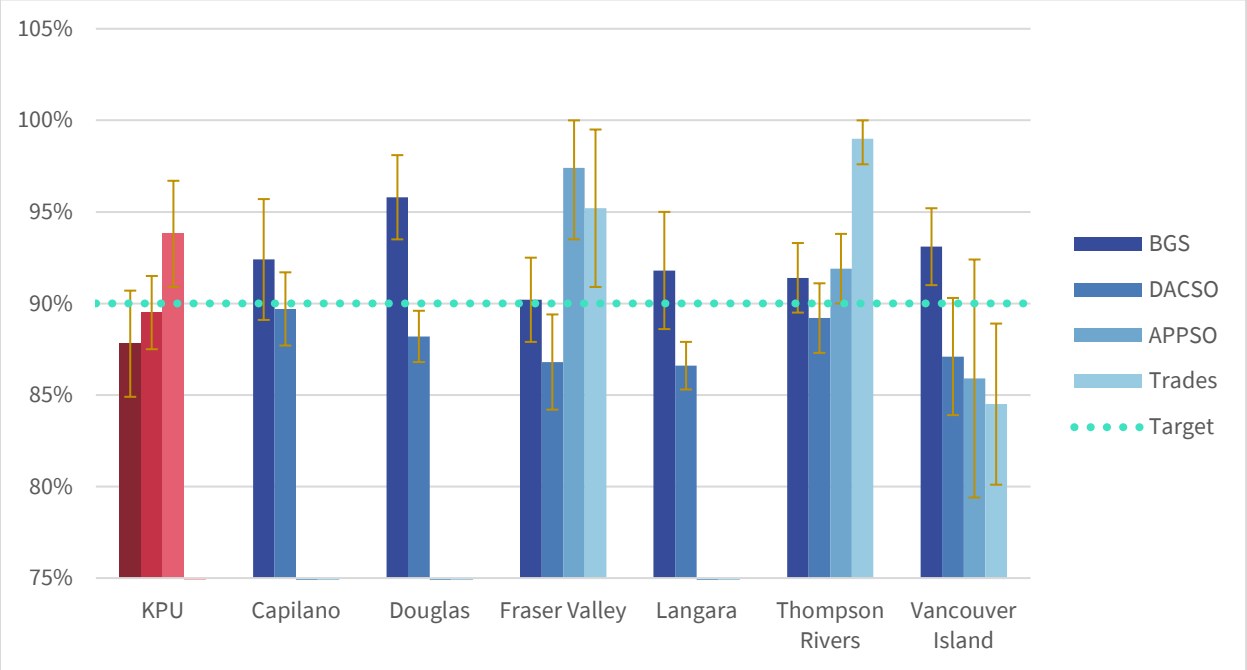
**Metric 38. Proportion of graduates that assess their quality of instruction positively (PSFS)**




| | | BGS | | | DACSO | | |
|---|---|---|---|---|---|---|---|
| **Institution** | **Target** | **%** | **95% CI** | | **%** | **95% CI** | |
| KPU | ≥ 90% | 87.2% | 84.2% – 90.2% | | 94.6% | 93.2% – 96.0% | |
| Capilano | ≥ 90% | 94.0% | 91.1% – 96.9% | | 95.5% | 94.1% – 96.9% | |
| Douglas | ≥ 90% | 97.4% | 95.6% – 99.2% | | 93.1% | 92.0% – 94.2% | |
| Fraser Valley | ≥ 90% | 91.4% | 89.2% – 93.6% | | 92.3% | 90.3% – 94.3% | |
| Langara | ≥ 90% | 92.5% | 89.4% – 95.6% | | 93.7% | 92.8% – 94.6% | |
| Thompson Rivers | ≥ 90% | 93.5% | 91.8% – 95.2% | | 93.1% | 91.6% – 94.6% | |
| Vancouver Island | ≥ 90% | 93.4% | 91.4% – 95.4% | | 89.9% | 87.0% – 92.8% | |
| | | **APPSO** | | | **Trades (TFTRV)** | | |
| **Institution** | **Target** | **%** | **95% CI** | | **%** | **95% CI** | |
| KPU | ≥ 90% | 94.5% | 91.7% – 97.3% | | - | - | |
| Capilano | ≥ 90% | - | - | | - | - | |
| Douglas | ≥ 90% | - | - | | - | - | |
| Fraser Valley | ≥ 90% | 97.4% | 93.5% – 100.0% | | 98.4% | 95.9% – 100.0% | |
| Langara | ≥ 90% | - | - | | - | - | |
| Thompson Rivers | ≥ 90% | 95.9% | 93.3% – 98.5% | | 100.0% | 100.0% – 100.0% | |
| Vancouver Island | ≥ 90% | 95.8% | 92.1% – 99.5% | | 87.2% | 83.2% – 91.2% | |

**Metric 39. Proportion of graduates that report satisfaction with their education (PSFS)**

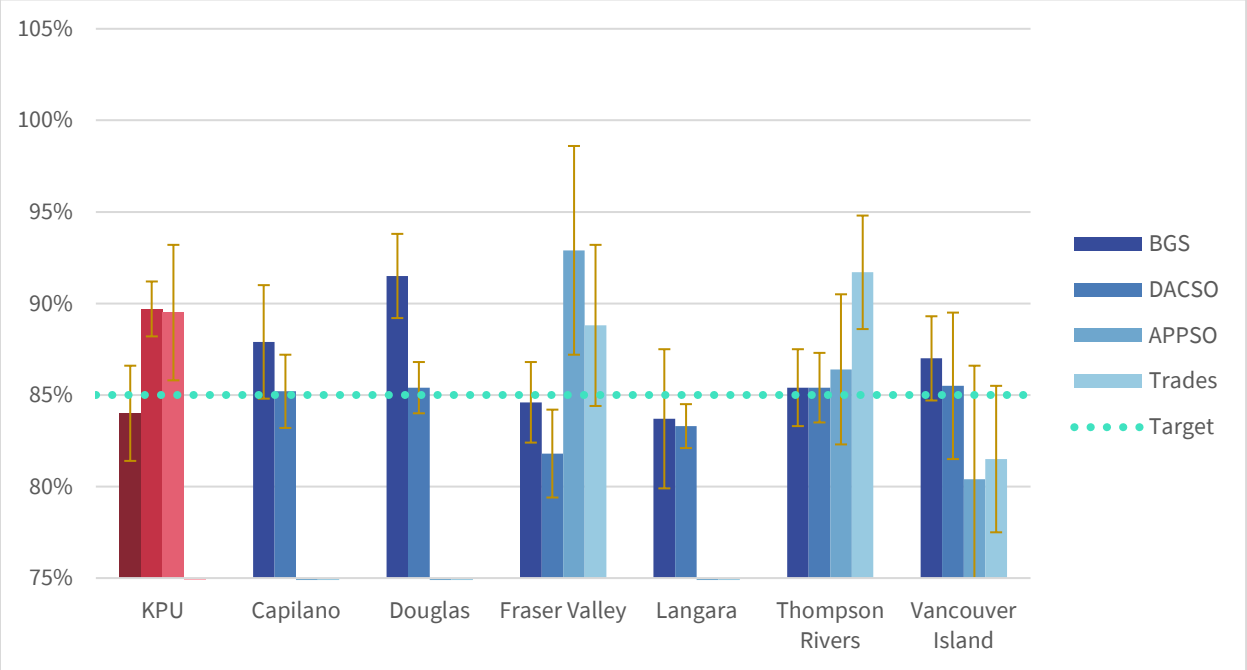
**CY2024:**




| | | BGS | | | DACSO | | |
|---|---|---|---|---|---|---|---|
| **Institution** | **Target** | **%** | **95% CI** | | **%** | **95% CI** | |
| KPU | ≥ 90% | 87.8% | 84.9% – 90.7% | | 89.5% | 87.5% – 91.5% | |
| Capilano | ≥ 90% | 92.4% | 89.1% – 95.7% | | 89.7% | 87.7% – 91.7% | |
| Douglas | ≥ 90% | 95.8% | 93.5% – 98.1% | | 88.2% | 86.8% – 89.6% | |
| Fraser Valley | ≥ 90% | 90.2% | 87.9% – 92.5% | | 86.8% | 84.2% – 89.4% | |
| Langara | ≥ 90% | 91.8% | 88.6% – 95.0% | | 86.6% | 85.3% – 87.9% | |
| Thompson Rivers | ≥ 90% | 91.4% | 89.5% – 93.3% | | 89.2% | 87.3% – 91.1% | |
| Vancouver Island | ≥ 90% | 93.1% | 91.0% – 95.2% | | 87.1% | 83.9% – 90.3% | |
| | | **APPSO** | | | **Trades (TFTRV)** | | |
| **Institution** | **Target** | **%** | **95% CI** | | **%** | **95% CI** | |
| KPU | ≥ 90% | 93.8% | 90.9% – 96.7% | | - | - | |
| Capilano | ≥ 90% | - | - | | - | - | |
| Douglas | ≥ 90% | - | - | | - | - | |
| Fraser Valley | ≥ 90% | 97.4% | 93.5% – 100.0% | | 95.2% | 90.9% – 99.5% | |
| Langara | ≥ 90% | - | - | | - | - | |
| Thompson Rivers | ≥ 90% | 91.9% | 90.0% – 93.8% | | 99.0% | 97.6% – 100.0% | |
| Vancouver Island | ≥ 90% | 85.9% | 79.4% – 92.4% | | 84.5% | 80.1% – 88.9% | |

**Metric 40. Proportion of graduates who agree their education helped them develop skills (PSFS)**

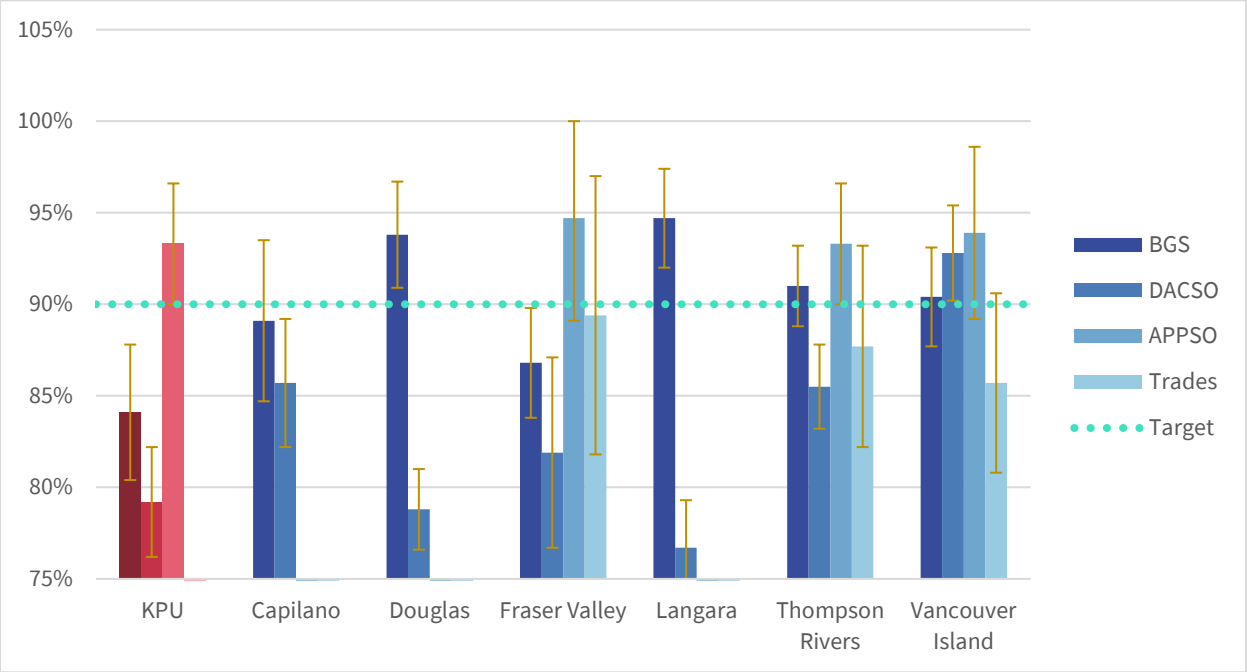
**CY2024:**




| | | BGS | | | DACSO | | |
|---|---|---|---|---|---|---|---|
| **Institution** | **Target** | **%** | **95% CI** | | **%** | **95% CI** | |
| KPU | ≥ 85% | 84.0% | 81.4% – 86.6% | | 89.7% | 88.2% – 91.2% | |
| Capilano | ≥ 85% | 87.9% | 84.8% – 91.0% | | 85.2% | 83.2% – 87.2% | |
| Douglas | ≥ 85% | 91.5% | 89.2% – 93.8% | | 85.4% | 84.0% – 86.8% | |
| Fraser Valley | ≥ 85% | 84.6% | 82.4% – 86.8% | | 81.8% | 79.4% – 84.2% | |
| Langara | ≥ 85% | 83.7% | 79.9% – 87.5% | | 83.3% | 82.1% – 84.5% | |
| Thompson Rivers | ≥ 85% | 85.4% | 83.3% – 87.5% | | 85.4% | 83.5% – 87.3% | |
| Vancouver Island | ≥ 85% | 87.0% | 84.7% – 89.3% | | 85.5% | 81.5% – 89.5% | |
| | | **APPSO** | | | **Trades (TFTRV)** | | |
| **Institution** | **Target** | **%** | **95% CI** | | **%** | **95% CI** | |
| KPU | ≥ 85% | 89.5% | 85.8% – 93.2% | | - | - | |
| Capilano | ≥ 85% | - | - | | - | - | |
| Douglas | ≥ 85% | - | - | | - | - | |
| Fraser Valley | ≥ 85% | 92.9% | 87.2% – 98.6% | | 88.8% | 84.4% – 93.2% | |
| Langara | ≥ 85% | - | - | | - | - | |
| Thompson Rivers | ≥ 85% | 86.4% | 82.3% – 90.5% | | 91.7% | 88.6% – 94.8% | |
| Vancouver Island | ≥ 85% | 80.4% | 74.2% – 86.6% | | 81.5% | 77.5% – 85.5% | |

**Metric 41. Proportion of graduates reporting their program-developed knowledge and skills are useful for performing their job (PSFS)**

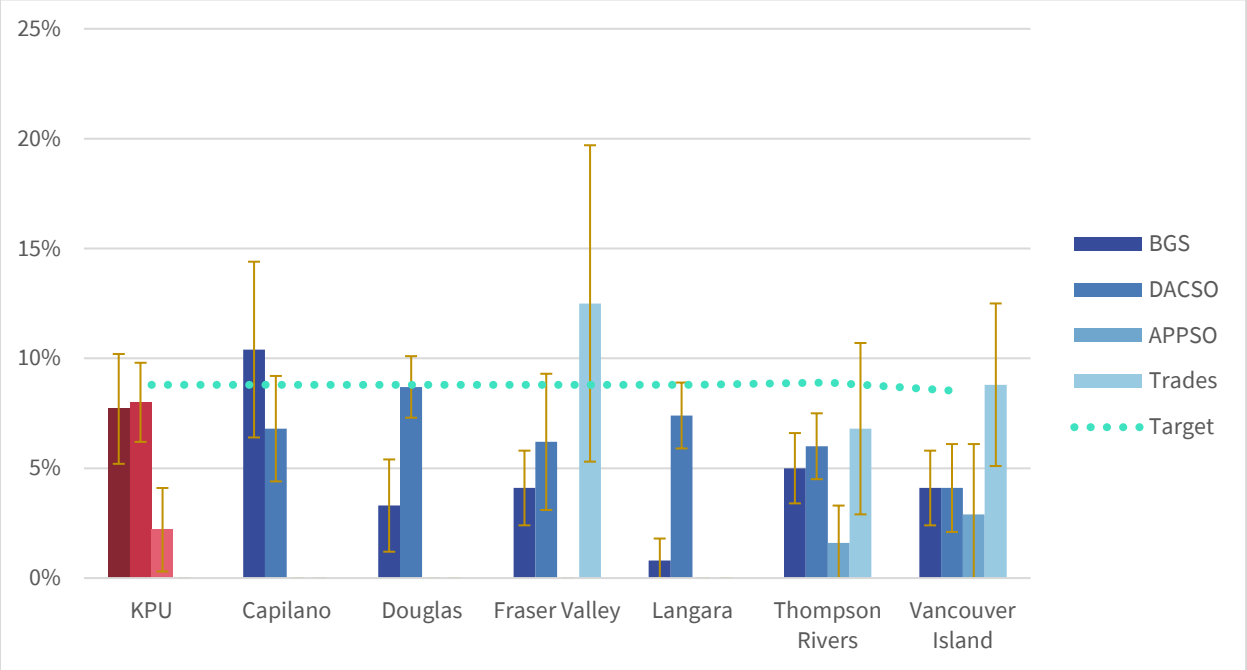
**CY2024:**




| | | BGS | | | DACSO | | |
|---|---|---|---|---|---|---|---|
| **Institution** | **Target** | **%** | **95% CI** | | **%** | **95% CI** | |
| KPU | ≥ 90% | 84.1% | 80.4% – 87.8% | | 79.2% | 76.2% – 82.2% | |
| Capilano | ≥ 90% | 89.1% | 84.7% – 93.5% | | 85.7% | 82.2% – 89.2% | |
| Douglas | ≥ 90% | 93.8% | 90.9% – 96.7% | | 78.8% | 76.6% – 81.0% | |
| Fraser Valley | ≥ 90% | 86.8% | 83.8% – 89.8% | | 81.9% | 76.7% – 87.1% | |
| Langara | ≥ 90% | 94.7% | 92.0% – 97.4% | | 76.7% | 74.1% – 79.3% | |
| Thompson Rivers | ≥ 90% | 91.0% | 88.8% – 93.2% | | 85.5% | 83.2% – 87.8% | |
| Vancouver Island | ≥ 90% | 90.4% | 87.7% – 93.1% | | 92.8% | 90.2% – 95.4% | |
| | | **APPSO** | | | **Trades (TFTRV)** | | |
| **Institution** | **Target** | **%** | **95% CI** | | **%** | **95% CI** | |
| KPU | ≥ 90% | 93.3% | 90.0% – 96.6% | | - | - | |
| Capilano | ≥ 90% | - | - | | - | - | |
| Douglas | ≥ 90% | - | - | | - | - | |
| Fraser Valley | ≥ 90% | 94.7% | 89.1% – 100.0% | | 89.4% | 81.8% – 97.0% | |
| Langara | ≥ 90% | - | - | | - | - | |
| Thompson Rivers | ≥ 90% | 93.3% | 90.0% – 96.6% | | 87.7% | 82.2% – 93.2% | |
| Vancouver Island | ≥ 90% | 93.9% | 89.2% – 98.6% | | 85.7% | 80.8% – 90.6% | |

**Metric 42. Graduate unemployment rate (PSFS)**

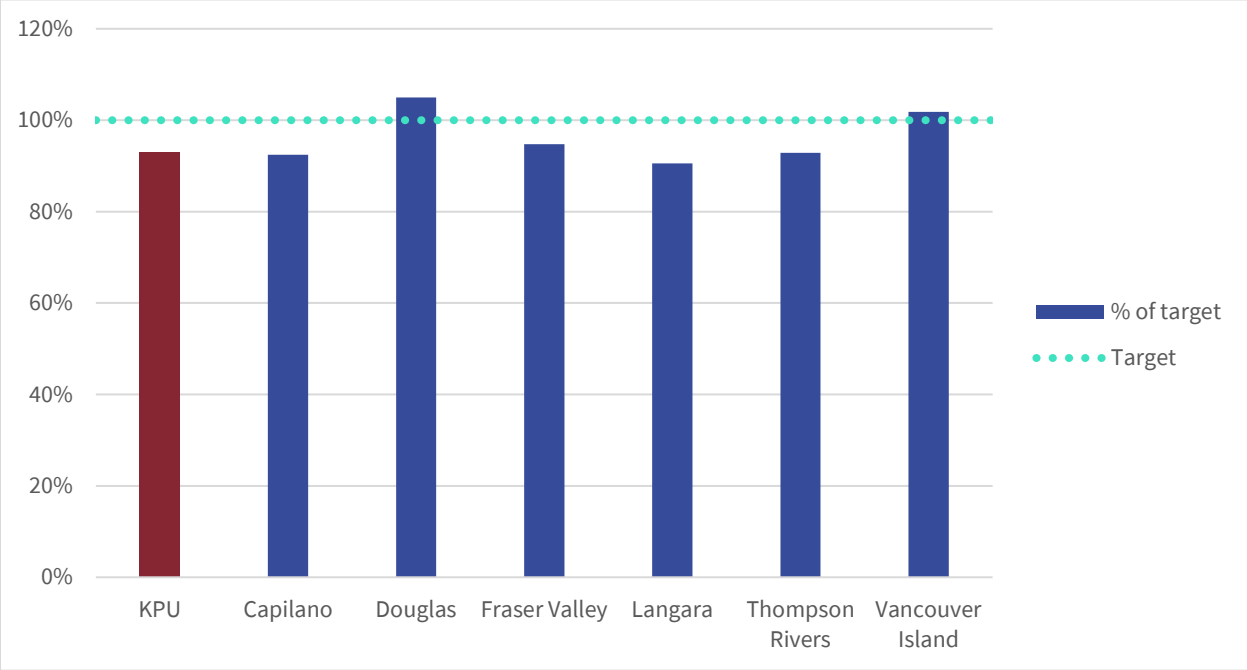
**CY2024:**




| | | BGS | | | DACSO | | |
|---|---|---|---|---|---|---|---|
| **Institution** | **Target** | **%** | **95% CI** | | **%** | **95% CI** | |
| KPU | ≤ 8.8% | 7.7% | 5.2% – 10.2% | | 8.0% | 6.2% – 9.8% | |
| Capilano | ≤ 8.8% | 10.4% | 6.4% – 14.4% | | 6.8% | 4.4% – 9.2% | |
| Douglas | ≤ 8.8% | 3.3% | 1.2% – 5.4% | | 8.7% | 7.3% – 10.1% | |
| Fraser Valley | ≤ 8.8% | 4.1% | 2.4% – 5.8% | | 6.2% | 3.1% – 9.3% | |
| Langara | ≤ 8.8% | 0.8% | 0.0% – 1.8% | | 7.4% | 5.9% – 8.9% | |
| Thompson Rivers | ≤ 8.9% | 5.0% | 3.4% – 6.6% | | 6.0% | 4.5% – 7.5% | |
| Vancouver Island | ≤ 8.5% | 4.1% | 2.4% – 5.8% | | 4.1% | 2.1% – 6.1% | |
| | | **APPSO** | | | **Trades (TFTRV)** | | |
| **Institution** | **Target** | **%** | **95% CI** | | **%** | **95% CI** | |
| KPU | ≤ 8.8% | 2.2% | 0.3% – 4.1% | | - | - | |
| Capilano | ≤ 8.8% | - | - | | - | - | |
| Douglas | ≤ 8.8% | - | - | | - | - | |
| Fraser Valley | ≤ 8.8% | 0.0% | 0.0% – 0.0% | | 12.5% | 5.3% – 19.7% | |
| Langara | ≤ 8.8% | - | - | | - | - | |
| Thompson Rivers | ≤ 8.9% | 1.6% | 0.0% – 3.3% | | 6.8% | 2.9% – 10.7% | |
| Vancouver Island | ≤ 8.5% | 2.9% | 0.0% – 6.1% | | 8.8% | 5.1% – 12.5% | |

**Metric 46a. Number of Bachelor credentials awarded annually to domestic students (PSFS)**

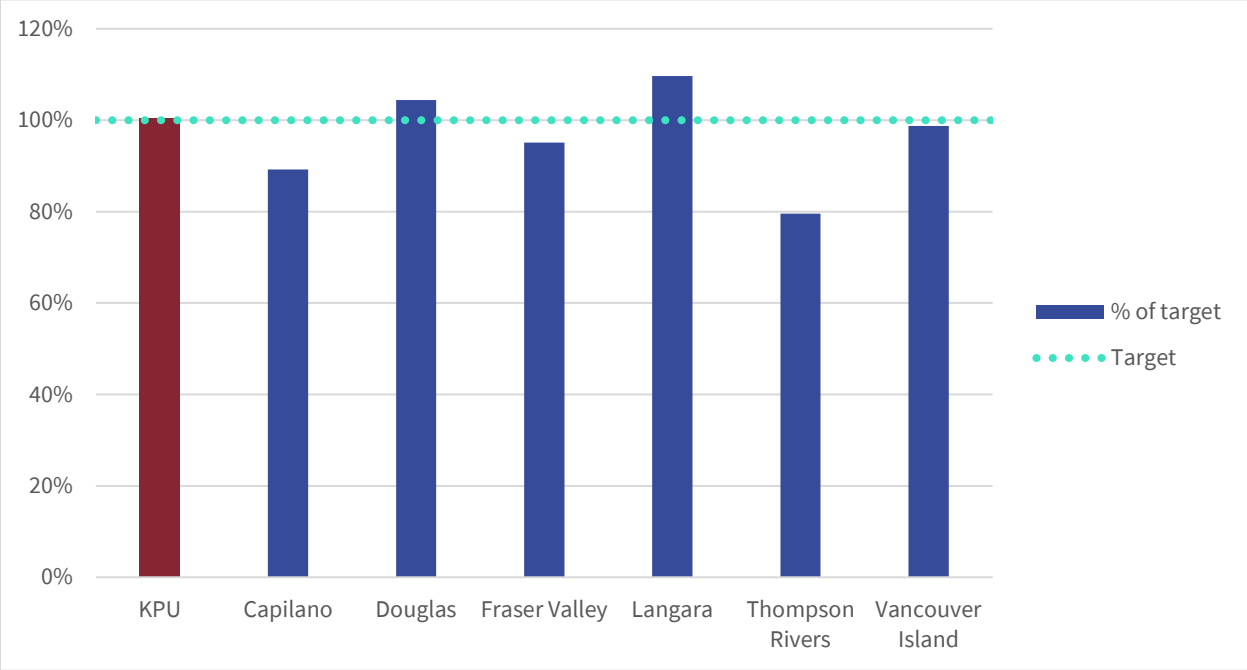
**CY2024:**




| Institution | Target | Actual | % of target |
|---|---|---|---|
| KPU | 991 | 921 | 92.9% |
| Capilano | 409 | 378 | 92.4% |
| Douglas | 522 | 548 | 105.0% |
| Fraser Valley | 966 | 915 | 94.7% |
| Langara | 244 | 221 | 90.6% |
| Thompson Rivers | 853 | 792 | 92.8% |
| Vancouver Island | 722 | 735 | 101.8% |

**Metric 46b. Number of certificate credentials awarded annually to domestic students (PSFS)**

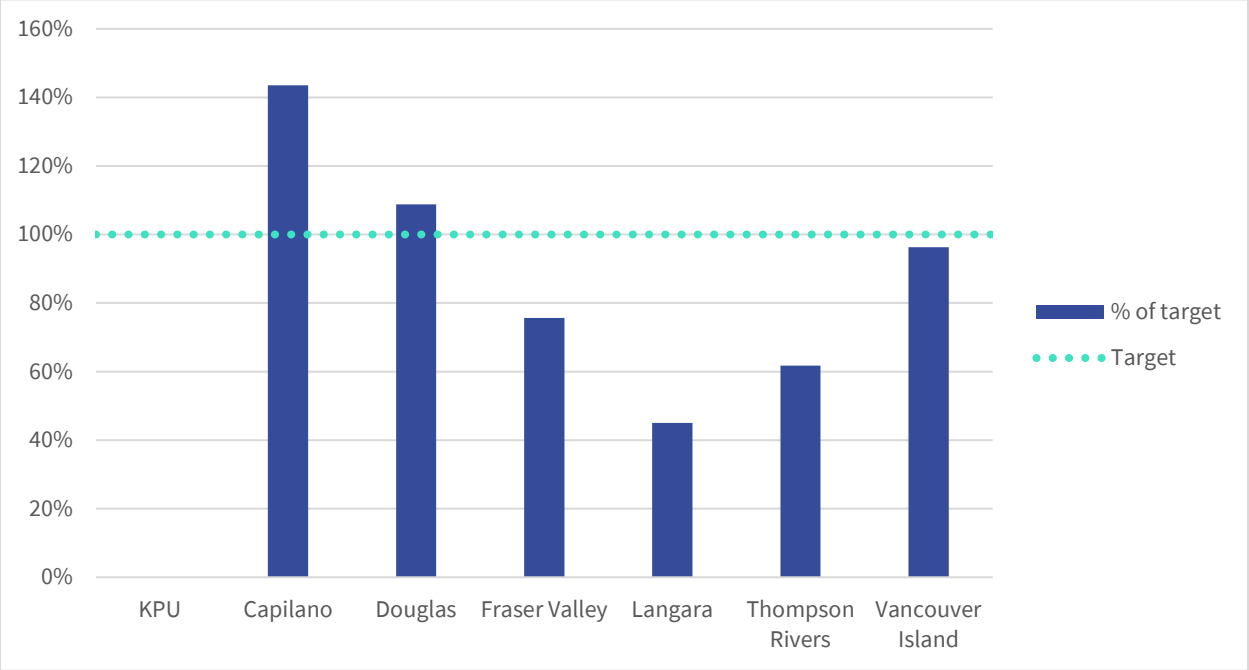
**CY2024:**




| Institution | Target | Actual | % of target |
|---|---|---|---|
| KPU | 432 | 434 | 100.5% |
| Capilano | 307 | 274 | 89.3% |
| Douglas | 428 | 447 | 104.4% |
| Fraser Valley | 692 | 658 | 95.1% |
| Langara | 207 | 227 | 109.7% |
| Thompson Rivers | 769 | 612 | 79.6% |
| Vancouver Island | 949 | 937 | 98.7% |

**Metric 46c. Number of developmental credentials awarded annually to domestic students (PSFS)**

**CY2024:**

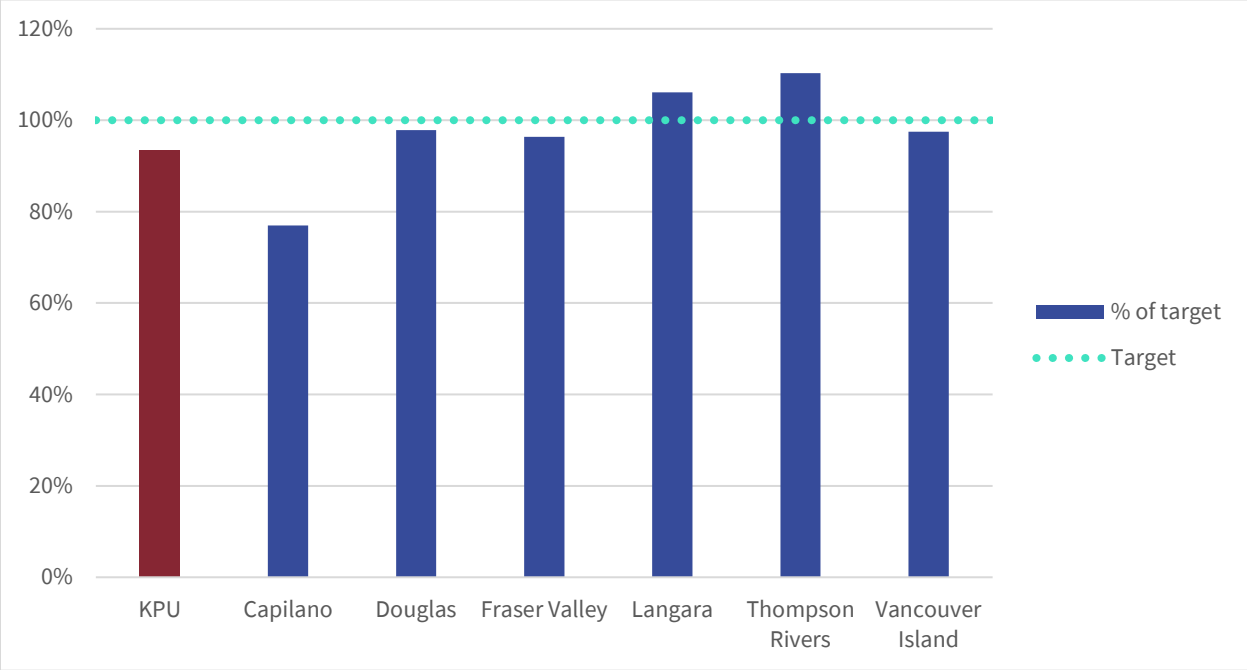



| Institution | Target | Actual | % of target |
|---|---|---|---|
| KPU | 42 | <10 | up to 21.4%* |
| Capilano | 23 | 33 | 143.5% |
| Douglas | 68 | 74 | 108.8% |
| Fraser Valley | 37 | 28 | 75.7% |
| Langara | 40 | 18 | 45.0% |
| Thompson Rivers | 47 | 29 | 61.7% |
| Vancouver Island | 187 | 180 | 96.3% |

**Note: The KPU value is missing from the graph because it was redacted by the ministry due to being too low (<10). Therefore, the % of target can be estimated but not confirmed.*

**Metric 46d. Number of diploma credentials awarded annually to domestic students (PSFS)**

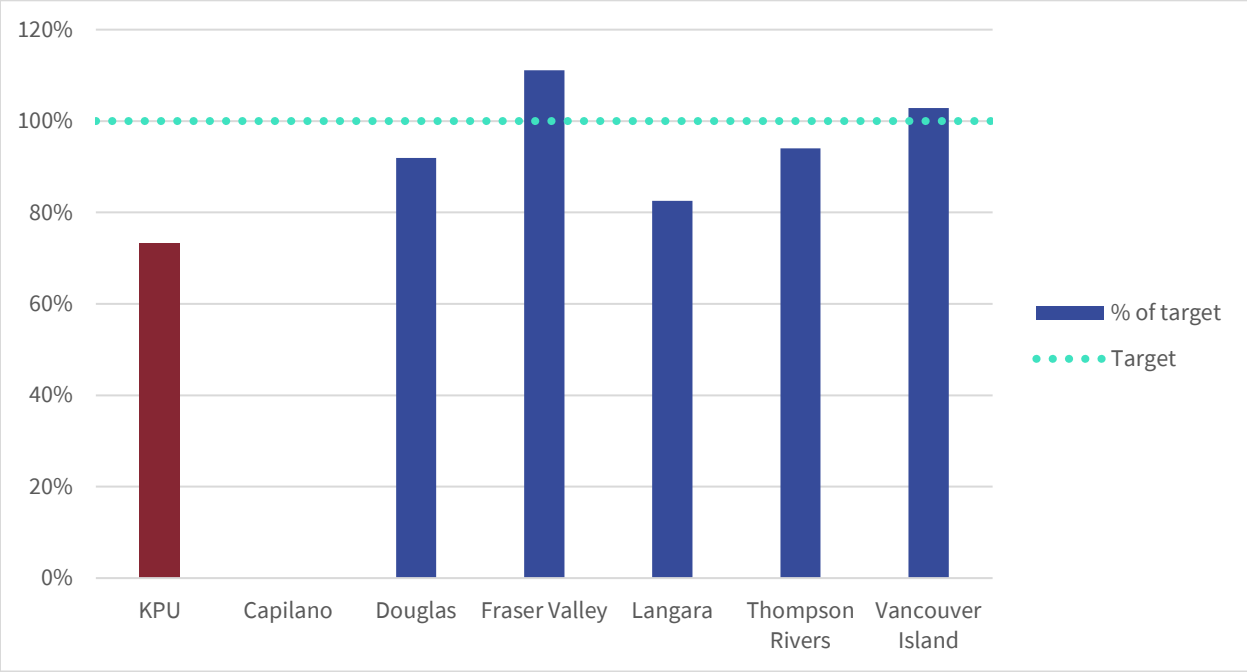
**CY2024:**




| Institution | Target | Actual | % of target |
|---|---|---|---|
| KPU | 347 | 324 | 93.4% |
| Capilano | 417 | 321 | 77.0% |
| Douglas | 827 | 809 | 97.8% |
| Fraser Valley | 248 | 239 | 96.4% |
| Langara | 656 | 696 | 106.1% |
| Thompson Rivers | 359 | 396 | 110.3% |
| Vancouver Island | 275 | 268 | 97.5% |

**Metric 46e. Number of graduate and post-baccalaureate credentials awarded annually to domestic students (PSFS)**

**CY2024:**

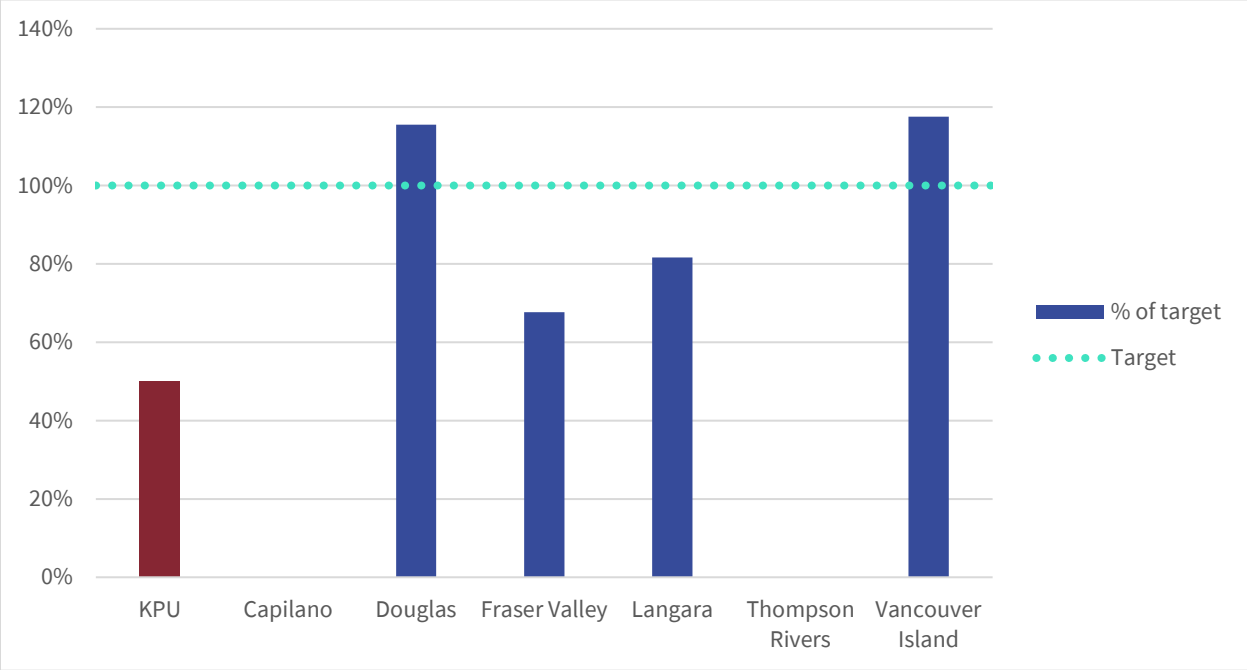



| Institution | Target | Actual | % of target |
|---|---|---|---|
| KPU | 30 | 22 | 73.3% |
| Capilano | 16 | <10 | up to 56.2%* |
| Douglas | 74 | 68 | 91.9% |
| Fraser Valley | 45 | 50 | 111.1% |
| Langara | 103 | 85 | 82.5% |
| Thompson Rivers | 286 | 269 | 94.1% |
| Vancouver Island | 211 | 217 | 102.8% |

**Note: The Capilano value is missing from the graph because it was redacted by the ministry due to being too low (<10). Therefore, the % of target can be estimated but not confirmed.*

**Metric 46f. Number of short certificate credentials awarded annually to domestic students (PSFS)**

**CY2024:**

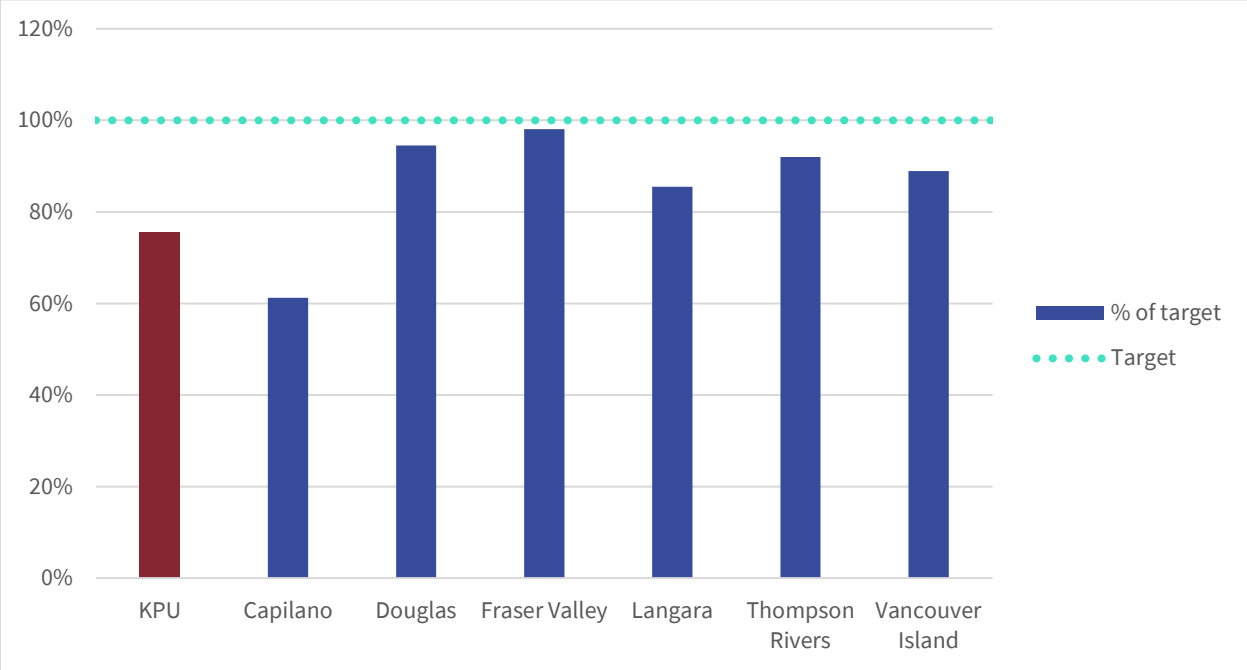



| Institution | Target | Actual | % of target |
|---|---|---|---|
| KPU | 20 | 10 | 50.0% |
| Capilano | 14 | <10 | up to 64.3%* |
| Douglas | 174 | 201 | 115.5% |
| Fraser Valley | 164 | 111 | 67.7% |
| Langara | 364 | 297 | 81.6% |
| Thompson Rivers | - | - | - |
| Vancouver Island | 456 | 536 | 117.5% |

**Note: The Capilano value is missing from the graph because it was redacted by the ministry due to being too low (<10). Therefore, the % of target can be estimated but not confirmed.*

**Metric 47. Number of domestic FTEs (PSFS)**

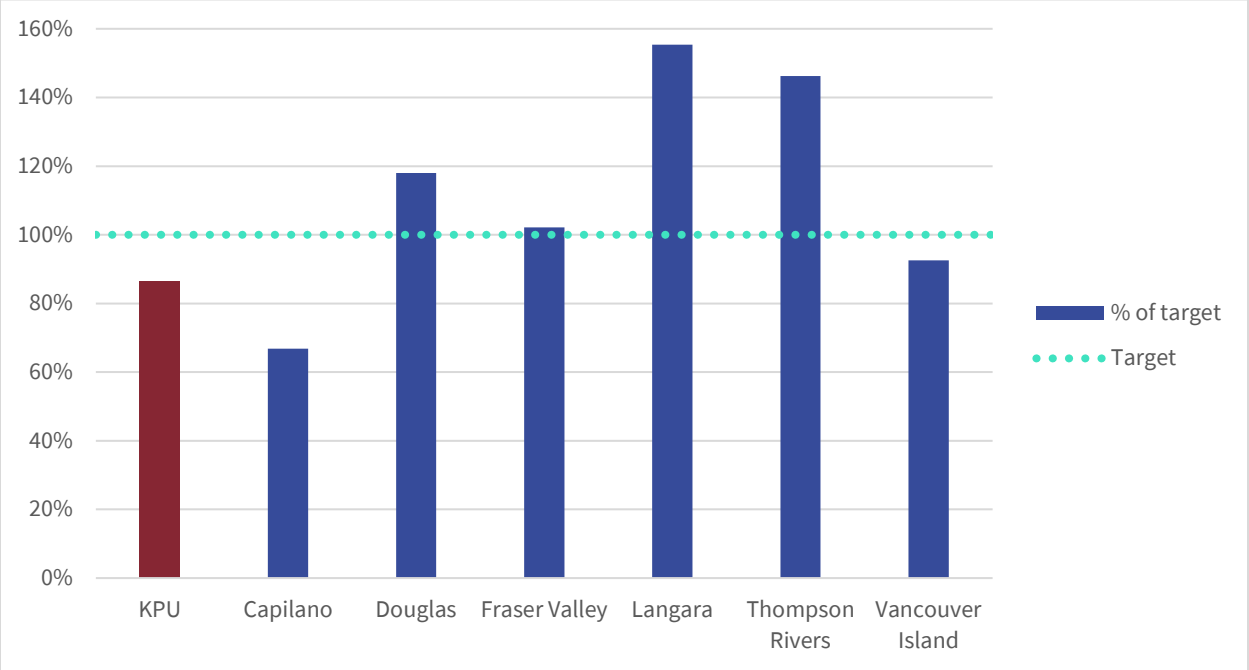
**CY2024:**




| Institution | Target | Actual | % of target |
|---|---|---|---|
| KPU | 9,290 | 7,010 | 75.5% |
| Capilano | 5,669 | 3,473 | 61.3% |
| Douglas | 8,422 | 7,958 | 94.5% |
| Fraser Valley | 6,761 | 6,630 | 98.1% |
| Langara | 7,158 | 6,121 | 85.5% |
| Thompson Rivers | 8,326 | 7,659 | 92.0% |
| Vancouver Island | 6,688 | 5,947 | 88.9% |

**Metric 48. Number of health FTEs (PSFS)**

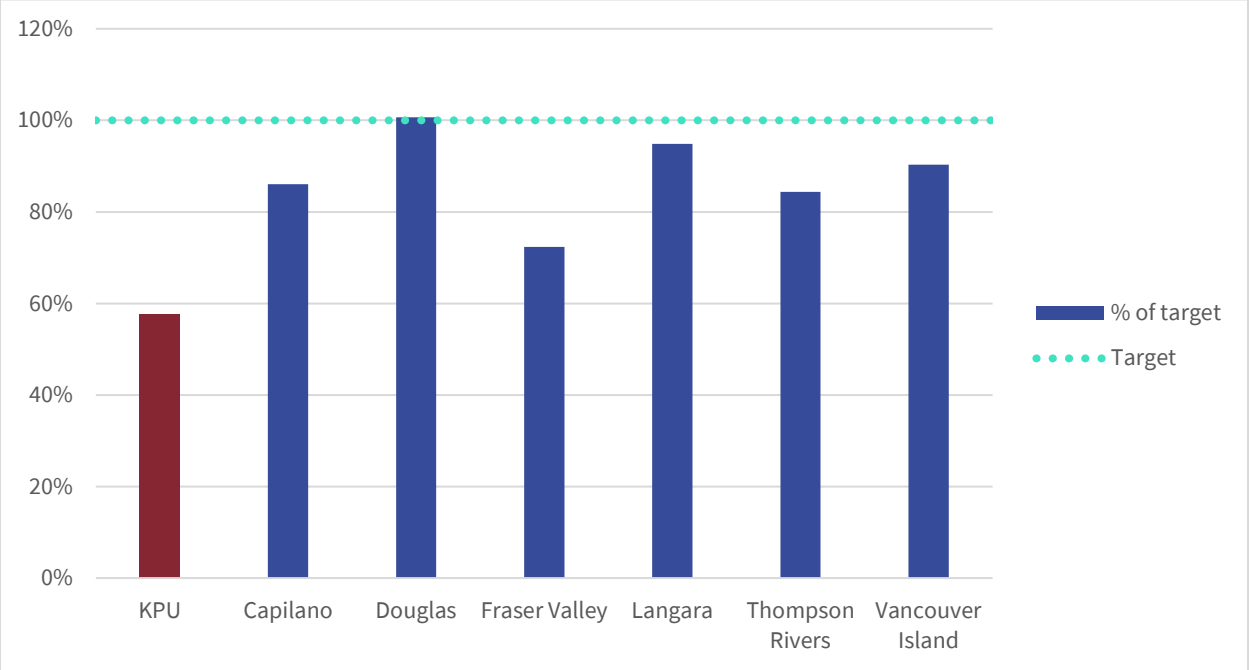
**CY2024:**




| Institution | Target | Actual | % of target |
|---|---|---|---|
| KPU | 889 | 769 | 86.5% |
| Capilano | 208 | 139 | 66.8% |
| Douglas | 1,082 | 1,277 | 118.0% |
| Fraser Valley | 508 | 519 | 102.2% |
| Langara | 702 | 1,091 | 155.4% |
| Thompson Rivers | 936 | 1,369 | 146.3% |
| Vancouver Island | 765 | 708 | 92.5% |

**Metric 49. Number of developmental FTEs (PSFS)**

**CY2024:**




| Institution | Target | Actual | % of target |
|---|---|---|---|
| KPU | 318 | 183 | 57.5% |
| Capilano | 273 | 235 | 86.1% |
| Douglas | 157 | 158 | 100.6% |
| Fraser Valley | 282 | 204 | 72.3% |
| Langara | 234 | 222 | 94.9% |
| Thompson Rivers | 256 | 216 | 84.4% |
| Vancouver Island | 568 | 513 | 90.3% |

# Appendix: Survey Interpretation Guide

This is a guide for interpreting the survey data by providing information on the response options for each measure, and how they were reported. All response options in bold were included in that metric's result. (E.g., in metric 1, "Proportion of students reporting satisfaction with their educational experience at KPU," satisfaction includes those who answered "Very satisfied" or "Somewhat satisfied.") Response options that are struck through indicate that the respondents who answered this way were omitted from the metric's calculation. For example, in CY2023 for metric 39, "Proportion of graduates that report satisfaction with their education," 338 KPU graduates responded on the BGS survey, but two of these responded "Don't know" or refused to answer, so 336 was used as the denominator to calculate the percentage of graduates who were satisfied.

**Student Satisfaction Survey**

Metric 1. Overall, how satisfied are you with your educational experience at KPU?

- **Very satisfied**
- **Somewhat satisfied**
- Neither satisfied nor dissatisfied
- Somewhat dissatisfied
- Very dissatisfied

Metric 2. I feel part of the KPU community.

- **Strongly agree**
- **Somewhat agree**
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Metric 3. Overall, how satisfied or dissatisfied are you with campus life? Campus life includes social events, clubs, and other activities students can participate in at KPU outside of courses.

- **Very satisfied**
- **Somewhat satisfied**
- Neither satisfied nor dissatisfied
- Somewhat dissatisfied
- Very dissatisfied

Metric 14. Were you able to get into all the courses you wanted this semester?

- **Yes**
- No
- Don't know

Metric 21. Have you heard of or participated in any of the following? "Research" is a systematic, discipline-specific process used to answer a research question and advance knowledge in a specific field. It does not refer to reviewing library or other sources to complete a course assignment.

| | Haven't heard of | Heard of but haven't participated | **Have participated** |
|---|---|---|---|
| Taking courses with a major research project component (e.g., capstone, honours project) | ○ | ○ | ○ |
| Conducting an independent, non-course-based research study/project guided by a KPU faculty member or research associate | ○ | ○ | ○ |
| Working as a research assistant on a KPU faculty member or research associate's project (non-course-based) | ○ | ○ | ○ |
| The Student Research and Innovation Grant available through KPU's Office of Research Services (ORS) | ○ | ○ | ○ |

Metric 22. There are enough opportunities for students to do research at KPU

- o **Strongly agree**
- o **Somewhat agree**
- o Neither agree nor disagree
- o Somewhat disagree
- o Strongly disagree

Metric 37. I am treated fairly at KPU regardless of my:

| | Strongly disagree | Somewhat disagree | Neither agree nor disagree | **Somewhat agree** | **Strongly agree** |
|---|---|---|---|---|---|
| Religion | ○ | ○ | ○ | ○ | ○ |
| Cultural/ethnic/racial background | ○ | ○ | ○ | ○ | ○ |
| Age | ○ | ○ | ○ | ○ | ○ |
| Ability (e.g., physical, cognitive, sensory, etc.) | ○ | ○ | ○ | ○ | ○ |
| English proficiency | ○ | ○ | ○ | ○ | ○ |
| Gender | ○ | ○ | ○ | ○ | ○ |
| Sexual orientation | ○ | ○ | ○ | ○ | ○ |

**Employee Engagement Survey**

Metric 6. Overall, how satisfied or dissatisfied are you with working at KPU?

- o **Very satisfied**
- o **Somewhat satisfied**
- o Neither satisfied nor dissatisfied
- o Somewhat dissatisfied
- o Very dissatisfied

Metric 27. I feel empowered to take calculated risks to solve problems

- o **Strongly agree**
- o **Somewhat agree**
- o Neither agree nor disagree
- o Somewhat disagree
- o Strongly disagree

Metric 31. How would you best categorize your racial background? Select as many categories as apply to you.

East Asian

- □ Chinese
- □ Japanese
- □ Korean
- □ Another East Asian identity (for example, Hong Konger, Mongolian, Taiwanese)

Indigenous

- □ **First Nations**
- □ **Inuk (Inuit)**
- □ **Métis**

South Asian

- □ Indian
- □ Another South Asian identity (for example, Bangladeshi, Indo-Caribbean, Indo-Fijian, Pakistani, Sri Lankan, Nepali)

Southeast Asian

- □ Filipino
- □ Vietnamese
- □ Another Southeast Asian identity (for example, Cambodian, Indonesian, Malaysian, Singaporean, Thai)

- □ African or Caribbean (for example Black, Caribbean, African, Afro-American, Afro-Canadian, Afro-Caribbean, Afro-European, Jamaican, Nigerian)
- □ Arab (for example, Emirati, Lebanese, Egyptian, Palestinian, Syrian)
- □ Central Asian (for example, Kazakhstani, Kyrgyzstani, Tajikistani, Uzbekistani)
- □ European (for example, White, Anglo-Saxon, Balkan, French, German, Italian, Slavic Western/Eastern European)
- □ Latin American (for example, Brazilian, Chilean, Colombian, Cuban, Latine, Mexican, Venezuelan)
- □ Pacific Islander (for example, Fijian, Polynesian)
- □ West Asian (for example, Iranian, Israeli, Persian, Turkish)
- □ Prefer to self-describe: _____
- □ I don't know/I am unsure
- □ Prefer not to answer

Metric 36. I am treated fairly at KPU regardless of my:

| | Strongly disagree | Somewhat disagree | Neither agree nor disagree | **Somewhat agree** | **Strongly agree** |
|---|---|---|---|---|---|
| Religion | ○ | ○ | ○ | ○ | ○ |
| Cultural/ethnic/racial background | ○ | ○ | ○ | ○ | ○ |
| Age | ○ | ○ | ○ | ○ | ○ |
| Ability (e.g., physical, cognitive, sensory, etc.) | ○ | ○ | ○ | ○ | ○ |
| Gender | ○ | ○ | ○ | ○ | ○ |
| Sexual orientation | ○ | ○ | ○ | ○ | ○ |

Metric 44. Leaders in my area (which could be a Director, Executive Director, Associate Vice President, and/or Dean) promote a culture of shared responsibility.

- **Strongly agree**
- **Somewhat agree**
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

**Sustainability Survey**

Metric 13. Over the last two weeks, how did you get to your primary campus?

- **Carpool that parks on/around campus**
- **Carshare (e.g. Evo, Modo, etc.)**
- **Dropped off by a family member/friend/etc.**
- **Bus**
- **SkyTrain**
- **Inter-campus shuttle**
- **Biking (manual i.e. human-powered)**
- **Electric (e-) biking**
- **Rolling (e.g. using a wheelchair, mobility scooter, skateboard, scooter)**
- **Bicycle or scooter share (electric or manual)**
- **Walking**
- **Motorcycle**
- Private vehicle
- Taxi or ride-hailing (e.g. Uber, Lyft)
- Other

You indicated that you drive a private vehicle to get to and/or from campus. What is the power source of your vehicle?

- **Plug-in Hybrid Electric (PHEV)**
- **Battery Electric (EV)**
- Gasoline
- Diesel
- Hybrid

**BC Student Outcomes Surveys**

Metric 38. Quality of Instruction

BGS: Overall, how would you rate the quality of course instruction in your [name of program] program?

- **Very good**
- **Good**
- Poor
- Very poor
- ~~Don't know~~
- ~~Refused~~

APPSO, DACSO, and TRADES (TFTRV): How would you rate the quality of instruction?

- **Very good**
- **Good**
- **Adequate**
- Poor
- Very poor
- ~~Not applicable~~
- ~~Don't know~~
- ~~Refused~~

Metric 39. BGS, APPSO, DACSO, and TRADES (TFTRV): How satisfied are you with the education you received from your [program's name] program at [institution's name]? *(Note: "Don't know" and "refused" were omitted from calculations.)*

- **Very satisfied**
- **Satisfied**
- Dissatisfied
- Very dissatisfied
- ~~Don't know~~
- ~~Refused~~

Metric 40. Skill Development

BGS: Please identify how helpful [institution] was in developing the following skills…
APPSO, DACSO, and TRADES (TFTRV): How helpful was your program in developing the following skills…?

The same list of skills was included on the BGS, APPSO, DACSO, and TRADES (TFTRV) surveys. The response options were:

- o **Very helpful**
- o **Helpful**
- o Not very helpful
- o Not at all helpful
- o ~~Not applicable~~
- o ~~Don't know~~
- o ~~Refused~~

Metric 40's overall result was calculated as follows: = [ (Respondent 1's % of positive assessments) + (Respondent 2's % of positive assessments) + ... + (Respondent *n*'s % of positive assessments) ] / *n*, where *n* is the total number of respondents that provided at least one eligible response.

Metric 41. Usefulness of skills to your work

BGS: How useful are the knowledge, skills, and abilities you acquired during your baccalaureate education in your work?
APPSO, DACSO, and TRADES (TFTRV): How useful have the knowledge and skills you gained in the program been in performing your [main] job?

The BGS, APPSO, DACSO, and TRADES (TFTRV) surveys used the following response options:

- o **Very useful**
- o **Somewhat useful**
- o Not very useful
- o Not at all useful
- o ~~Don't know~~
- o ~~Refused~~

**Faculty Survey**

Metric 18-19. Please rate your level of satisfaction or dissatisfaction with: Professional development supports available at KPU for teaching; Supports available at KPU for new curriculum development

- o **Very satisfied**
- o **Somewhat satisfied**
- o Neither satisfied nor dissatisfied
- o Somewhat dissatisfied
- o Very dissatisfied
- □ ~~N/A – haven't used~~

Metric 23. Please select all that apply to your role at KPU.

- □ I am a faculty member
- □ I am a librarian
- □ **I currently engage in research or scholarly activities (respectively, any undertaking intended to discover, create, or extend knowledge through a disciplined inquiry or systematic investigation; or the production of creative works, synthesis/analysis of the research or creative works of others, application of knowledge to real world issues, advancement of pedagogy, or scholarship of creativity)**
- □ I wish to engage in research and/or scholarship, but do not do so currently
- □ None of the above

Metric 11. Do you work with or support student researchers in any of the following ways? Please select all that apply.

- □ **As paid research assistants**
- □ **As volunteer research assistants**
- □ As part of coursework
- □ **Supervising student research (e.g., Honours programs)**
- □ Other (please specify): _____
- □ None of the above

*Note: "Other" write-in responses will be evaluated on a case-by-case basis.*

# Glossary

APP/APPSO: Apprentice Student Outcomes Survey administered by BC Stats after apprentices complete their final year of training

AY: Academic year (i.e., September 1 to August 31); e.g., AY23 is September 1, 2022 to August 31, 2023

BCSOS: BC Student Outcomes Surveys – the Baccalaureate Graduates Survey; Survey of Apprenticeship Students; Survey of Diploma, Associate Degree, and Certificate Students; and Trades Foundation and Trades-Related Vocational Student Outcomes Survey

BGS: Baccalaureate Graduate Survey administered by BC Stats about two years after graduation

CY: Calendar year (i.e., January 1 to December 31)

DAC/DACSO: Diploma, Associate Degree, and Certificate Outcome Survey administered by BC Stats about 9 to 20 months after program completion

EFS: Employee Feedback Survey of all KPU employees, conducted approximately every two years; in 2018, it was called the Employee Engagement Survey and in 2021, it was called the Employee Insights Survey

FS: Faculty Survey of all KPU faculty members, conducted approximately every two years

FTE: Full-time equivalent: For students, FTE equates to number taking a full load of five courses per term for two terms

FY: Fiscal year (i.e., April 1 to March 31); e.g., FY 2023 is fiscal year April 1, 2022 to March 31, 2023

PSFS: BC Ministry of Post-Secondary Education and Future Skills, elsewhere referred to simply as "the ministry"

SSS: Student Satisfaction Survey of all KPU students, conducted by KPU every year; prior to 2019, the survey was conducted every other year

STARS: The Sustainability Tracking, Assessment and Rating System, a voluntary, self-reporting framework for helping colleges and universities track and measure their sustainability progress

STBC: SkilledTradesBC, which funds and oversees apprentice training (formerly known as the Industry Training Authority [ITA])

Trades: Trades foundation and trades-related vocational (TFTRV) student grouping as part of the BC Student Outcomes Surveys

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

# BOARD OF GOVERNORS - REGULAR MEETING

**Agenda Number:** *8.5*
**Meeting Date:** *March 26, 2025*
**Presenter(s):** *Lily Chong*

## AGENDA TITLE: KPU CHANCELLOR SELECTION CRITERIA AND PROPOSED TIMELINE

## ACTION REQUESTED: Motion

## RECOMMENDED RESOLUTION

**THAT the Board of Governors approve the Procedures for the Selection of the Chancellor and Selection Criteria, as recommended by the Board Governance Committee.**

## COMMITTEE REPORT

On March 12, 2025, the Board Governance Committee received, reviewed and recommended that the Board of Governors approve the Procedures for the Selection of the Chancellor and Selection Criteria.

### Context and Background

Current Chancellor Kwuntiltunaat (Kim Baird) will complete her second three-year term on October 4, 2026. Accordingly, KPU must now undergo the process to select and appoint a new chancellor.

A process and timeline for the selection of a new Chancellor includes a role description of the Chancellor and criteria for selection, both of which are to be reviewed by the Board of Governors before the process begins.

The final draft has been attached for the Board Governance Committee's review and approval.

### Key Messages

1. The final draft of the role description for the Chancellor and the Selection Criteria is presented to the Board Governance Committee for recommendation for the Board's approval.

### Resource Requirements

Once the requisite approvals are received, the Vice President External Affairs and the University Secretary will oversee the search process in conjunction with the Executive Director, Alumni Affairs.

## Implications/Risks

1. Timeline constraints: Delays in the selection and approval process could impact KPU's ability to appoint a new Chancellor by the end of the current term, potentially affecting leadership continuity.
2. Reputational Considerations: Selecting a new Chancellor who embodies KPU's values and mission is important for upholding the university's reputation and fostering relationships with alumni and external partners.
3. Community Engagement: A robust and transparent approach with clearly outlined criteria and responsibilities is necessary to mitigate risk and ensure a smooth transition of this role.

## Consultations

The University Secretary, VP Office of Equity and Inclusive Communities, Executive Director, Alumni Affairs, and the President were consulted.

## Attachments

1. Procedures for the Selection of Chancellor and Selection Criteria

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## Submitted by

Lily Chong, University Secretary & Executive Assistant to the President & Vice Chancellor

## Date submitted

February 5, 2025

4

## PROCEDURES FOR SELECTION OF THE CHANCELLOR

### PURPOSE

The following procedures define the method by which the appointment or reappointment of the Chancellor of Kwantlen Polytechnic University will be conducted.

### CONTEXT AND JURISDICTION

As prescribed by section 11 of the University Act, the Board of Governors will appoint the Chancellor on nomination by the Alumni Association and after consultation with the Senate. The Chancellor holds office for three years and after that until a successor is appointed and is eligible for reappointment but must not hold office for more than six consecutive years. The Chancellor must not be employed by a university.

### PROCEDURES

**1. Notification of Vacancy**

1.1. Approximately eighteen (18) months before the expiry of a Chancellor's term, the President will notify the Board of Governors, the Senate, and the Alumni Association of the impending vacancy.

1.2. At the same time, the Board of Governors will develop or review and update, as appropriate, the role description of the Chancellor and criteria for selection (the "Criteria").

**2. Composition of the Search Committee**

2.1. A joint committee of the Board of Governors, the Senate and the Alumni Association will be struck to seek and consider nominations for the position of Chancellor.

2.2. The committee shall be comprised of the following members:

a) Chair of the Alumni Association, who will chair the committee
b) KPU President & Vice-Chancellor
c) Executive Director, KPU Alumni Association
d) Two members of the Board of Governors
e) Two members of the Board of Directors of the Alumni Association
f) Two members of the Senate
g) One student representative
h) The Chancellor (if term is not eligible for renewal)

2.3. All members of the selection committee will be required to sign a code of conduct.

**3. Reappointment Procedures**

3.1. If the current Chancellor is eligible for and agreeable to reappointment, the Search Committee will consider their reappointment.

3.2. If the recommendation is for reappointment, the Alumni Association Board of Directors will nominate them for reappointment. In the event of a negative recommendation for reappointment, the Chancellor would be informed and a search process commenced.

**4. Selection Process**

4.1. In the event of an upcoming vacancy, the Search Committee will issue a call for nominations to alumni, Senate, Board of Governors and the University community at-large.

4.2. The Search Committee shall, in consideration of the Criteria:

a) Consider nominations in confidence, recognizing the need for due diligence.

b) Develop a ranking of candidates and consult the Alumni Association Board of Directors in confidence.

c) Identify a preferred candidate from amongst those candidates acceptable to the Alumni Association Board of Directors and approach the candidate to ascertain their willingness to serve.

4.3. Should the candidate decline the opportunity to serve as Chancellor, the next highest ranked candidate would be approached.

**5. Recommendation for Appointment**

5.1. The Alumni Association Board of Directors shall recommend (via memo) the Search Committee's chosen candidate for appointment or reappointment to the Board of Governors.

5.2. Following consultation with Senate, the Board of Governors may appoint the nominee.

5.3. If the nominee selected by the Search Committee is not appointed, it will be the responsibility of the Alumni Association Board to bring forward a nominee of their choosing.

**RELATED LEGISLATION**

- University Act
- Freedom of Information and protection of Privacy Act (BC)

Revised: March 2025

**KPU Chancellor Search Timeline 2025-2026**

| Timeline | Action | Meeting | Responsibility of |
|---|---|---|---|
| March/April 2025 | Board of Governors is given notice of the expiry of the Chancellor's term | March 26, 2025 | President |
| | Senate is given notice of the expiry of the Chancellor's term | March 28, 2025 (via memo) | President |
| | Alumni Association given notice of the expiry of the Chancellor's term | March 28, 2025 (via memo) | President |
| | Board reviews the selection criteria and role description for the Chancellor | March 26, 2025 | Board |
| | Board selects two Board members to serve on the Chancellor's search committee | March 26, 2025 | Board |
| | Senate Governance and Nominating Committee recommends two members to serve on the Chancellor Search Committee | April 22, 2025 | Senate |
| | Senate selects two members to serve on the Chancellor Search Committee. | April 28, 2025 | Senate |
| April 2025 | Alumni Association to select two members and one student to serve on the Chancellor search committee. Chair of Alumni Board chairs the committee | April 23, 2025 | Executive Director, KPU Alumni Association |
| May – September 2025 | Call for Nominations sent to Alumni Association Board of Directors, Senate, and Board. Nomination applications compiled by the Office of the President and provided to the Chancellor Search Committee.<br>Call for Nominations: May – September 15, 2025 | June 2025 | President |
| September 2025 | Committee Actions:<br>1. Introductory meeting: role of committee, process, and signing of code of conduct and ranking of candidates<br>2. Consider nominations and develop a ranking of candidates and consult with Alumni Board<br>3. Identify a preferred candidate from amongst those candidates acceptable to the Alumni Association Board of Directors and approach the candidate to ascertain their willingness to serve. | September 2025 | Executive Director, KPU Alumni Association / Office of the President |
| January 2026 | Alumni Association recommends a candidate (via memo) for the role of Chancellor to the Board of Governors | January 28, 2026 | Executive Director, KPU Alumni Association |
| March 2026 | Board of Governors consults Senate on the recommended candidate | March 2, 2026 | Board of Governors |

| |
|---|
| President |
| Board |
| Senate |
| Alumni |
| Chancellor SAC |

**KPU Chancellor Search Timeline 2025-2026**

| | | | |
|---|---|---|---|
| April 2026 | Board of Governors receives response from Senate and approves the appointment of the Chancellor | May 27, 2026 | Board of Governors |
| April 2026 | Communication of decision to the internal and external communities (via Communications & Media Relations Department). | | Office of the President |
| February 2027 | Installation of the new Chancellor to take place at Convocation ceremony (with start date of October 5, 2026). | February 2027 | Office of the President/CEME |

| |
|---|
| President |
| Board |
| Senate |
| Alumni |
| Chancellor SAC |

# BOARD OF GOVERNORS - REGULAR MEETING

**Agenda Number:** *11.2*
**Meeting Date:** *March 26, 2025*
**Presenter(s):** *Peter Smailes*

## AGENDA TITLE: 2024/2025 ENDOWMENTS

## ACTION REQUESTED: Motion

## RECOMMENDED RESOLUTION

**THAT the Board of Governors approve the following allocation of surplus funds from the 2024/2025 fiscal year, as recommended by the Board Finance Committee:**

**Contribute to the fund in the KPU Foundation that supports the reduction of financial barriers for KPU students by up to $5M. This will be used to provide direct student awards and bursaries.**

## COMMITTEE REPORT

On March 11, 2025, the Board Finance Committee received, reviewed and recommended that the Board of Governors approve the following allocation of surplus funds from the 2024/25 fiscal year:

Contribute to the fund in the KPU Foundation that supports the reduction of financial barriers for KPU students by up to $5M. This will be used to provide direct student awards and bursaries

### Context and Background

As at January 31, 2025, KPU is forecasting a surplus for the 2024/2025 fiscal year of $5.7M. Based on review of the budget to actual trends there is potentially additional upside to this forecast.

Similar to prior year, based on discussions with the Ministry, KPU anticipates the University will receive approval to defer a portion of provincial operating grant funds for use in the future fiscal years for operating purposes. The current preliminary request for deferral has been estimated at $7M but can and will be increased if the surplus is expected to be higher. The final request for deferral will be made by March 14, 2025.

Due to the potential of the surplus being more at year end than the current forecast, the range of up to $5M is being presented for approval to allow for flexibility in making a timely and accurate transfer. The final transfer amount will be reported back to the Board at the immediate meeting subsequent to year end.

## Key Messages

1. KPU to contribute up to $5M to the fund in the KPU Foundation to support the reduction of financial barriers for KPU students by providing direct awards and bursaries. This fund is not set up as an endowment. The funds contributed will flow directly to students by way of the Foundation.

## Resource Requirements

N/A

## Implications/Risks

N/A

## Consultations

1. None

## Attachments

1. N/A

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## Submitted by

Peter Smailes, Vice President, Administration and Acting Chief Financial Officer

## Date submitted

February 28, 2025

# BOARD OF GOVERNORS - REGULAR MEETING

**Agenda Number:** *11.3*
**Meeting Date:** *March 26, 2025*
**Presenter(s):** *Peter Smailes*

## AGENDA TITLE: FY2025 REVISIONS TO BYLAW NO. 4 FEES

## ACTION REQUESTED: Motion

## RECOMMENDED RESOLUTION

**THAT the Board of Governors approve the revisions to Bylaw No. 4, Fees, as presented and as recommended by the Board Finance Committee.**

## COMMITTEE REPORT

On March 11, 2025, the Board Finance Committee received, reviewed and recommended that the Board of Governors approve the revisions to the Bylaw No. 4, Fees, as presented.

### Context and Background

**University Act, Section 27(1)**: The management, administration and control of the property, revenue, business and affairs of the university are vested in the board.

**University Act, Section 27(2)(m)**: Without limiting subsection (1) or the general powers on the board by this Act, the board has the following powers:

To set, determine and collect the fees

(i) to be paid for instruction, research and all other activities in the university,
(ii) for extramural instruction,
(iii) for public lecturing, library fees, and laboratory fees,
(iv) for examinations, degrees and certificates,
(v) for the use of any student or alumni organization in charge of student or alumni activities, and
(vi) for the building and operation of a gymnasium or other athletic facilities;

**Board of Governors Manual, Section 14**: The Finance Committee reviews and makes recommendations to the Board in respect of setting, determining and collecting fees as provided by the *University Act*.

Bylaw 4 is revised on an annual basis to reflect annual increases and changes to fees.

## Key Messages

1. Bylaw 4 reflects a raise in domestic tuition by 2%; the maximum allowed by the provincial government under the Tuition Limit Policy. Although this policy does not apply to international student tuition, increases were held at 2% for international tuition as well.
2. Key changes to Bylaw 4 include minor formatting and wording changes to improve the readability and consistency of the document.

## Resource Requirements

N/A

## Implications/Risks

N/A

## Consultations

1. Office of the Vice President, Academic
2. Office of Planning and Accountability
3. Office of the Registrar

## Attachments

1. FY2025 Draft Bylaw No.4, Fees
2. FY2025 Draft Bylaw No. 4, Fees (track changes)

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## Submitted by

Peter Smailes, Vice President, Administration and Acting Chief Financial Officer

## Date submitted

February 28, 2025

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

| Bylaw History |
|---|
| **Bylaw No.**<br>4 |
| **Approving Jurisdiction:**<br>Board of Governors |
| **Original Effective Date:**<br>November 16, 1982 |
| **Revised Date:**<br>January 31, 2025 |

# Bylaw No. 4
# *Fees*

1. Pursuant to the *University Act*, program or course fees and charges to be paid to the University by students shall be determined and/or revised by the Board of Governors. The rates effective September 1, 2025 are included below.

2. Tuition fee structure for domestic students[1]

   a. Credit based programs, excluding graduate level programs:

| Category | $ / credit | |
|---|---|---|
| 1 | $162.84 | ▪ Existing courses as at September 1, 2011 will remain in Category 1. [2]<br>▪ Accessible Education and Training courses. |
| 2 | $196.77 | ▪ Education Assistant Program courses.<br>▪ New courses developed for degrees/programs in Faculties such as Business and Arts. |
| 3 | $219.79 | ▪ Bachelor of Design, Product Design courses.<br>▪ New courses developed for programs that incorporate smaller classes, labs, and/or studios, e.g. Design, Science, Horticulture and Health. |
| 4 | $251.54 | ▪ Health Unit Coordinator courses.<br>▪ New online courses developed for degrees/programs and other specialized programs.<br>▪ Diploma in Front-End Development for Interactive Application courses. |

[1] *Courses eligible as "new" for the purposes of this Bylaw (including courses designated as online) are courses assigned newly designated subject codes accompanying Ministry-approved programs not previously offered by KPU. New courses approved by Senate that bear a pre-existing subject code are not considered "new" for the purposes of this Bylaw (unless they are being newly classified at a different academic level).*

[2] *With the exception of the Health Unit Coordinator and Education Assist[illegible]ams.*

| | | |
|---|---|---|
| 5 | $310.82 | ▪ Brewing and Brewery Operations courses.<br>▪ Health (HEAL) courses.<br>▪ Mechatronics and Advanced Manufacturing Technology Diploma courses. |
| 6 | $652.14 | ▪ Post-Baccalaureate in Technical Apparel Design courses. |
| 7 | $263.61 | ▪ Post-Baccalaureate Diploma in Accounting courses. |
| 8 | $358.02 | ▪ Diploma in Traditional Chinese Medicine – Acupuncture courses.<br>▪ Certificate in Farrier Science courses. |
| 9 | $410.07 | ▪ Post-Baccalaureate Diploma in Operations and Supply Chain Management courses.<br>▪ Post-Baccalaureate Diploma in Technical Management and Services courses.<br>▪ Post-Baccalaureate Diploma in Human Resource Management courses.<br>▪ Entertainment Arts courses.<br>▪ Citation in Cloud Architecture and Security courses. |

b. Fixed term programs:

| Category | $ / week | |
|---|---|---|
| 1 | $141.86 | ▪ Existing courses as at September 1, 2011. |
| 2 | $290.97 | ▪ New courses developed for degrees/programs in skilled trades programs, e.g. Arborist courses. |

c. Adult Upgrading No charge

d. English Language Studies No charge

e. Credit based graduate level programs:

| Category | $ / credit | |
|---|---|---|
| 1 | $410.07 | ▪ Graduate Diploma in Business Administration-Green Business courses.<br>▪ Graduate Diploma in Business Administration-Global Business courses. |
| 2 | $652.14 | ▪ Graduate Certificate in Sustainable Food Systems and Security courses. |

3. Other fees and charges for domestic students:

| | |
|---|---|
| a. Student fees for libraries, technologies and student life | 7% of tuition |
| b. Application fee | $40.00<br>No charge for self-declared Aboriginal applicants |
| c. Transcript fee | $10.00 per transcript |
| d. Appeals | $15.00 |
| e. Confirmation deposit | Domestic applicants are required to remit a non-refundable $250.00 confirmation deposit to signify acceptance of an offer of admission to open intakes and a $500.00 confirmation deposit to signify acceptance of an offer of admission to a limited intake program.<br>If the student registers this fee will be applied towards the full tuition fees assessment, thereby reducing the total fees owing. |
| f. Graduation fee | No charge |

4. Prior Learning Assessment and Recognition (PLAR):

   a. Students receiving PLAR credit awarded for individual course(s) will be charged the domestic rate of tuition based on the fee category for the assigned course.

   b. Students receiving PLAR credit(s) as a result of a competency-based assessment will be charged an assessment fee of $750 or the cost associated with the resulting credit at the domestic rate of tuition based on the fee category for the assigned course(s), whichever is the lesser of the two.

   c. Students receiving PLAR credit for coursework previously completed at KPU in a different academic level may be exempt from PLAR fees, with approval of a PLAR advisor/assessor and the relevant Dean. Where a previous assessment is on file as precedent, a flat fee of up to $750 may be assessed at the discretion of the Dean with approval of the Chief Financial C

5. Continuing and Professional Studies:

   Fees and charges will be assessed by the appropriate Vice President.

6. Service charges:

   All discretionary fees will be determined by the appropriate Vice President (e.g. duplicate tuition receipt charge, NSF cheque/stop payment charge, calendar charge, rush documents, graduation late fee, document evaluation fee, external invigilation charge, supplementation exam fee, library card replacement fee, cheque replacement fee, etc.).

7. Co-operative Education Work Term for both domestic and international students:

| All Co-operative Education Students | Tuition | Student Fees (LTSD) |
|---|---|---|
| Full-time work terms | $732.78 per work term | 7% of tuition |

   a. The tuition fee for a Co-operative Education Work Term is a flat fee per work term. This is equivalent to 4.5 credit hours based on the amount per credit in category 2. a.1. Note however, the student will be awarded the equivalent of 9 credit hours.

8. International student fees

   a. International student tuition fees for credit based programs, excluding graduate level programs:

| Category | $ / credit |
|---|---|
| 1 | $740.95 / credit |

   b. International student tuition fees for English Upgrading (ENGQ) and English Language Studies (ELST)

| Category | $ / credit |
|---|---|
| 1 | $410.08 / credit |

c. International student tuition fees for credit based graduate level programs:

| Category | $ / credit | |
|---|---|---|
| 1 | $740.95 | ▪ Graduate Diploma in Business Administration-Green Business courses.<br>▪ Graduate Diploma in Business Administration-Global Business courses.<br>▪ Graduate Certificate in Sustainable Food Systems and Security courses. |

d. International student tuition fees for fixed term programs:

| Category | $ / week |
|---|---|
| 1 | $740.95 / week |

9. Other fees and charges for international students are as follows:

| | |
|---|---|
| a. Student fees for libraries, technologies and student life | 7% of tuition |
| b. Application fee | $120.00 |
| c. Transcript fee | $10.00 per transcript |
| d. Appeals | $15.00 |
| e. Confirmation deposit | International applicants are required to remit a non-refundable $5,000 confirmation deposit to signify acceptance of an offer of admission.<br>If the student registers, this fee will be applied towards the tuition fees assessment, thereby reducing the total fees owing. |
| f. International tuition deposit | Continuing international students are required to remit a non-refundable $2,200 international tuition deposit to signify their intent to register in classes for the upcoming term.<br>Once an international student registers for courses, the international tuition deposit is applied toward the account balance, thereby reducing the total fees owing for the term. |
| g. Graduation fee | No charge |

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

| Bylaw History |
|---|
| **Bylaw No.**<br>4 |
| **Approving Jurisdiction:**<br>Board of Governors |
| **Original Effective Date:**<br>November 16, 1982 |
| **Revised Date:**<br>January 31, ~~2024~~2025 |

# Bylaw No. 4
# *Fees*

1. Pursuant to the *University Act*, program or course fees and charges to be paid to the University by students shall be determined and/or revised by the Board of Governors. The rates effective September 1, ~~2024~~ 2025 are included below.

2. Tuition fee structure for domestic students[1]

   a. Credit based programs, excluding graduate level programs:

| Category | $ / credit | |
|---|---|---|
| 1 | ~~$159.65~~$162.84 | ▪ Existing courses as at September 1, 2011 will remain in Category 1. [2]<br>▪ Accessible Education and Training courses. |
| 2 | ~~$192.91~~$196.77 | ▪ Education Assistant Program courses.<br>▪ New courses developed for degrees/programs in Faculties such as Business and Arts. |
| 3 | ~~$215.48~~$219.79 | ▪ Bachelor of Design, Product Design courses.<br>▪ New courses developed for programs that incorporate smaller classes, labs, and/or studios, e.g. Design, Science, Horticulture and Health. |
| 4 | ~~$246.61~~$251.54 | ▪ Health Unit Coordinator courses.<br>▪ New online courses developed for degrees/programs and other specialized programs.<br>▪ Diploma in Front-End Development for Interactive Application courses. |

[1] *Courses eligible as "new" for the purposes of this Bylaw (including courses designated as online) are courses assigned newly designated subject codes accompanying Ministry-approved programs not previously offered by KPU. New courses approved by Senate that bear a pre-existing subject code are not considered "new" for the purposes of this Bylaw (unless they are being newly classified at a different academic level).*

[2] *With the exception of the Health Unit Coordinator and Education Assist ams.*

| | | |
|---|---|---|
| 5 | ~~$304.73~~$310.82 | ▪ Brewing and Brewery Operations courses.<br>▪ Health (HEAL) courses.<br>▪ Mechatronics and Advanced Manufacturing Technology Diploma courses. |
| 6 | ~~$639.35~~$652.14 | ▪ Post-Baccalaureate in Technical Apparel Design courses. |
| 7 | ~~$258.44~~$263.61 | ▪ Post-Baccalaureate Diploma in Accounting courses. |
| 8 | ~~$351.00~~$358.02 | ▪ Diploma in Traditional Chinese Medicine – Acupuncture courses.<br>▪ Certificate in Farrier Science courses. |
| 9 | ~~$402.03~~$410.07 | ▪ Post-Baccalaureate Diploma in Operations and Supply Chain Management courses.<br>▪ Post-Baccalaureate Diploma in Technical Management and Services courses.<br>▪ Post-Baccalaureate Diploma in Human Resource Management courses.<br>▪ Entertainment Arts courses.<br>▪ Citation in Cloud Architecture and Security courses. |

b. Fixed term programs:

| Category | $ / week | |
|---|---|---|
| 1 | ~~$139.08~~$141.86 | ▪ Existing courses as at September 1, 2011. |
| 2 | ~~$285.26~~$290.97 | ▪ New courses developed for degrees/programs in skilled trades programs, e.g. Arborist courses. |

c. Adult Upgrading No charge

d. English Language Studies No charge

e. Credit based graduate level programs:

| Category | $ / credit | |
|---|---|---|
| 1 | ~~$402.03~~$410.07 | ▪ Graduate Diploma in Business Administration-Green Business courses.<br>▪ Graduate Diploma in Business Administration-Global Business courses. |
| 2 | ~~$639.35~~$652.14 | ▪ Graduate Certificate in Sustainable Food Systems and Security courses. |

3. Other fees and charges for domestic students:

| | |
|---|---|
| a. Student fees for libraries, technologies and student life | 7% of tuition |
| b. Application fee | $40.00<br>No charge for self-declared Aboriginal applicants |
| c. Transcript fee | $10.00 per transcript |
| d. Appeals | $15.00 |
| e. Confirmation deposit | Domestic applicants are required to remit a non-refundable $250.00 confirmation deposit to signify acceptance of an offer of admission to open intakes and a $500.00 confirmation deposit to signify acceptance of an offer of admission to a limited intake program.<br>If the student registers this fee will be applied towards the full tuition fees assessment, thereby reducing the total fees owing. |
| f. Graduation fee | No charge |

4. Prior Learning Assessment and Recognition (PLAR):

   a. Students receiving PLAR credit awarded for individual course(s) will be charged the domestic rate of tuition based on the fee category for the assigned course.

   b. Students receiving PLAR credit(s) as a result of a competency-based assessment will be charged an assessment fee of $750 or the cost associated with the resulting credit at the domestic rate of tuition based on the fee category for the assigned course(s), ~~or~~ whichever is the lesser of the two.

   c. Students receiving PLAR credit for coursework previously completed at KPU in a different academic level may be exempt from PLAR fees, with approval of a PLAR advisor/assessor and the relevant Dean. Where a previous assessment is on file as precedent, a flat fee of up to $750 may be assessed at the discretion of the Dean with approval of the Chief Financial C

5. Continuing and Professional Studies:

   Fees and charges will be assessed by the appropriate Vice President.

6. Service charges:

   All discretionary fees will be determined by the appropriate Vice President (e.g. duplicate tuition receipt charge, NSF cheque/stop payment charge, calendar charge, rush documents, graduation late fee, document evaluation fee, external invigilation charge, supplementation exam fee, library card replacement fee, cheque replacement fee, etc.).

7. Co-operative Education Work Term for both domestic and international students:

| All Co-operative Education Students | Tuition | Student Fees (LTSD) |
|---|---|---|
| Full-time work terms | ~~$718.42~~$732.78 per work term | 7% of tuition |

   a. The tuition fee for a Co-operative Education Work Term is a flat fee per work term. This is equivalent to 4.5 credit hours based on the amount per credit in category 2. a.1. Note however, the student will be awarded the equivalent of 9 credit hours.

8. International student fees

   a. International student tuition fees for credit based programs, excluding graduate level programs:

| Category | $ / credit |
|---|---|
| 1 | ~~$726.42~~$740.95 / credit |

   b. International student tuition fees for English Upgrading (ENGQ) and English Language Studies (ELST)

| Category | $ / credit |
|---|---|
| 1 | ~~$402.04~~$410.08 / credit |

c. International student tuition fees for credit based graduate level programs:

| Category | $ / credit | |
|---|---|---|
| 1 | ~~$726.42~~$740.95 | ▪ Graduate Diploma in Business Administration-Green Business courses.<br>▪ Graduate Diploma in Business Administration-Global Business courses.<br>▪ Graduate Certificate in Sustainable Food Systems and Security courses. |

d. International student tuition fees for fixed term programs:

| Category | $ / ~~credit~~week |
|---|---|
| 1 | ~~$726.42~~$740.95 ~~/ credit~~ |

9. Other fees and charges for international students are as follows:

| | |
|---|---|
| a. Student fees for libraries, technologies and student life | 7% of tuition |
| b. Application fee | $120.00 |
| c. Transcript fee | $10.00 per transcript |
| d. Appeals | $15.00 |
| e. Confirmation deposit | International applicants are required to remit a non-refundable $5,000 confirmation deposit to signify acceptance of an offer of admission.<br>If the student registers, this fee will be applied towards the tuition fees assessment, thereby reducing the total fees owing. |
| f. International tuition deposit | Continuing international students are required to remit a non-refundable $2,200 international tuition deposit to signify their intent to register in classes for the upcoming term.<br>Once an international student registers for courses, the international tuition deposit is applied toward the account balance, thereby reducing the total fees owing for the term. |
| g. Graduation fee | No charge |

# Report to the Board of Governors
# Alan Davis, President and Vice Chancellor
# March 26, 2025

In addition to regular governance and administrative duties, my focus since the late November 2024 meeting of the Board has been to grapple with the enrolment, revenue and financial pictures for Fiscal 2026 and beyond. Meanwhile work continues on building relationships and exploring new ideas for KPU locally and beyond.

On January 7th I joined KPU International and others in a splendid meeting with colleagues from Al Baha University who were visiting from Saudi Arabia. The potential for exchanges and pathways to study at KPU is considerable.

On January 10 I met by Teams with Dr. Gervon Fearon, President at George Brown College" to plan a dialogue both here and in Toronto on issues facing higher education, nominally entitled "A Tale of Two Cities".

I was pleased to join the Invisible Conditions workshop offered by OEIC on January 15 and the Generative AI Community of Practice on January 17th.

The annual reception for the BC Cabinet and the Fist Nations Chief was held in Vancouver on January 20th and I was pleased to attend, along with several other KPU colleagues. KPU was a proud sponsor of the event.

I have had a number of follow up meetings with colleagues from KPU, TRU and Ontario Tech on the potential project in Kazakhstan, and I was invited to meet with an informal group of semi-retired presidents on January 23rd to discuss leadership at this time of disruption in higher education. See also my visit to KZ in March as mentioned below.

January 24 saw the regular meeting of the Ridge-Meadows steering committee that is working on a feasibility study for post-secondary education in that region.

On February 3 to % I attended the Presidents' Roundtable hosted by EAB. IT was a very productive set of session looking at enrollment strategies, the pollical environment in the US, AI in higher education, and Advancement. I am sharing presentations with my senior colleagues and following up with EAB on having some session at KPU.

I dipped my toes into using AI to develop a keynote that I have been invited to give in Beijing in April on the topic of Quality, Trust and Safety as they relate to sustainable international education development. Craig Wright in the T and L Commons did all the heavy lifting and it was useful to see the benefits and shortcomings of using AI to create a cogent presentation.

On this topic, on February 11th I was pleased the sign an agreement with the China Services Centre for Scholarly Exchange: an important organization in China for advancing partnerships related to the student and faculty exchanges, study tours etc.

Also, that day I attended the CAEL Advisory Committee meeting, and the KPU Foundation Board met in the evening where I heard about a number of amazing projects funded through the Foundation and the Ike Barber endowment.
The council of presidents of the Association of Governing Boards met virtually on February 19th, and on the 20th I was excited to participate in the first Faculty Connect event to be held at KPU. It was an amazing event, with Leidy Klotz there to engage with us on "the untapped science of less".

I continue to participate when I can with KPU's Gen AI community of practice hosted by Teaching and Learning, with an on-campus meeting on February 21st

Spring Convocation was held from February 24 to 28, with 10 ceremonies. We were pleased to honor several local heroes with Doctor of Laws degrees: Harry Bains, Bruce Ralston, Amos and Edith Kambere, and David Young.

On March 6/7 I attended the national AI academy, hosted by Higher Education Strategy Associates, and then from March 10-19 I returned to Kazakhstan to explore further opportunities for KPU to recruit students, foster exchanges, and work with other universities to establish a campus in the Ulytau region. Along with colleagues from KPU International I attended educational fairs hosted by the Canadian International School, and signed an MOU with Satbayev University.

On March 21st I attended KPU night with the Surrey Eagles Junior Hockey game.

# Vice Chair's Report to Board of Governors

Notes from the Senate Meeting of January 27, 2025, to the Board of Governors

The Chair, Dr Alan Davis, opened the meeting by expressing gratitude to the Indigenous peoples on whose lands we live and work at KPU. He provided a brief update and advised that his update on international enrollment and planning on Friday had a Part II coming out on Tuesday.

Dr Purvey's report was extensive and descriptive and well worth a read.
Chair of SSCC Catherine Schwichtenberg presented two motions from the committee: A list of course outline changes and a proposal to add Science programs to the Arts Double Minor. Both were unanimously approved.

Chair of SGNC Sharmen Lee commented on the recent SGNC meeting and then moved on to two motions: To accept the revised MSOB bylaws, and to approve the appointment of Meredith Laird as designate AVP, Academic to Program Review. Both were unanimously approved.

Chair of SSCAPP Catherine Schwichtenberg reported on the fulsome discussion at SSCAPP/SSCUB and then, after presenting the motion to recommend the Master of Operations and Supply Chain Management Stage 1 and Stage 2 Full Program Proposal to the BOG asked Dean Stephanie Howes to present a summary. After Stephanie's comments, Senate was provided with a brief PowerPoint Summary by Darren Anderson and Mike Ford of the proposed Master's Degree. Senate unanimously approved the motion.

AVP Enrollment Services and Registrar Nadia Henwood advised of the Spring Elections timeline and followed up with a 39-page list of graduates – Senate approved all graduates on the list.

Catherine Schwichtenberg
Vice Chair, Senate

# Vice Chair's Report to Board of Governors

Report of the March 3, 2025, Senate Meeting to the Board of Governors

The meeting commenced with an overview of the new voting system. Thanks to the help of Lily, Michelle, Sonia, and Ruby working behind the scenes, all voting members were supported to cast their votes throughout the meeting.

Senate went on to approve program revisions to four Bachelor of Science programs, including the Major and Honours in Biology and Health Science, which were revised to align declaration requirements with other Science and KPU programs. The changes will result in improved access and student support. The Bachelor of Journalism and Bachelor of Journalism (Honours) program revisions were also approved. These changes will provide more flexibility for students and came about from the Program Review Process.

In addition to approving a list of course outlines, Senate approved replacing five MATH courses with STAT, reflecting their actual content.

The Senate Standing Committee on Policy had its revised membership approved; this will align the committee's membership with other Senate Committees, having representatives or Senators from every KPU Faculty.

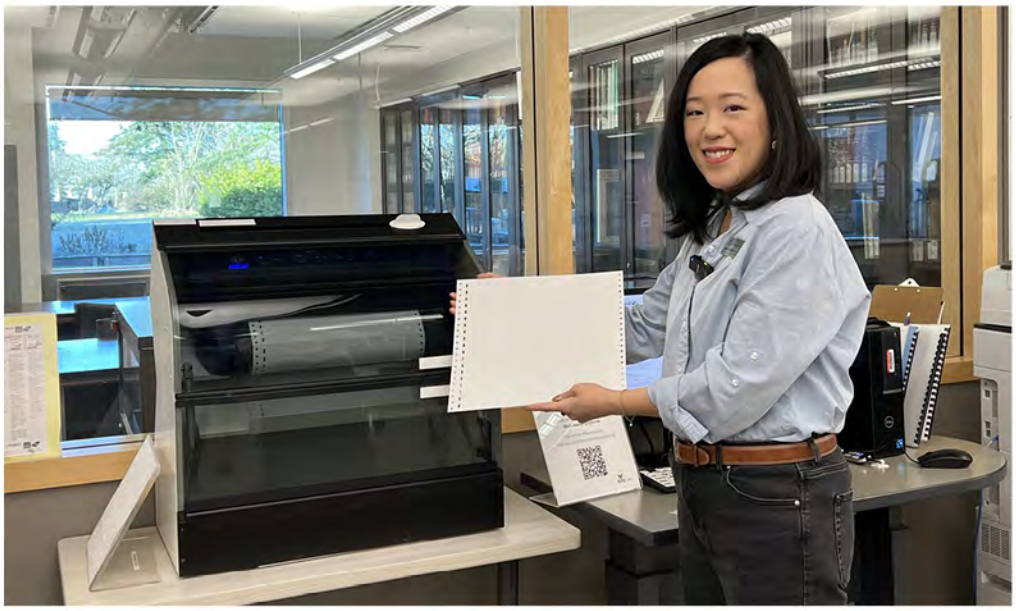
After Carol LaPlante and Dr. Lori McElroy presented draft budget 25/26 and enrollment updates, Senate endorsed the Fiscal 2025-26 draft Budget, agreeing that it aligns with the Budget Principles and Priorities, as presented.

An institutional recognition request for Focus College was approved, and then Senate began to discuss Draft Policy and Procedure AC16. Committee members spoke thoughtfully, providing a variety of perspectives both on the process of establishing the draft policy and the possible effects of the policy. After ensuring that all who wished to speak had been heard, the vote was held, and AC 16 was recommended to the Board of Governors. Based on the AC16 outcome, a motion for Senate to form a standing committee on Academic Title Awards was approved.

The 2025-2026 Senate and Committee Meeting Calendar was also presented. The Senate office considered the work of each committee, the work of faculty members during exam week, the varying start times of committees, and above all, the relationship of each committee to the Senate and the Senate to BoG. The meeting calendar for 2025/2026 has fewer meetings and more time consistency, and it is easy to identify links between committees, the Senate, and the Board of Governors.

Respectfully

Catherine Schwichtenberg
Vice Chair, Senate



Report to the

# Board of Governors

March 2025

KPU

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**OFFICE OF THE PRESIDENT AND VICE CHANCELLOR**

**Events**

In addition to regular governance and administrative duties, my focus since the late November 2024 meeting of the Board has been to grapple with the enrolment, revenue and financial pictures for Fiscal 2026 and beyond. Meanwhile work continues on building relationships and exploring new ideas for KPU locally and beyond.

On January 7th I joined KPU International and others in a splendid meeting with colleagues from Al Baha University who were visiting from Saudi Arabia. The potential for exchanges and pathways to study at KPU is considerable.

On January 10 I met by Teams with Dr. Gervon Fearon, President at George Brown College" to plan a dialogue both here and in Toronto on issues facing higher education, nominally entitled "A Tale of Two Cities".

I was pleased to join the Invisible Conditions workshop offered by OEIC on January 15 and the Generative AI Community of Practice on January 17th.

The annual reception for the BC Cabinet and the Fist Nations Chief was held in Vancouver on January 20th and I was pleased to attend, along with several other KPU colleagues. KPU was a proud sponsor of the event.

I have had a number of follow up meetings with colleagues from KPU, TRU and Ontario Tech on the potential project in Kazakhstan, and I was invited to meet with an informal group of semi-retired presidents on January 23rd to discuss leadership at this time of disruption in higher education. See also my visit to KZ in March as mentioned below.

January 24 saw the regular meeting of the Ridge-Meadows steering committee that is working on a feasibility study for post-secondary education in that region.

On February 3 to 5 I attended the Presidents' Roundtable hosted by EAB. It was a very productive set of sessions looking at enrollment strategies, the political environment in the US, AI in higher education, and Advancement. I am sharing presentations with my senior colleagues and following up with EAB on having some session at KPU.

I dipped my toes into using AI to develop a keynote that I have been invited to give in Beijing in April on the topic of Quality, Trust and Safety as they relate to sustainable international education development. Craig Wright in the T and L Commons did all the heavy lifting and it was useful to see the benefits and shortcomings of using AI to create a cogent presentation.

On this topic, on February 11th I was pleased the sign an agreement with the China Services Centre for Scholarly Exchange: an important organization in China for advancing partnerships related to the student and faculty exchanges, study tours etc.

Also, that day I attended the CAEL Advisory Committee meeting, and the KPU Foundation Board met in the evening where I heard about a number of amazing projects funded through the Foundation and the Ike Barber endowment.

The council of presidents of the Association of Governing Boards met virtually on February 19th, and on the 20th, I was excited to participate in the first Faculty Connect event to be held at KPU. It was an amazing event, with Leidy Klotz there to engage with us on “the untapped science of less”.

Spring Convocation was held from February 24 to 28, with 10 ceremonies. We were pleased to honor several local heroes with Doctor of Laws degrees: Harry Bains, Bruce Ralston, Amos and Edith Kambere, and David Young.

On March 6 and 7, I attended the national AI academy, hosted by Higher Education Strategy Associates, and then from March 10-19, I returned to Kazakhstan to explore further opportunities for KPU to recruit students, foster exchanges, and work with other universities to establish a campus in the Ulytau region. Along with colleagues from KPU International I attended educational fairs hosted by the Canadian International School, and signed an MOU with Satbayev University.

On March 21st I attended KPU night with the Surrey Eagles Junior Hockey game.

## OFFICE OF COMMUNICATIONS

### Events

During this reporting period, which covers October 1, 2024, to January 31, 2025, the Office of Communications relaunched the employee newsletter after a multi-year break. Prepared using resources already available to the department, the newsletter is intended to keep employees connected to different areas of the university through a human focus on some of the people that make it tick. The newsletter directly aligns with Goal A2 of the Vision 2026 strategic plan. The first issue in October received 667 views and the second issue in December received 720 views. Communications is continuing to evolve and develop the newsletter to enhance the offer.

Alongside the re-launch of an employee newsletter, the university's Employee Portal intranet platform continues to see growth with total viewership over this period remained consistent with last year (4,309 views in 2023, 4,332 views in 2024), despite 23 per cent fewer stories being published in 2024. The change in story publication was a result of shifting some focus to the employee newsletter.

Communications supported the development and the launch of the myKPU student portal with a full communications plan and deliverables. Ahead of work on the employee portion of myKPU, the department worked collaboratively with Information Technology, Human Resources and other key areas to review employee communication platforms to ensure the university is making best use of current resources and to identify future needs.

Communications worked with multiple departments across the university on many projects, including the continued impact of federal government changes on international student enrolment, student affairs issues, analysis and optimization of internal communication plans and processes, convocation materials, and research and writing support for webpages, including for Melville School of Business, Faculty of Health, Wilson School of Design, Nursing, Biology and Sustainable Agriculture.

In October 2025, Communications welcomed Lena Shulman as an interim Media Specialist. Lena's collaborative work with several departments generated extensive media coverage for KPU projects and initiatives, such as her story about the Wilson School of Design researcher working to create the perfect T-shirt.

Collectively, Communications highlighted a wide variety of activities at KPU, including the Flex program, archaeological overview assessments of campuses, university recipients of the King Charles III Coronation Medals and more. An Applied Genomics Centre study on heat stress in cows, a Lifespan Cognition Lab study on memory failure, an anthropology student's research on human-bear conflicts and Dr. Tara Lyon's research on mapping the Surrey drug crisis were among the research stories spotlighted by the team. Further stories promoted university events, including the President's Dialogue Series and Creative Connections.

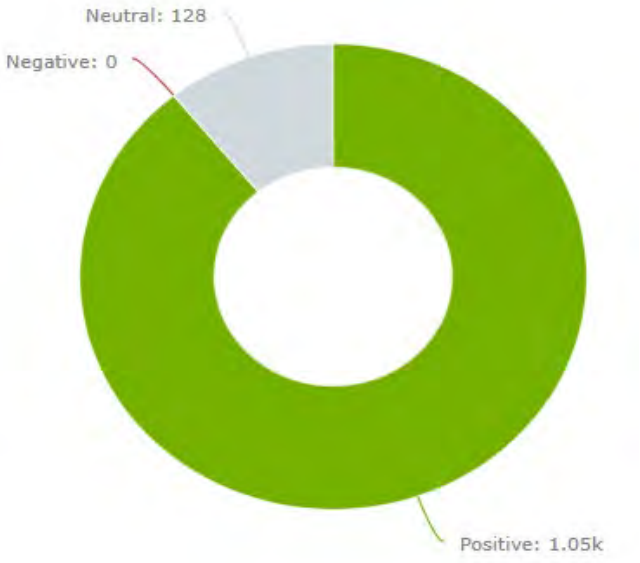
The department continued to put faculty members forward to media to provide expertise on topics such as the 2024 B.C. and U.S. elections, the Taylor Swift phenomenon and the U.S. presidential inauguration.

Communications' efforts have seen KPU's news and instructors receive coverage from the Canadian Press, CBC, CTV, The Globe and Mail, 980 CKNW and Black Press Media. KPU also reached broader audiences through specialty media outlets such as Drishti Magazine and Fairchild TV.

The team's digital communications specialist has enhanced these efforts through video coverage to support media outreach, social media engagement, internal communications and government relations.

From October 1, 2024, to January 31, 2025, the Office of Communications helped KPU gain 1,183 media mentions with a potential audience reach of 1.33 billion (source: Meltwater). Of those

mentions, 1,055 were positive and 128 were neutral. In addition, Office of Communications stories and news releases drew 170,649 impressions on the KPU LinkedIn and KPU News X accounts combined.




*period October 1, 2024, to January 31, 2025.*
*Source: Meltwater*

**INDIGENOUS LEADERSHIP**

**Counselling and Student Engagement for Indigenous Students**

Overview: The following initiatives and programs were undertaken to enhance the mental health and well-being of Indigenous students at KPU throughout this academic school year. These efforts reflect Indigenous Service's commitment to creating an inclusive and supportive environment for Indigenous students, fostering both mental health and personal success.

Indigenous Medicine Garden Project: The Indigenous Medicine Garden project continues is a key initiative aimed at supporting the mental health and well-being of Indigenous students. This culturally significant space will provide students with access to traditional Indigenous healing practices, including the use of medicinal plants. The garden will serve as a site of learning, connection, and healing, offering students opportunities to engage in both physical and mental wellness activities rooted in Indigenous culture.

Hub Project: The Hub project aims to improve access to a variety of university services for Indigenous students. The Hub acts as a centralized point where students can easily access support services such as counselling, accessibility services, and learning supports. By removing barriers to accessing essential university services, the Hub project ensures that Indigenous students receive streamlined and personalized support students need for academic success and mental health and well-being.

Drop-In Engagement and Connection Workshops at the Gathering Place: In addition to the formal counselling and support programs, informal engagement opportunities were provided through drop-in connection workshops held at the Indigenous Gathering Place. These workshops are designed to foster community, encourage peer support, and offer students a safe space to share their experiences and connect. The connective setting of the Gathering Place helps to promote open dialogue, resilience-building, and strengthened connections among Indigenous students.

Mental Health Groups for Indigenous Students: These groups were facilitated to address unique mental health and personal challenges faced by Indigenous students. These groups provided students with the opportunity to share their experiences in a culturally sensitive and supportive environment. The groups focused on building mental health resilience, coping strategies, and addressing issues such as intergenerational trauma and identity challenges.

Workshops for Indigenous Students: A variety of workshops were offered throughout the year, covering topics such as academic success strategies, stress management, navigating university life, and fostering cultural pride and connection. These workshops were designed with Indigenous students' needs in mind, ensuring they had the tools and support necessary to thrive in their academic and personal lives. The workshops also included topics related to traditional knowledge and practices to honor the students' cultural identities. Some examples of workshops include: Medicine Bag workshops, Spoon Carving, Talking Circle Series, and Rock Painting.

Clinical Counselling for Indigenous Students: Clinical counselling services have been continuously provided to Indigenous students, with a focus on dismantling barriers centered around accessing counselling services. Having a counsellor with Indigenous ancestry and a mental health background allows for the capacity to offer a culturally responsive approach to therapeutic support. In addition to supporting Indigenous student mental health, my service aims to provide students with the tools to overcome challenges related to mental health, identity, and academic pressures.

Outreach to Classrooms Regarding Mental Health: In efforts to raise awareness and reduce stigma around mental health, I will engage in outreach initiatives that directly engage Indigenous and non-Indigenous students in classroom settings. Presentations and workshops were conducted to inform students about available mental health resources, highlighting the importance of self-care, seeking help, and building a supportive academic community, including the importance offering supports from a non-Eurocentric lens. This outreach helped normalize mental health discussions and encouraged students to seek support when needed.

Conclusion: The initiatives outlined above reflect a holistic and culturally responsive approach to supporting the mental health and academic success of Indigenous students. Through targeted programs, workshops, and outreach efforts, Indigenous Services and KPU continue to foster an inclusive and supportive environment where Indigenous students can thrive both academically and personally. Moving forward, we will continue to build on these initiatives to ensure that Indigenous students feel seen, heard, and supported in all aspects of their university experience.

**Indigenous Student Events: Fall Semester 2024 into Spring Semester 2025**

Throughout the Fall Semester 2024 and into Spring Semester 2025, various events were organized to foster engagement, build relationships, and establish trust among Indigenous students. These included casual lunches, such as the Bannock Tacos lunches, where students connected over shared meals and important information. Creative and cultural activities were also prominent, with a Beading Circle and a Métis Flower Beading Workshop, allowing students to explore traditional arts. Theatre outings, including performances of "As You Like It or The Land Acknowledgment" and "Bear Grease," provided thought-provoking experiences. The community spirit was further strengthened during the Indigenous Student Christmas Dinner. Additionally, tutoring services began in Spring Semester 2025, offering academic support with flexible meeting times. These events collectively aimed to create a supportive and connected community for Indigenous students.

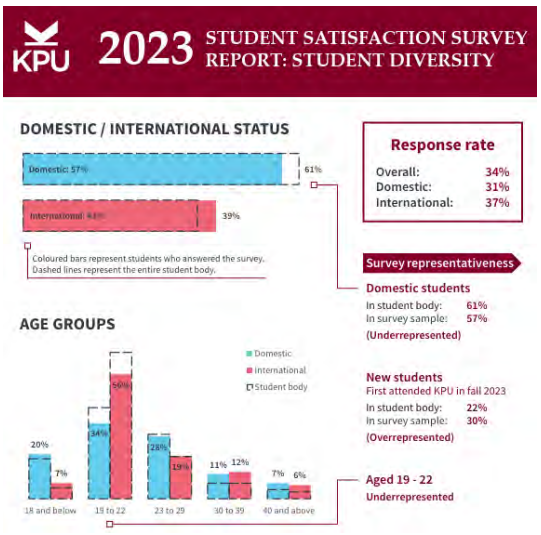
## OFFICE OF PLANNING AND ACCOUNTABILITY

### Experience

Student Experience

2024 Student Satisfaction Survey: This survey collects a range of information from students on their KPU experience to identify areas for improvement. The 2024 survey was launched on October 25 and closed on November 24. Reporting thus far has included results relating to housing, including students' preferences for on-campus student housing to support next steps in KPU's development of a student housing strategy.

2023 Student Satisfaction Survey: The dashboard reporting the results was published last year, but during this reporting period two additional reports were created: an infographic on student diversity and a report on the gendered violence results, which was included in the survey based on a collaboration with KPU faculty member Dr. Cherylynn Bassani. The gendered violence survey questions assessed student experiences with sexism and inappropriate behaviour at KPU, including but not limited to inappropriate treatment based on gender, unwanted sexual behaviours and sexual assault (on and off campus). The student diversity infographic (see image below) is available on OPA's public and SharePoint sites and the gendered violence results can be found on OPA's SharePoint site.




International Peer Mentorship Program Surveys: This program matches senior KPU students with new international students in order to increase social connections and help them navigate services and resources while studying at KPU. Surveys were conducted of both mentors and mentees to elicit feedback on their experiences in the program. The surveys were conducted November to December and a report of the results was delivered to the Office of Global Engagement in January.

Field School Surveys: These surveys provide feedback from students who recently returned from field school experiences abroad. Reports of the most recent surveys, conducted in the summer and fall semesters and covering students who travelled to Barcelona, Guatemala, or Tanzania, were delivered to KPU's Office of Global Engagement on December 5.

Supported KPU International's scholarship programming by providing them with a list of International students who are eligible for the International Student Merit Scholarship, as defined by their criteria.

Employee Experience

2024 Employee Engagement Survey: This survey covered three main areas: employee engagement, health and well-being, and diversity and equity. It was sent out to all employees on November 6 and closed on December 4. The report was delivered to Human Resources and the Office of Equity and Inclusive Communities, and communication is being developed to release the report to the KPU community.

Members of the OPA team attended the 2024 joint conference of the British Columbia Institutional Research and Planners' (BCIRP) association and Pacific Northwest Association of Institutional Research Practitioners (PNAIRP), as well as the Canadian Institutional Research and Planning Association (CIRPA) annual conference. These are the primary conferences for institutional researchers and planners and were valuable opportunities for OPA to explore new ideas, practices, and strategies in institutional research. At BCIRP/PNAIRP, one team member delivered a well-attended presentation on institutional research process improvement using Power BI.

**Sustainability**

Integrated Planning

Continuously monitored enrolments and applicants to estimate the international student decline for spring 2025. Developed enrolment projections for FY26 based on an analysis of changes in number of applicant and conversion rates to assess the impact of declining international enrolments on the budget for FY26.

Presentation on enrolment projections for FY26 delivered for townhalls in December 2024 and February 2025, as well as to various governance committees.

Developed the enrolment and workload plans and the tuition estimates for the financial assessment of the proposed Masters in Operations and Supply Chain Management.

Assessed the demand and financial impact of the proposed certificate in Brewing and Brewery Operations.

Delivered Annual Program Metrics reports that consolidate existing dashboard data to provide key performance metrics on 33 limited-intake programs and 40 open-intake disciplines that provide information on the health of KPU's programs.

Ongoing enhancements and updates of OPA Power BI dashboards: Academic Standing, Grade Distribution, Credential, Applicant Funnel, Enrolment Tracking, Current Enrolment, Enrolment by Year, Over-Enrolment, Seats, Employee, Retention Overview, Limited-Intake Retention, and others.

Provided Human Resources (and Payroll) with the list of instructors and classes with over-enrolment due to Last Class to Graduate (LCG) for fall 2024 and spring 2025 to provide to the KFA in compliance with article 11.02.a of the KPU-KFA Collective Agreement.

Enrolment Planning

Created the Midterm Enrolment Report for fall 2024 as of November 4, 2024 and the Stable Enrolment report for spring 2025 as of January 20, 2025 in the PowerBI Enrolment Tracking Dashboard.

Developed and distributed an infographic fact sheet that provides an overview of enrolment (e.g., headcounts, FTEs, and international student seat utilization) for the most recent semester and academic year for KPU decision-makers. In this reporting period, a fact sheet was produced for spring 2025. The fact sheets are updated each term following the stable enrolment date and published on OPA's SharePoint site.

Provided KPU International with a report on students given "No show" status to support enhanced understanding of changing applicant behaviour in light of recent IRCC policy changes.

Applicant Funnel dashboards: Applicant funnels for summer 2025, fall 2025, and spring 2026 are currently running and dashboards are updated weekly. The dashboards provide information on the number of applicants and their conversion through each step in the application process to qualified, offered, admitted, and ultimately enrolled. The dashboards also include information on country of origin of international applicants.

Applicant Tracking Reports: Provides weekly updates during the final six months of the applicant cycle on expected conversions of applicants to admitted, and admitted to enrolled. Once registration begins, the report also includes the number of admitted who actually registered in courses. The weekly updates for summer 2025, fall 2025, and spring 2026 are ongoing.

**Creativity**

Research, Scholarship and Innovation Partnerships

Supported the Office of Research Services (ORS) by providing faculty numbers that meet the criteria of being in Social Sciences, Humanities, or the Arts for their grant application to Social Sciences and Humanities Research Council (SSHRC).

**Quality**

Continuous Improvement

Program Review: OPA's Quality Assurance (QA) Team supports the Program Review process, from planning to data collection to coordination with the Senate Standing Committee on Program Review (SSCPR). The work the QA team supported this reporting period includes:

Program Review kick-off meetings were held for four programs that started the Program Review process in January 2025:

- Sociology on November 18, 2024
- Human Resources Management on December 9, 2024
- Legal Administrative Studies on December 9, 2024
- Engineering on January 14, 2025

Organized and hosted External Review site visits for the following programs:

- Marketing External Review Site Visit on November 25 and 26, 2024
- Economics External Review Site Visit on December 3 and 4, 2024

In addition, Administrative Data reports were prepared and delivered to five programs; student, alumni, faculty, and discipline/sector surveys were conducted, and reports of results were provided to four programs; and student, alumni, faculty, and discipline/sector surveys were developed for seven programs.

The SSCPR approved 12 reports since October 2024 as follows:

- Horticulture Technology Self-Study Report
- Operations and Supply Chain Management Self-Study Report
- Fine Arts External Review Report
- Geography Quality Assurance Plan
- Brewing and Brewery Operations 1st Annual Follow-up Report
- Physics for Modern Technology 1st Annual Follow-up Report
- Creative Writing 1st Annual Follow-Up Report
- Language and Culture 1st Annual Follow-up Report
- English 2nd Annual Follow-up Report
- BHS Plant Health and Urban Ecosystems 2nd Annual Follow-Up Report
- Biology 2nd Annual Follow-up Report
- Education Assistant Program 2nd Annual Follow-Up Report

Course Feedback surveys for fall 2024 were conducted for 1,806 sections. The Quality Assurance Team prepared and delivered 958 reports to instructors. In addition, 109 aggregated reports were delivered to post-probationary instructors. Deans received the reports for probationary instructors and aggregate reports for post-probationary instructors. We continued to use social media and incentives (chance to win a $200 gift card) to promote the course feedback surveys and increase response rates. The response rate for fall 2024 was 30%, which is slightly lower than the 32% response rate for fall 2023.

Completed major revisions to AC3 (Program Review) Policy and Procedure, which was approved by the Board of Governors November 27, 2024. The key changes included standardizing the timeframe for review of degree and non-degree programs to every five years and implementing a 24-month time limit for completion of program reviews to support KPU's compliance with ministry expectations. The new Policy and Procedure will come into effect September 2025.

Provided the Melville School of Business with a dashboard to track their accomplishment of target competencies in their Business Education Framework and Program Learning Outcomes, which also satisfies requirements for external accreditation.

Nursing Simulations Pilot Survey: The Faculty of Health began a pilot in which additional simulation experiences were integrated into the BSN curriculum. This survey asked students in the pilot to identify how helpful the additional simulations were in preparing them for clinical experiences, and how they could be improved. The survey was administered on January 15 and the report of the results was delivered to the Faculty of Health's Simulation Lead on January 22.

Accountability and Transparency to Friends, Communities, Partners and Governments

Received ministry approval for the 2024 Accountability Plan and Report and posted the report on the KPU website.

Submitted to the Board Governance committee the first annual progress report on VISION 2026, which is based on data reported in the 2023/24 Accountability Report, and benchmark data on ministry-required metrics from comparable institutions.

Submitted KPU data (April 1, 2002 to September 15, 2024) to the ministry's Central Data Warehouse (CDW).

Submitted the Interim FY 2024-25 FTE Report to the ministry.

Completed the IRCC Compliance Report by providing the status of 6,296 International students as of fall 2024.

Completed KPU's annual submission to Statistics Canada's Full-time: University and College Academic Staff System (FT-UCASS) survey.

Submitted the KPU cohort to BC Stats for the Diploma, Associate Degree, Certificate, Trades Foundation and Trades-Related Vocational Student Outcomes (DACTFTRV-SO) survey and the Apprenticeship Student Outcomes (APPSO) survey.

Assisted Human Resources in the review of the Post-Secondary Employers' Association's (PSEA) summary of KPU's submission to the Human Resources Database for KPU sign-off.

Along with KPU International and the Faculty of Academic and Career Preparation, completed KPU's submission to Languages Canada's 2024 Annual Member Survey.

Provided KPU program data required by the ministry in relation to the administration of KPU's Provincial Attestation Letters, a new process implemented by Immigration, Refugees and Citizenship Canada (IRCC) to limit the number of international students.

Supported IT by providing KPU Headcounts of students (full-time, part-time and CPS only) and employees (full-time and part-time active) for the annual National Cybersecurity Assessment conducted by Canada's National Research and Education Network.

Supported the Office of Communications and Media Relations by providing student and faculty numbers needed for their regular submission to Business in Vancouver.

**OFFICE OF THE PROVOST AND VICE PRESIDENT, ACADEMIC**

**Policy and Academic Affairs Team**

Graduate Studies

On January 9, 2025, the Graduate Studies Council (GSC) met and received KPU's first master's degree proposal, Master of Operations and Supply Chain Management, from Melville School of Business. At the meeting, the Council passed the motion to recommend the proposed degree to Senate for recommendation to the Board of Governors for final approval. On January 28, 2025, Senate recommended the degree proposal to the Board of Governors for final approval at its upcoming meeting on March 26, 2025.

On February 5, 2025, the GSC met and discussed with guest speaker **Alena Buis**, Associate Dean of the Faculty of Arts, about ideas for future master's programming. At the same meeting, the Council also discussed University-level standards and expectations for the concluding dialogues of capstone projects or theses in future master's programs.

The Council will continue to conduct business items in support of future graduate studies at KPU, including the review of the Council's by-laws, draft policy and regulations framework, and discussion on future master's programming at KPU.

Updates on the work of the GSC and its bylaws and membership are located on the **website** and **SharePoint** of the Faculty of Graduate Studies (FGS).

AC15 Micro-credentials, AC16 Academic Title Awards

From September to October 2024, the Policy and Academic Affairs team (PAA) conducted preliminary consultations on proposed revisions to current Policy AC15 Micro-credentials (to be renamed Digital Credentials (Non-Credit)), including visits to various Senate Standing Committees over the two-month period.

The team received feedback and suggestions on ways in which the current Policy and Procedure can be further clarified and strengthened. From November to December 2024, **Josephine Chan** and the team shared a set of preliminary drafts with a number of Senate Standing Committees and departments and subsequently received valuable feedback. Josephine and the PAA team continue to conduct consultations, as well as review and consider all suggestions and feedback. The team plans to have an updated set of drafts for a Phase Two Posting on the KPU Policy Blog sometime in early March 2025.

Draft AC16 Academic Title Awards has completed its second round of Phase Two Posting on the KPU Policy Blog as of January 27, 2025. **Dr. David Burns** and the PAA team have reviewed and considered all feedback received, and subsequently responded to all the comments on the Blog as well as those received from Senate Standing Committees in January.

On February 11, 2025, the final drafts of AC16 Academic Title Awards were submitted to the Senate Governance and Nominating Committee (SGNC) for discussion. The SGNC passed two motions unanimously: one for suggesting a wording amendment; the other for approving in principle the creation of a Senate Standing Committee on Academic Title Awards, if AC16 was approved by Senate and the Board of Governors. On the same day, the Senate Standing Committee on Policy met and passed a vote by ballot to recommend to Senate the approval of AC16 and the proposed mandate and membership of the Senate Standing Committee on Academic Title Awards.

KPU Policy Blog, Policies under Consultation

Please visit the following link for a current list of Phase One and Phase Two postings on the KPU Policy Blog:
**Policy Blog – Phase One and Two Postings**

Please visit the following link for a list of Policies and Procedures currently in consultation and amendment stage (between Phase One and Phase Two): **Policies Currently Under Consultation (sharepoint.com)**

Updates to Enhance Accessibility on Policy Development at KPU

As of November 2024, the PAA team has completed all short-term tasks identified in the accessible policy development project, such as adding or updating alt-texts to diagrams and visuals, ensuring compatibility with screen reader software and screen magnification software, and developing standard text formatting and color schemes compatible with accessibility standards.
In January 2025, the PAA team sent a progress report to Senate Standing Committee on Policy, the Office of Equity and Inclusive Communities, and
**Dr. Fiona Whittington-Walsh**, Lead Advisor for Disability, Accessibility and Inclusion. The PAA team will now move onto medium- to long-term goals, including developing a toolkit for policy writers and revamping the Drupal site to enhance accessibility.

**Curriculum Support Team**

KPU Flex

The Flex team is continuing to support candidates who wish to have prior learning assessed for credit in their program of interest. The initiatives to reach potential candidates include a press release and communications to drive traffic to the Flex webpage on the KPU website. The programs of focus for the initiative this year are Brewing and Brewery Operations as well as all programs in the Melville School of Business.

CourseLeaf

The CourseLeaf project team is preparing for an upgrade to CourseLeaf software which supports the University Calendar as well as course outline and program proposals. The upgrade will provide superior reporting and dashboard tools for administrative users and will permit the Curricular Support Team to adjust forms and workflows, permitting more nimble changes than is currently possible through the software vendor's support ticket system.

Generative AI

A set of new courses will be offered in September 2025 pending approval by Senate. These courses will provide students an opportunity to learn about Generative AI in ways that are specific to their disciplines.

A single web location is under development which will house materials related to AI at the university. Messaging and resources that are relevant to the public, faculty members, students, and staff will all be available through sites linked with this single location, and access permissions will be assigned as appropriate for the general public and for internal users.
Micro-credentials

Several new micro-credentials are under development and will issue digital badges starting in September 2025 pending approval by Senate.

**Academic Integrity Team**

The Academic Integrity Unit has been developing resources to further support faculty and students with Policy ST2, including a Faculty FAQ, and a Case Study Resource in collaboration with the Arts Academic Integrity Committee, and an infographic on Policy ST2 for students. Work is also underway for a resource for when emergency disruptions occur during an on-campus final exam.

The unit presented at the Establishing your KPU Teaching Practice workshop for newer faculty hosted by the Teaching & Learning Commons on December 17, 2024. On February 20, 2025 the unit participated in the Faculty Connect event at the Richmond Campus, interacting with faculty and staff through our Jeopardy game and sharing our Faculty Resource Shelf and answering questions.

The team has also been active in multiple orientation events (International Virtual Live Orientation, KPU Welcomes You, First Year Festival, Faculty of Health Kickoff), providing class presentations and ongoing tabling events in collaboration with the Library and Learning Centres. The student ambassadors have also been sharing academic integrity tips through social media in partnership with the Library.

Restorative Justice

**Dr. Alana Abramson** offered Lunch and Learns on Restorative Justice and Academic Integrity on February 6 and February 27, 2025. The unit has also been sharing monthly Today@ Announcement posts on restorative approaches. A restorative justice infographic contrasting approaches to academic integrity breaches has also been completed.

**Continuing Professional Studies Team**

The Continuing & Professional Studies (CPS) continues to manage the StrongerBC Future Skills Grant, which has supported 148 learners as of February 2025. The majority of the grant recipients have enrolled in short-term nursing courses, reflecting the demand for healthcare-related training.

The Melville School of Business has offered three new CPS courses for Spring: *Being a Creative Entrepreneur, Finding the Right Product,* and *Startup Finances*. These courses are also eligible for funding through the Future Skills Grant.
To enhance student support, CPS Central, in consultation with Student Affairs, developed a one-page information document outlining the basic supports for CPS learners. This resource provides basic information on counselling services, accessibility, library resources, housing support, and course inquiries. Having this resource connecting the CPS' mature learners to the available resources provides them with clear information, encourages them to seek help when needed, and supports their academic and personal journey. This is available at https://www.kpu.ca/cps/resources.

Efforts to promote CPS courses to a broader audience are being expanded. In collaboration with Marketing, CPS has produced video testimonials featuring learners who credit their professional growth to CPS courses. These inspiring stories aim to motivate mature learners to pursue continuing education as a means of career advancement. These testimonials can be viewed at https://www.kpu.ca/cps/testimonials. Additional promotional campaigns, including digital ads and transit shelter ads, are also underway to reach a wider audience.

The Board of Governors has approved the elimination of Policy and Procedure AD4 on Continuing Education and Contract Services. Originally passed in 2002 with the establishment of CPS, the policy has since been supplanted by updated policies, operational practices, and process documents, ensuring a more streamlined CPS operation.

**Work Integrated Learning Team**

**Dr. Larissa Petrillo**, Lead Advisor on Work Integrated Learning

Each term, we hold an informal community of practice with the 'Practicum Meeting group.' The name is a bit of a misnomer because it is made of instructors who are involved in practica, applied research, work experience, Co-op and experiential learning – all manners of Work-Integrated Learning. Since 2021, we've now had more than 75 different faculty members join us for these meetings. Each Faculty is represented, with the Faculty of Arts making up almost a third of the total attendees, and the Melville School of Business following a close second.

The other Faculties each represent about 10% of the overall attendees, making for superb interdisciplinary sharing. In general, we have been discussing ways of saving time around partnerships and practices, with strong expressions of care for our students and the opportunities we are able to bring them at KPU.

**Including All Citizens Team**

**Dr. Fiona Whittington-Walsh**, Lead Advisor on Disability, Accessibility and Inclusion

In addition to the work that supports Including All Citizens Pathway (IACP) and other initiatives, I have had a been working several key initiatives. In addition to co-chairing KPU's Accessibility Committee and being a member of the Accessibility Consultation Committee and the University's Diversity and Equity Committee, I continue to participate in provincial and national committees including being the vice-chair of New Society Institute (formerly IRIS) Board of Directors.

I continue to attend monthly meetings with Skills Trade BC, Community Living BC, and various community partners regarding bringing Including All Citizens Pathway (IACP) into the Trades at KPU. We have submitted a funding request to the Ministry of Social Development and Poverty Reduction to support this work.

Further, I was invited to become a member of a working group, *Reimaging Community Inclusion: Inclusive Employment*, for the Ministry of Social Development and Poverty Reduction.

The film series, *Transforming Post-Secondary Education for Students with Disabilities and Deaf Students*, that is part of my research and was created in collaboration with **Simon Driver** (EACS) and **Gordon Cobb** (videographer), is complete. The Vancouver company, Descriptive Video Works, has completed adding closed captioning and audio descriptions making each of the five films fully accessible!

*[Image description: still from the fifth film, The Note Taker, starring **Adam Skelly**. White male student with soft beard and mustache, wearing glasses sitting in a classroom. Two other students are working in the background. Male student is speaking to the camera. Closed captioning reads: I fought very hard for a year to get a notetaker.]*

I continue to give presentations on my research, *Transforming Post-Secondary Education for Students with Disabilities and Deaf Students,* including the films, across the university to various programs and departments.

**KPU Climate Strategy Development Update**

The KPU Climate Strategy is currently in development, led by **Dr. Brett Favaro** (normally, Dean of the Faculty of Science; currently, Climate Strategy Lead). This project aims to produce a comprehensive strategy that will provide direction for the University in how it will respond to the climate crisis and contribute to the growth of a clean, renewable British Columbia economy. The production of this Strategy was called for in the 2024-2027 Academic Plan. Further, it is responsive to a directive in the most recent mandate letter from the Government of BC to the KPU Board, which directs us to advance results in delivering a "clean and fair economy that delivers affordability and prosperity".

Work-in-progress materials are being posted to https://wordpress.kpu.ca/climatestrategy/ as they are developed. At present, a 'core team' of 20 individuals from across the University has had two meetings, and we anticipate a draft strategy will be ready for consultation across the KPU community by May of this year.

As this Strategy is being developed, **Dr. Favaro** is, in parallel, working with others across KPU to advance initiatives that would accelerate climate-related action even before the Strategy is finalized or approved. Two such examples include an external grant application co-authored with Faculty of Trades & Technology Dean **Laura McDonald** to explore development of a heat pump-focused program, and collaboration with Campus and Community Planning to explore installation of BC Hydro electric vehicle chargers at KPU.

**PEOPLE**

- Congratulations to Deans **Aimee Begalka** (Faculty of Academic and Career Preparation), and **Andhra Goundrey** (Wilson School of Design) who have been reappointed as Deans for 5-year terms.
- **Afsana Tabibi** is covering Associate Dean **Melinda Bige**'s maternity leave as Associate Dean *pro tem*, Faculty of Arts, from January 2, 2025 - December 31, 2025.
- **Heather Harrison** has taken the role of Dean *pro tem*, Melville School of Business, effective February 6, 2025.

- **Senaqwila Wyss** joins Melville School of Design as Emerging Indigenous Entrepreneur in Residence. Senaqwila will engage with faculty, students, and staff, participating in events, seminars, and workshops to support entrepreneurial and intercultural initiatives.
- **Alicia Gowan** joins Office of the Provost as a casual employee in the position of Consultant, STARS Platinum Analysis, effective January 3, 2025 to approximately March 31, 2025.
- **Andrea Flello** joins the Academic Integrity Unit in the position of Academic Integrity Strategist effective February 18, 2025.
- **Amit Shukla** was temporarily appointed as Associate Vice President, Research in the Office of Research Services, covering Deepak Gupta's leave, from January 1, 2025 – January 27, 2025.

**NOTABLE MEETINGS AND EVENTS ATTENDED BY THE PROVOST:**

- Richmond Regional Donor Reception, Kwantlen Polytechnic University (KPU) Richmond Campus, October 24, 2024
- Hosted VPAs from post-secondaries affiliated with Polytechnics Canada on November 13-14, 2024 which included a tour of the Genomics Centre at the Surrey Campus as well as a tour of the Traditional Chinese Medicine Clinic and the Faculty of Arts' Entertainment Arts Studio at the Richmond Campus
- On November 20, 2024, attended a President's Dialogue Series event featuring **Dr. Maria Strack**, Professor of Geography and Environmental Management at the University of Waterloo and Canada Research Chair in Ecosystems and Climate.
- Talked with representatives from the Indigenous Learners in Accounting program, hosted by the Melville School of Business, November 22, 2024
- Attended the President's Seasonal Reception, Civic Plaza, November 23, 2024
- Attended a Kwantlen Polytechnic University (KPU) Dialogue Event, featuring **Dr. David Coletto**, CEO and Co-Founder, Abacus Data, on November 25, 2024
- With the Faculty of Arts and KPU's International office, met with representatives from CEA and **Mr. Akrum Bastawi**, Head of International and Special Advisor to His Excellency the President of Al Baha University, Saudi Arabia, November 26, 2024
- On November 27, 2024, attended a British Columbia Association of Institutes and Universities (BCAIU) Vice-President Academics Committee meeting
- Participated in the BC Micro-credential Assessment meeting, November 28, 2024
- Welcomed the deans to an in-house Professional Development event, facilitated by **Alan Oishi** and organized by **Heba Elsonbaty**, November 28, 2024
- Holiday Social at the Richmond Campus on December 3, 2024
- Attended the City of Richmond 2023 Community Needs Assessment Workshop on December 4, 2024, where city staff shared the Needs Assessment findings and recommendations, with an opportunity for discussion
- Surrey Campus Holiday Social on December 5, 2024
- A meeting on December 5, 2024 between the Provost and **Dr. Daniel Laitsch** of Simon Fraser University (SFU) to discuss education programs
- Education Advisory Board (EAB) Ignited Conference in Los Angeles on December 9 and 10, 2024
- Langley Campus Holiday Social on December 12, 2024
- Office of the Provost (OPro) Team Holiday Luncheon on December 12, 2024
- Cloverdale Campus Holiday Social on December 13, 2024
- In-person meeting and luncheon with deans to discuss strategies for new curriculum and partnerships, December 19, 2024
- Attended the B.C. Cabinet & First Nations Leaders Gathering Welcome Reception at the Vancouver Convention Centre on January 20, 2025
- On January 21, 2025, attendance at the British Columbia Association of Institutes and Universities (BCAIU) Vice Presidents Academic Committee meeting

- With **Randall Heidt**, met with senior leaders at Western Community College to explore a partnership, January 22, 2025
- With Dean **Aimee Begalka**, met with the provost and dean at Capilano University to discuss continuation of CapU's ECCE program at KPU, January 30, 2025
- Attended the closing reception of **Sylvia Simpson**'s exhibition 'Haala' in the Spruce Gallery, January 31, 2025
- Hosted **James Beck**, Associate Dean of Academics, Nicola Valley Institute of Technology (NVIT) at KPU's Surrey Campus on February 4, 2025. The visit concluded with a tour of the genomics centre and The Gathering Place.
- Hosted a presentation by the Education Advisory Board (EAB) at KPU's Surrey Campus on February 4, 2025
- On February 12, 2025, met with Deans at Simon Fraser University (SFU) to discuss offering a cohort of their teacher education program at KPU

**FACULTY OF ARTS**

**Events**

**Creative Connections** (**Nov. 2, 2024):** The event was initiated **by Shelley Boyd (Dean, Faculty of Arts) and Andhra Goundrey (Dean, Wilson School of Design**), organized by **Mary Quinn and Lidia Bardina-Arnaud (Faculty of Arts CECs), along with Gabrielle Durning and Alia Ahmed (Wilson School of Design CECs),** and held at KPU Richmond. This was the first year holding this event which was a new interactive and informative event featuring our artistic and innovative programs. This free, collaborative event showcased programs in KPU's Faculty of Arts, Entertainment Arts and Wilson School of Design. Featuring portfolio pit-stops and reviews, info sessions, hands-on workshops led by faculty, campus tours, interactive demos and an opportunity to connect with alumni working in creative industries.

**Faculty of Arts Pop-Up Mentoring Gathering (Nov. 7, 2024):** The event, organized by **Mary Quinn (Faculty of Arts CEC**), was held at Grassroots Café, KPU Surrey.

**International Focus Week, Surrey and Richmond Campuses** (**Nov. 21, 2024):** The Faculty of Arts and Entertainment Arts department booths were organized by **Mary Quinn and Lidia Bardina-Arnaud (Faculty of Arts CECs)**. Attendees came to visit us to play some games, win some prizes and learn more about the Faculty of Arts. We played a spinning wheel game of international trivia and every answer was a winner for some international snacks.

**KPU Author Reading – "Now You Know Me" (Nov. 29, 2024**): Organized by **Mary Quinn (Faculty of Arts CEC)** and held in A1780 at KPU Surrey**.** Authors Joe Gallagher and John Matterson discussed "Now You Know Me: Seeing the Unhidden Truth in Settler Colonialism". The book explores their journey of understanding—growing up as friends in Powell River, BC, on Tla'amin land, losing touch, and reconnecting 35 years later. Through deep conversations, John confronted his unearned privileges, while Joe shared the lasting impact of colonialism on his community**.**

**Dean's Honour Roll (Jan.28, 2025)**: The event was initiated by **Shelley Boyd (Dean, Faculty of Arts)** and **Domenik Adamoski (Interim Administrative Coordinator**), organized by **Mary Quinn and Lidia Bardina-Arnaud (Faculty of Arts CECs).** Celebration held at KPU Surrey, Cedar Conference Centre.

This event was created to celebrate our students who achieved this academic status in 2024, with additional highlights including a social with deans and faculty, a digital congratulations video, and a gift.

**Declaration Day** (**Jan.29, 2025):** At Declaration Day, students met with Degree Advising teams from the Faculty of Arts, Melville School of Business, and Faculty of Science at KPU Surrey's Spruce Gallery. They had the chance to learn about the declaration process, alongside asking advisors about different majors and registration inquires. **Masako Ishihara (Faculty of Arts Advisor)** was at the Arts booth.

**Haala: The Sacred Exchange of Knowledge and Resilience– Sylvia Simpson Gallery Exhibition (Jan.31, 2025):** Organized by **Mary Quinn (Faculty of Arts CEC).** Exhibition held at KPU Surrey, Spruce Gallery 140, for Sylvia Simpson's End-of-Show Gathering to honor her work. The word "Haala" translates to "give it to me" or "the act of giving." This simple request encapsulates a profound

meaning – an essential pulse that resonates within the Haida culture. It is more than just a word; it represents a scared exchange of knowledge, love and wisdom. Sylvia's journey of sharing knowledge traverses' various landscapes and goes beyond physical movement; it is a spiritual journey that connects us with the past while guiding us toward the future. Her work stands as a call to remember, to share and to sustain the timeless cycle of giving.

**Arts Study Abroad Info Session (Feb. 6, 2025):** Held at KPU Surrey, Fir 234.

**Arts Study Abroad Info Session (Feb. 6, 2025):** Held at KPU Surrey, Fir 234.

**Dodgeball Tournament (Feb.6, 2025):** Organized by **Mary Quinn (Faculty of Arts CEC)** and held at KPU Surrey Gymnasium. KPU Sports and Rec and the **Valentine's Day Social (Feb. 13, 2025):** Organized and set up by **Mary Quinn and Lidia Bardina-Arnaud (Faculty of Arts CECs)** and held at KPU Surrey, A2180. We celebrated love and friendship at our Valentine's Day Social Event. Staff, faculty and students came to hang out with us for a fun-filled afternoon of creative crafts and tasty treats.

**Arts Speaker Series:**
**Talks:** This series was initiated by **Aaron Goodman (JRNL), Fabricio Telo (SOCI), and Holly Longair (PHIL)**, organized **by Pearl Tran and Lidia Bardina-Arnaud (Faculty of Arts CECs**), and conducted online or in a hybrid format.

**Nov.6, 2024*: "****The whitemen have taken our land and we have never got anything": Kwantlen, Katzie, Kwikwetlem, Musqueam, Semiahmoo, and Tsawwassen First Nations Sovereignty, 1910s*** by Dr. Maddie Knickerbocker, History, Kwantlen Polytechnic University; Natasha McConnell, KPU BA History Student (and future UBC History MA student). This research delves into statements made by chiefs of the Kwantlen, Katzie, Kwikwetlem, Musqueam, Semiahmoo, and Tsawwassen First Nations to the Royal Commission on Indian Affairs for the Province of British Columbia. The commission, which was examining reserve size in BC, posed a renewed threat of settler colonial encroachment onto these Nations' territories. We argue that in response to this settler governmentality, the leaders of these Nations demonstrated not only their deep connections to their territories, but their strong sense of sovereignty over those lands. *"Here be Dragons – How we map our World"* by Dr. Parthi Krishnan, Geography and the Environment, Kwantlen Polytechnic University.

**Nov.27, 2024: "***An Interdisciplinary Approach to Justice, Equity, Diversity, and Inclusion"* by Dr. Leland Harper, Philosophy, Kwantlen Polytechnic University. In this talk, Dr. Leland Harper discusses the framework of an interdisciplinary micro credential developed for degree-seeking undergraduate students. This program combines resources from various disciplines, and experiential learning, to help students better understand and address some of society's most pressing issues of today and tomorrow.

**Dec.4, 2024**: *"Findings and recommendations from a mixed-methods study investigating the experiences of 2SLGBTQIA+ students at teaching focused universities in the Lower Mainland"* by Dr. Tara Lyons, Criminology, Kwantlen Polytechnic University; Luka Wall, Manager, OPA; Liam Ruel, KPU Psychology honours student; Camille Bédard, KPU Psychology student; Kayla Garvin, KPU employee; Kai Barcellos Luna, KPU Creative Writing student. The findings of our mixed-methods study suggest that 2SLGBTQIA+ students at teaching focused universities in the Lower Mainland lack the support, resources, and educational environment they need to thrive. We present participant-driven recommendations for post-secondary administrators, service providers, and educators on ways they can better support 2SLGBTQIA+ students.

**Jan.22, 2025: "***Decolonizing Language Revitalization in Mexico: The Nahuatl Language"* by Carlos Octavio Sandoval, Sociology, Kwantlen Polytechnic University. Nahuatl, the ancestral language of the Aztecs is still the most widely spoken Indigenous language of Mexico. However, in the past century, this language experienced a dramatic decrease in the number of its speakers due to government policies of cultural

assimilation. Current efforts towards revitalizing this language can only be successful if they are formulated from a decolonial perspective that challenges existing power inequalities and recognizes Indigenous peoples as agents of their own history.

**Jan.29, 2025***:* ***"****Incendiary Alchemies: How Conspiracy Theorists, Bot Nets, and Fake News Stories Foiled First Responders and Undermined Evacuation Orders in the Shuswap Forest Fires"* by Dr. Wade Deisman, Criminology, University of Fraser Valley. This paper uses a range of investigative techniques to excavate and analyze social media activity during the period of July 20 through to September 17. Over that period, while wildfires were raging across the Shuswap, police, paramedics, and firefighters found themselves at odds with some several local communities because of false reports, conspiracy theories, and disinformation campaigns. Burroway's extended case method (1998) is used to argue that the events in the Shuswap ought not to be understood as a singularity, but instead reflect themes and patterns common to other recent emergency response events, including Hurricane Hilton and Hurricane Helene. Stepping back toward the theoretical, the work explores the degree to which the success of public safety responses depends upon broader judgements about the trustworthiness of agents of officialdom and the degree to which such perceptions of trust are increasingly imperiled in the wake of foreign actors, malicious deployments of artificial intelligence, fake news, and conspiracy theories.

**Feb.12, 2025**: *"Building Youth Resilience in Post-War Uganda: The Wang Oo Relit Project"* by Jonna Evans, Psychology, Kwantlen Polytechnic University; Dr. Kyle Matsuba, Psychology, Kwantlen Polytechnic University. The Wang Oo Relit Project (WORP) is designed to build resilience among youth living in northern Uganda. WORP incorporates mental health lessons and activities with cultural practices for the goal of improving the mental wellness of youth.

**Feb.26, 2025:** *"Here be Dragons – How we map our World"* by Dr. Parthi Krishnan, Geography and the Environment, Kwantlen Polytechnic University. Learn about Geography, and the 'Worlds' of Maps; how we imagine, interpret and lie with maps.

**ENTA:**

**Online Workshop "Creating a CG Creature" (Nov. 14, 2024):** The ENTA Online Workshop was led by **Murat Miroglu (ENTA Lab Instructor)** and organized by **Lidia Bardina-Arnaud (Faculty of Arts CEC).**

**Bardel Studio Tour (Nov. 14, 2024):** Studio tour for ENTA students and Alumni**.** Organized by **Lidia Bardina-Arnaud (Faculty of Arts CEC).**

**National Portfolio Day (Nov. 16, 2024):** Held at Emily Carr University of Art + Design, featuring portfolio reviews for future students by ENTA faculty. Present at the ENTA booth: **Ed Ko (Associate Dean), Clint Forward (Instructor), Erika Golfetto ( Instructor), Dany Lu ( Instructor), Peter Doudkine ( Instructor), Mike Hayes( Instructor), Lidia Bardina-Arnaud (Faculty of Arts CEC), Dasha Khon and Eduardo Cavalcante de Almeida ( Lab Instructors).**

**BBI Studio Tour (Nov. 20, 2024)**: Studio tour for ENTA students and Alumni. Organized by **Lidia Bardina-Arnaud (Faculty of Arts CEC).**

**The Anime Evolution (Nov. 23, 2024):** Event (https://animeevolution.com/ ) was held at KPU Richmond, featuring an ENTA booth to promote ENTA programs and ENTA campus tours led by

FSO. Organized by **Lidia Bardina-Arnaud (Faculty of Arts CEC).**

**Winter Holiday Social (Nov. 26, 2024):** Event for ENTA students, staff, and faculty. Organized by **Lidia Bardina-Arnaud (Faculty of Arts CEC).**

**Online workshop "Game Art Workshop" (Dec. 4, 2024):** ENTA workshop "Game Art Workshop" by **Mike Hayes (Instructor).** Organized by **Lidia Bardina-Arnaud (Faculty of Arts CEC).**

**Digital Media Youth Expo** (**Dec.7, 2024):** This Expo ( https://digitalmediayouthexpo.ca/) held at Argyle Secondary School, where ENTA featured a booth to promote programs and career opportunities in the industry. Present at ENTA booth: **Erika Golfetto (Instructor) and Brett Vanderkist (Instructor).**

**Grad Show** (**Dec. 14, 2024):** ENTA Grad Show at KPU Richmond Campus, The Melville Centre for Dialogue. Organized by **Lidia Bardina-Arnaud (Faculty of Arts CEC) and Erika Golfetto (Instructor).**

**Student Welcome/Orientation (Jan.6, 2025):** ENTA New Student Welcome/Orientation. Organized by **Murat Miroglu (Lab Instructor), Zubin Kuruvilla (Lab Instructor)** and **Lidia Bardina-Arnaud (Faculty of Arts CEC).**

**Richmond Campus Discovery Day** (**Jan.23, 2025):** ENTA space tour led by FSO and a GD program workshop for future students, led by **Mike Hayes (Instructor).**

**Sony Pictures Studio Tour** (**Jan.30, 2025):** Studio tour for ENTA students and Alumni. Organized by **Lidia Bardina-Arnaud and Dasha Khon (Faculty of Arts CECs).**

**Dream It, Be It** (**Feb.8, 2025):** Event ( https://www.soroptimist.org/our-work/dream-it-be-it/index.html) at KPU Surrey Campus, Cedar Conference Centre. The ENTA booth promoted ENTA programs to young girls interested in the ENTA industry. Organized by **Lidia Bardina-Arnaud (Faculty of Arts CEC)**. Present at the ENTA booth: **Ksenia Krasova (Instructor).**

**Live Animation Demo by Michal Makarewicz (Feb.11, 2025):** Online Live Animation Demo & Q&A with Pixar legend and Skydance Animation Supervisor Michal Makarewicz, hosted for KPU students, future students, faculty, and staff. Organized by **Lidia Bardina-Arnaud (Faculty of Arts CEC)**.

**ENGL (submitted by Cyr, Heather K.):**

**"Research 101"** (**Nov. 13, 2024):** English Department's Research Committee held an event for English students called "Research 101," organized by Dr. Unita Ahdifard. Faculty members Dr. Paul Ohler, Dr. Leanne MacDonald, and Dr. Lindsey Seatter gave students an inside glimpse into the research that they do in the discipline.

**Undergraduate Journal "Alight" Launch (Feb.6, 2025):** English Department held an event to launch our new undergraduate journal *Alight*, which went live before the holidays. Majors and Minors attended and heard remarks from Dean Shelley Boyd and editor-in-chief Gavin Paul. Volume 1 publishes work by 14 English students, including several of our Intersectional Social Justice (ISJ) Essay Award winners who we honored in a fall ceremony. The journal is led by Gavin Paul and Jessica Swain, and it has now posted its newest call for papers for our undergrads to submit to Volume 2.

**FINA (submitted by MacTaggart, Alison):**

**Surrey Art Teachers Association Annual Professional Development Workshops** (**Feb. 21, 2025):** Fine Arts Department hosted the Surrey Art Teachers Association, for our annual Professional Development workshops. SATA members register for Fine Arts Faculty run workshops, with 4 workshops and up to 30 participants total.

**Drawing Mock Class (Feb.21, 2025):** Fine Arts Faculty member Sean Alward taught a mock class in Drawing for high school students participating in Discovery Days.

**ASIA (submitted by Stein, Justin):**

**Anime Evolution Event** (**Nov. 23, 2024):** Asian Studies had tables promoting our program at the Anime Evolution Event (https://animeevolution.com/ )at KPU Richmond Campus.

**Lunar New Year** (**Jan. 29, 2024):** Celebration at KPU Richmond Campus, where we offered promotional materials and giveaways and answered questions about our program and courses offered.

**POST (submitted by Olyaei , Shiva):**

**Indigenous Perspectives on the UN Genocide Convention Event (Nov. 4, 2024):** Policy Studies endorsed the "Indigenous Perspectives on the UN Genocide Convention" event, presented by the Kwantlen Faculty Association at Richmond Campus, featuring Tamara Starblanket and Nicole Schabus.

**"Know Your Rights" Workshop by Workers Solidarity Network** (**Nov. 5, 2024):** Policy Studies hosted a three-hour Know Your Rights Workshop led by the Workers Solidarity Network (WSN). Formerly known as the Retail Action Network, WSN consists of non-unionized and precarious workers across B.C. advocating for workers' rights and taking collective action to improve labour standards. The workshop focused on B.C. Employment Standards and provided students with valuable insights into workplace rights and protections.

**GEOG (submitted by Martin, John):**

**Kwantlen Science Challenge (Nov. 2024):** The department participated in the KSC (Kwantlen Science Challenge).

**Presentations/Community Activities:**

**FINA:**

**Majano, Paulo** (**Nov. 2024):** Paulo Majano, Member of Acquisition Committee at the Surrey Art Gallery. Participating as Community member/Art Educator in the selection of artwork for acquisition to the permanent collection.

**Majano, Paulo** (**Dec. 2024):** Paulo Majano, Member of Urban Screen Advisory Committee. Surrey Art Gallery.

**Huestis, Amy:** Lecture: Qian Shiyi in conversation with Amy-Claire Huestis

**Huestis, Amy (Dec. 10, 2024):** Online Conversations between De Ying Fellows and Invited ICA Scholars at NYU Shanghai Campus.

**ENGL:**

**Dr Sayed, Asma (Dec.17-18, 2024): "**South Asian Radio and Canadian Identity in British Columbia." Symposium on Canadian Identities, York University, Virtual**.**

**Dr Sayed, Asma (Jan.18-19, 2025):** "On Navigating Brownness, Islamophobia, and Settler Colonialism: Reading the Politics of Race in Omer Aziz's Brown Boy." South Asian Literary Association Annual Conference: Rethinking South Asia, Postcoloniality and Decolonial Frames and Praxis, Virtual.

**Dr Sayed, Asma (Jan. 27- 29, 2025):** "Career Development in 2040: Navigating the Future World of Work." CANNEXUS Annual Conference, Ottawa (panel with Candy Ho, Mike Houston, Blessie Matthews).

**IDEA :**

**Peters, Byron (Nov. 2024):** Faculty member Byron Peters presented "Resistance + Responses from the Sid Chow Tan Archives" at the Downtown Eastside Heart of the City Festival. This event at the

Carnegie Centre Theatre featured community respondents, poetry, stories, film screenings, hot food, and live interpretation in Cantonese and Mandarin throughout. The event also received support from VIVO Media Arts and KPU Humanities PD. Resistance + Responses from the Sid Chow Tan Archives, 2024 Downtown Eastside Heart of the City Festival, Carnegie Theatre, 401 Main St. Vancouver.

Official Event Description: "A new generation of community organizers engage with beloved Chinatown/DTES activist Sid Chow Tan's vast archive of volunteer-produced video journalism. Reflecting on resistance, victories, celebrations, and everyday lives within DTES and Chinatown communities, respondents from intersecting grassroots struggles respond to documentation spanning over four decades."

**ASIA:**

**Stein, Justin (Nov. 7, 2024):** While on educational leave, Justin Stein gave presentations on his recent book, Alternate Currents: Reiki's Circulation in the Twentieth-Century North Pacific (University of Hawaii Press, 2023) at the NCC Center for the Study of Japanese Religions in Kyoto, Japan.

**Stein, Justin (Nov.11, 2024):** Justin Stein gave presentations on his recent book, Alternate Currents: Reiki's Circulation in the Twentieth-Century North Pacific (University of Hawaii Press, 2023) at the Nanzan Institute for Religion and Culture in Nagoya, Japan.

**ENGL:**

**Chan, Greg (Jan 29, 2025):** Facilitated a mahjong workshop in the KDocsFF Social Justice Lab for the KPU community to usher in the Chinese Lunar New Year.

**EDAS:**

**Nicholson, Victoria (Jan. 24, 2024):** Presentation at DADD assessing Visual Supports use by Education Assistants in BC **schools.**

**LANC:**

**Qu, Yanfeng (Dec. 17, 2024):** Representing KPU to adjudicate funding applications (Humanities and Social Sciences Stream) as a member of the Adjudication Committee for the 2024 China National Scholarships for Outstanding Self-funded Overseas Scholars organized by the Education Office of the Consulate General of PRC (2024年度国家优秀自费留学生奖学金).

**PHIL:**

**Li, Puqun (Nov. 1, 2024):** Philosophy Colloquium at the Philosophy Department Meeting entitled "The Buddhist Spirit in Wittgenstein's Philosophy and Life", Surrey Maple 2810.

**POST:**

**Pond, Ellen (Nov. 27, 2024):** Under the guidance of Ellen Pond, Policy Studies faculty member, students from POST 3110, Applied Sustainability Seminar, presented their findings to the Translink policy team at the TransLink head office in New Westminster. The students took on an emerging and challenging area of work for our region, combining climate change, transportation planning, and equity. Their projects answered questions around Equity Barriers and Solutions to Accessing Car and Bike Share; the Digital Divide, with a focus on seniors and people with disabilities; and Equity and Resilience, with a focus on improving bus shelters and bus exchanges under extreme heat. TransLink staff took many notes; one of the presentations was forwarded to the Bus Shelter Strategy Lead. With staff asking questions to learn from the students, the presentations and discussion demonstrated the students' ability to develop subject matter expertise, produce professional materials, and act as consultants for a community partner.

**Olyaei**, **Shiva (Dec. 6, 2024):** Shiva Olyaei, policy studies faculty member, was invited by Cherylynn Bassani, Status of Women Representative, Kwantlen Faculty Association, to speak on gendered violence in the workplace at the National Day of Remembrance and Action on Violence Against Women. She delivered a talk titled Invisible Wounds, Silent Struggles: How Gendered and Lateral Violence Shape Workplaces.

**PSYC:**

**Dr**. **Bernstein, Daniel:** Published abstracts and paper presentations (*Denotes student or post-doctoral student when work was completed):

**Dr**. **Bernstein, Daniel:** *Kruisselbrink, E.D., Fitzgerald, R.J., & Bernstein, D.M. (2025, February). *The contaminating effect of social media on eyewitness memory*. Paper presented at the Unfamiliar Face Identification Group Meeting, Brisbane, Australia.

**Dr**. **Bernstein, Daniel:** *Yuen, C. N., Bernstein, D. M., Smith, A. M., Ying, R. C., & Fitzgerald, R. J. (2025, February). *Face matching lineups: A method to control the error rate in video ID evidence*. Paper presented at the Unfamiliar Face Identification Group Meeting, Brisbane, Australia.

**Dr**. **Bernstein, Daniel (Feb, 2025 :** *A lifespan longitudinal study of hindsight bias*. Research presented at the University of Victoria's Cognition & Brain Science Seminar.

**Dr**. **Bernstein, Daniel :** *Dhillon, R., *Derksen, D.G., & *Dogra, K. (November, 2024). *A longitudinal study of hindsight bias across the lifespan*. Paper presented at Psychonomic Society, New York, USA.

**Dr**. **Bernstein, Daniel** :*Derksen, D.G., Connolly, D.A., & Bernstein, D.M. (November, 2024). *Auditory primes, just like photos, increase truth claims*. Poster presented at Psychonomic Society, New York, USA.

**Dr**. **Bernstein, Daniel :** *Metzger, L., *Bajwa, K., *Bajwa, J., Pennycook, G., Bernstein, D.M., & Erdfelder, E. (November, 2024). *The impact of sharing headlines in social media on memory for true versus fake news*. Poster presented at Psychonomic Society, New York, USA.

**Dr. Pedersen, Cory**: Conference presentations (*Denotes student or post-doctoral student when work was completed):

*Bergen, R., Champion, A., Oswald, F., *Walton, K. A., & Pedersen, C. L. (2024) *Sexual assault among Canadian university students: A minority stress and intersectional perspective*. Paper presented at the annual meeting of the Society for the Scientific Study of Sexuality, San Diego, CA.

*Hattie, D., *Walton, K. A., & Pedersen, C. L. (2024). *Men's perspectives on partnered sex toy use: Psychological insights and implications*. Poster presented at the annual meeting of the Society for the Scientific Study of Sexuality, San Diego, CA.

*Jensen-Fogt, T., & Pedersen, C. L. (2024). *Exploring effects of ADHD symptomatology on orgasmic consistency in women*. Poster presented at the annual meeting of the Association for Psychological Science, San Francisco, CA.

*Jensen-Fogt, T., & Pedersen, C. L. (2024). *The role of ADHD symptomatology on orgasmic consistency in women*. Poster presented at the annual meeting of the Society for the Scientific Study of Sexuality, San Diego, CA.

*Meredith, P. M. B., Oswald, F., *Walton, K. A., Hughes, S., & Pedersen, C. L. (2024). *Shedding shame: An intersectional investigation of period sex and stigma*. Poster presented at the annual meeting of the Society for the Scientific Study of Sexuality, San Diego, CA.

*Nair, P., Champion, A., *Turychenko, M., & Pedersen, C. L. (2024). *Do dark triad traits predict sexual outcomes: Attractiveness, mate value, sexual openness, sexual aggression, and number of sexual partners*. Poster presented at the annual meeting of the Society for the Scientific Study of Sexuality, San Diego, CA.

**Champion, Amanda**: Conference presentations:
*Bergen, R., Champion, A., Oswald, F., *Walton, K. A., & Pedersen, C. L. (2024) *Sexual assault among*

*Canadian university students: A minority stress and intersectional perspective*. Paper presented at the annual meeting of the Society for the Scientific Study of Sexuality, San Diego, CA.

*Nair, P., Champion, A., *Turychenko, M., & Pedersen, C. L. (2024). *Do dark triad traits predict sexual outcomes: Attractiveness, mate value, sexual openness, sexual aggression, and number of sexual partners*. Poster presented at the annual meeting of the Society for the Scientific Study of Sexuality, San Diego, CA.

**Dr. MacLean, Carla L.**: Presentations and invited talks:

MacLean, C. L. (2024). *The power of context: Cognitive bias in real world investigative decision making*. Invited presenter at the Arts Speaker Series, Kwantlen Polytechnic University, BC, Canada.

MacLean, C. L. (2024). *Understanding cognitive bias in health care investigations*. Invited presenter at the Yorkshire and Humber Patient Safety Research Collaboration (YHPSRC) and Yorkshire Quality and Safety Research Group (YQSR) Safety Seminar Series. Yorkshire, England.

MacLean, C. L. (2024). *The science of cognitive bias and judicial decision making*. Invited presenter at the National Judicial Institute (NJI) Spring conference for the Newly Appointed Provincial and Territorial Judges' Skills Seminar. Niagara on the Lake, Ontario, Canada.

MacLean, C. L. (2025). *Cognitive bias in workplace investigation*. Invited presenter at the Canadian Bar Association Investigation Committee (BCCBA), Canada.

**Publications/Scholarly Activity:**

**ENGL:**

**Blenkhorn, Deborah:** English Department member Deborah Blenkhorn has published her story "Cast Iron Donkey" in Culterate Magazine. She also had her piece "The Swan" accepted by The Human Narrative and another story, "The Morton Cove Chronicle," accepted by the new Australian magazine, Who Let the Stories Out?

**Dr. Stensrud, Craig** published the chapter "The Confidence-Man and the Cynical Gothic" in Gothic Melville published this fall by the University of Wales Press.

**Dr. Cyr, Heather** and her co-editor Dr. Shelley King (emerita, Queen's University) have published a scholarly/ teaching edition of the beloved children's literature classic The Secret Garden by Frances Hodgson Burnett. The edition is published by Broadview Press. This project featured two alumni as student assistants, Amanda Grey and Lakeisha Barrington, and was supported by the 0.6 fund.

**Chan, Greg:** Faculty member, Greg Chan, editor-in-chief of Mise-en-scéne, recently published Volume 9, Issue 2). The issue features an interview with KPU filmmaker-in-residence Shubham Chhabra by History Major Kiran Johal, an ARTS 4800 student, and a film review on Chhabra's film Cash Cows by English Major Colin Hunter.

**FINA:**

**Barenscott, Dorothy (Oct. 30, 2024):** "Trumpism, NFTs, and the Cultural Politics of 21st Century Kitsch" published in Interrogating the Visual Culture of Trumpism, editors Grant Hamming and Natalie Phillips, (Routledge, 2024). Republished on Artforum.com as an exclusive excerpt from the listed book to coincide with the U.S. elections: https://www.artforum.com/columns/dorothy-barenscott-trumpism-nfts-and-the-cultural-politics-of-21st-century-kitsch-1234721079/ .

**Majano, Paulo (Dec.30, 2024):** Paulo Majano, Participating artist in Anonyme Group Exhibition. Kunstraum Kreuzberg. Berlin

**Chan, Greg (Jan. 2025):** Published Issue 9.2 of Mise-en-scène: The Journal of Film & Visual

Narration under the theme of “Transgressive Narratives/Breaking the Fourth Wall”.

**Chan, Greg (March 1, 2025):** Presented a workshop on “Applied Film Studies Research: Publishing with an Open-Access Journal” at the Film Studies in Japan Conference hosted by Nanzan University, Japan.

**IDEA:**

**Peters, Byron:** Faculty member Byron Peters presented a new film and installation at "Enchantment," an exhibition at the Or Gallery, Vancouver. This new work will be the subject of an upcoming book edited by Phanuel Antwi, Canada Research Chair in Black Arts and Epistemologie.

**ASIA & LANC:**

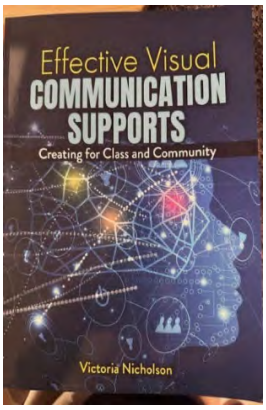
**Stein, Justin (Nov. 2024):** Justin Stein published an article, “Religion, Ki, and Aikido: From Prewar Japan to the Postwar United States,” in the peer-reviewed Vienna Journal of East Asian Studies.

**ASIA:**

**Tsz Ming Tong, Clement (Dec. 2024):** Clement Tsz Ming Tong (appointed in HIST, but currently teaching in ASIA as well) published the chapter “Cantonese as a Protest Language in Hong Kong — 1967, 2014, and 2019,” in The Politics of Language in Hong Kong, edited by Jean-François Dupré, Routledge (December 2024).

**EDAS:**

**Nicholson, Victoria (Jan. 2025):** Published Text for use in EDAS 1225 “ Effective Visual Communication Supports” Creating for class and community – Victoria Nicholson.




**Nicholson, Victoria:** Completed Research Project – Assessing Visual Support Use By EA’s in BC schools- (Victoria Nicholson and KPU EDAS alumni Bree- Ann Ramsey).

**PSYC:**

**Dr. Mater, Deborah and Dr. Lopes, Evan:** The B.E.S.T Clinical Laboratory has been approved for a digital badge, which documents the completion of foundational clinical skills. This is the first badge of its kind developed for Psychology students.

**Dr. Lymburner, Jocelyn:** ART 2000: Science and Practice of Wellness class continues to offer experiential learning opportunities for students within the Surrey community. On January 30th students participated in a line dancing class at Surrey’ Kennedy Hall and on February 13th students completed a tour and art class with the Surrey Art Gallery.

**<u>Thesis Committees and Student Supervision:</u>**

**Dr. Bernstein, Daniel (PSYC):** student supervision:

Camryn Yuen (M.A., Ph.D. Psychology), SFU, 2023-present; committee member

Daniel Derksen (M.A., Ph.D., Psychology), SFU, 2017-present; Ph.D. dissertation supervisor

Emma Kruisselbrink (M.A., Ph.D., Psychology), SFU, 2021-present; committee member

Deva Ly (Ph.D., Psychology), Australian National U., 2019-2025; committee member

Camille Weinsheimer (Ph.D., Psychology), SFU, 2017-present; committee member

**Dr. Lymburner, Jocelyn** (**PSYC):** student supervision:

Alisha Arora (B.A., Honours Psychology) KPU, 2024-present; supervisor

Hailey Russell (B.A., Honours Psychology) KPU, 2024-present; supervisor

**Dr. Pedersen**, **Cory** (**PSYC):** student supervision:

Amy Rabidoux (B.A., Honours Psychology) KPU, 2024-present; supervisor

Camille Bedard (B.A., Honours Psychology) KPU, 2024-present; supervisor

**Dr. MacLean**, **Carla L.** (**PSYC):** student supervision:

Surveer Boparai (B.A., Honours Psychology) KPU, 2024-present; supervisor

Elika Feradowsi KPU Practicum student, 2024-present; supervisor

**Champion, Amanda (PSYC):** student supervision:

Camille Bedard (B.A., Honours Psychology) KPU, 2024-present; co-supervisor

Ad Hoc Reviews:

**Champion, Amanda (PSYC)** ad hoc reviews:

Manuscript: Archives of Sexual Behavior; Current Psychology, December 2024

**Dr. MacLean, Carla L. (PSYC)** ad hoc reviews:

Manuscript: Journal of Safety Research, December 2024

**Dr. Bernstein, Daniel PSYC)** ad hoc reviews:

Manuscript: Animal Behavior; Child Development; Journal of Experimental Psychology: Learning, Memory, and Cognition; Judgment and Decision Making; Memory & Cognition; Psychological Research; Scientific Reports, November 2024 - March 2025.

**Program/Policies/Initiatives/Activities**:

**FINA** completed a submission for a program change. Foregrounding the Modern and Contemporary are more relevant to students in their early stages of the BFA program. Submission is in the final stages in the hands of ASCC:

o Change declaration requirements of ARTH 1120 and ARTH1121 to ARTH 2222.

o Change curricular requirements to require ARTH 2122 andARTH 2222 and replace the option to take either ARTH 2122or ARTH 2222 with the option to take either ARTH 1120 andARTH 1121.

**IDEA** 1100 was selected by the Surrey School District (SSD) as their Strive section for Spring 2025, continuing successful engagement with Surrey high school students.

**IDEA** continues to offer Dual Credit opportunities for Indigenous grade 11 and 12 students in Interdisciplinary Foundations in Spring 2025.

**IDEA** for the Spring 2025 semester, launched our first dedicated section of IDEA 1100 for Pathway to Undergraduate Studies students, focusing on building students' confidence, discovery of their passions at KPU, community building and collaboration.

**Dr. Mater, Deborah and Dr. Lopes, Evan (PSYC)**

The B.E.S.T Clinical Laboratory has been approved for a digital badge, which documents the completion of foundational clinical skills. This is the first badge of its kind developed for Psychology students.

**Dr. Lymburner**, **Jocelyn (PSYC)** ART 2000: Science and Practice of Wellness class continues to offer experiential learning opportunities for students within the Surrey community. On January 30th students participated in a line dancing class at

Surrey' Kennedy Hall and on February 13th students completed a tour and art class with the Surrey Art Gallery.

**Student Success:**

**ENGL: Nov. 29, 2024:** This fall, English majors Heloisa (Lola) Martins Jacinto and Megan Lyle represented the English Department in the ARTS 4800 cohort. Lola has been working on a practicum project sponsored by KPU Open Education, while Megan and her practicum have been hosted by the Provincial Health Services Authority. Both presented their practicum projects to the KPU community on November 29th.

**FINA:**

**Sylvia Simpson:** installed her solo exhibition Haala, Spruce Gallery, Surrey Campus Jan 17-31. The exhibition is the result of Sylvia's research supported by the Student Research and Innovation Grant at KPU. End of Show Gathering for 'Haala' an exhibition of artwork by student Sylvia Simpson. KPU Elder in Residence Lekeyten and his partner opened the evening with a few words and Haida artist Roger Smith performed some songs along with his son Levi. The event took place between 4-6pm, Friday January 31st.

**Anna Polkovnichenko:** Dec-Jan, Children's Art Exhibition, Arbutus Gallery, KPU Surrey. Organized by student Anna Polkovnichenko for her project for FINA 3201 Artistic Practice in Community.

**Vin Cuadra:** Kapwa Lagi! Nov 18-29 2024, an exhibition in the Arbutus Gallery, KPU Surrey, organized by student Vin Cuadra for his project for FINA 3201 Artistic Practice in the Community. The exhibition featured the work of current Filipino-Canadian KPU students and alumni including: Myrel Ofiana, Jansen Ramos, Eloisa Uy, Gracienne Llavore, Kyle Chua and Thomas Chanyungco.

**Claudia Shen:** Claudia's porcelain flower hand building workshop and potluck took place on Nov 22, 5-9pm. This was part of her coursework for FINA 3201 Artistic Practice in Community.

**FINA** Student Collective, Exhibition: Seeing Red, Dec.-Jan. 2025, Turnbull Gallery, Surrey BC. Featuring 17 KPU students and alumni.

**IDEA:** Faculty continue to support student advancement through writing recommendation letters for graduate programs, exchange programs, grants, and scholarships. Recently, several of our students have successfully gained acceptance into teaching programs.

**ASIA:** Asian Studies major Joey Chung completed a ARTS 4800 practicum in the fall semester, working with the archives and marketing teams at the Chinatown Storytelling Centre in Vancouver, and giving a presentation about her experience on November 29, 2024. Her host organization specifically contacted the ARTS 4800 team to let us know how impressed they were by Joey's skills and professionalism

**POST:**

**Melissa Snazell**, a policy studies major, has been named the BC Green Party candidate for the Langley-Abbotsford riding in the October provincial election. In addition to her provincial candidacy, she is also endorsed by the Green Party of Canada and will be running as a candidate in the upcoming federal election.

**Aysha Gondal,** a policy studies minor, has demonstrated exceptional academic and leadership achievements. She serves as a student representative for the Faculty of Arts Academic Planning & Priorities Committee, has been recognized on the Dean's Honor Roll, and is a recipient of the Fiona Disability Award. Additionally, she is an executive member of the Sociology Club and an active member of both the Political Science Club and the Sustainability Club.

**PSYC:**

**Dr. Patricia Coburn's** honours student, Hanna Erceg, who also serves as a research assistant on Dr. Daniel Bernstein and Dr. Kyle Matsuba's SSHRC project, has been accepted into the SFU Clinical Psychology Program for fall 2025.

**Dr. Jocelyn Lymburner's** honours student, Pearl Meredith, who also serves as a research assistant in Dr. Cory L. Pedersen's Olab at KPU, has been accepted into the SFU Clinical Psychology Program for fall 2025. Pearl has also been selected to give the Address to the Graduands at the 2025 February convocation.

**Dr. Jocelyn Lymburner's** honours students, Alisha Arora and Hailey Russell, both received a Student Research and Innovation Grant (SRIG) for their honours projects: Unraveling Academic Procrastination: Predictors and Intervention Effectiveness in University Students (Alisha Arora) and Understanding how people use social media to understand mental health (Hailey Russell).

**Dr. Cory L. Pedersen's** honours students, Amy Rabidoux and Camille Bédard (co-supervisor Amanda Champion), both received a Student Research and Innovation Grant (SRIG) for their honours projects: You Should Smile More: Investigating the Gender Gap in Smiling Expressivity (Amy Rabidoux) and Beyond the Silence: Attitudes Toward Mental Health Disclosure Among Friends (Camille Bédard).

**Dr. Jocelyn Lymburner's** student – Amy Brown, obtained SEEF funding to fund an outreach project designed to support adolescents who engage in self harm. Amy created small personalized wooden boxes filled with sensory and attentional distractions to help adolescents delay acting on self harm impulses and reduce the occurrence of this behaviour.

**Alumni Stories:**

**FINA:**

Mishel Arrieta, KPU BFA alumnus is currently doing the Artist in Residence Studio program (AIRS), 2024/2025. https://airsprogram.org/current-artists. The artist becomes a part of an elementary school community in Vancouver, working with classes of students and their teachers one day a week from a dedicated studio space in the school.

**Spotlights/Grants/Awards:**

**Ratslef, Teya (GEOG student):** won department GESSA award of $1000 (Jan. 2025).

**Ibrahim, Zainab (IDEA**): received one-time funding from the Indigenous Student Services office for the "Gathering Wisdom & Weaving Knowledge Together" series. This initiative will bring Indigenous guest speakers into classes from mid-February to mid-April 2025, featuring storytelling and workshops. The series will also include speakers impacted by colonization and imperial structures who will share experiences of reclaiming narratives. Select sessions will be open to community members, including students' friends and family (Feb. 2025).

**Dr. Bernstein, Daniel (PSYC):** Natural Sciences and Engineering Research Council Discovery Grant: Title: Processing fluency determines what and how we believe ($230,000); held at SFU (2024-2029).

**Dr. Bernstein, Daniel (PSYC**): Social Sciences and Humanities Research Council Insight Development Grant. Title: False memory and personality across the lifespan ($64,934) with Co-I, Dr. Kyle Matsuba (2024-2029).

**Dr. Bernstein, Daniel (PSYC):** KPU Research Chair (2024-2028).

**Dr. Pedersen, Cory L. and Champion, Amanda (PSYC):** were nominated for the Faculty of Arts EDI Award. This award was developed to recognize and celebrate outstanding efforts in supporting and promoting equity, diversity, and inclusion within the Faculty of Arts and/or the broader community.

**Dr. Balakrishnan, Anjana (PSYC):** was nominated for the Dean of Arts Teaching award.

**FACULTY OF HEALTH**

**Events**

**Langley Food Bank Donation** – our team came together during the holiday season to collect donations for the Langley Food Bank and we're very grateful for everyone who contributed. Thanks to our staff's generosity, we were able to make a small difference in our community. Together, we've spread some extra cheer and warmth to those in need.

**Pinning Ceremonies -** It gives us great pleasure to re-introduce Pinning Ceremonies within the Faculty of Health to congratulate our students as they reach such an incredible milestone. Completing their program in the Faculty of Health is a testament to their dedication, hard work, resilience and passion for making a difference in the world. We are so proud of our students' achievements and excited for the impact they will have as they move forward in their careers. We had the honour of gifting each student a customized pin to symbolize their journey and achievements at KPU in the following programs:

**BPN Pinning Ceremony** – During the Bachelor of Psychiatric Nursing pinning celebration on December 5, 2024, we had speeches from our Associate Dean, Sarah Beasleigh, Alumni Affairs as well as a couple of BPN faculty members – Shelbie Carlson and Pearl Takhar. This intimate ceremony was a great way for students to know that they are now a part of KPU's growing alumni community.

**GNIE Pinning Ceremony** – During the GNIE pinning celebration on December 6, 2024, we had speeches from our Associate Dean, Carlo Tala, Alumni Affairs as well as a few GNIE faculty members, including our Chair, Herraj Sandhu, Sherilyn Sweeney, Harmeet Olson and Beant Sindhar. We not only celebrated our students' academic achievements but also the sacrifices they've made for their families and loved ones along the way. Balancing studies, personal responsibilities, and a dream to make a difference in healthcare takes incredible strength.

**Spring 2025 Kick-Off** – a student orientation was held on January 6, 2025 for new BSN, BSN-AE, GNIE and HCAP students. There were various sessions throughout the day, including a welcome

from our Dean, Associate Deans and Divisional Business Manager, program-specific lab orientations led by our Lab Educators, Faculty and Students Meet-and-Greets introduced by Elder Lekeyten as well as KPU resources and information booths allowing new students to learn more about the services available to them.

On Feb 21st the Faculty of the Whole met and has proposed revisions to the Faculty Bylaws. The Faculty of Health Day proceeded following the business portion of the day and included sessions on Generative AI, flower pot painting, and therapy dogs. The afternoon sessions also included a guest lecturer, Inez Louis, from the First Nations Health Authority, who shared her experience as an Indigenous person navigating nursing education and the profession. Follow that we participated in a Blanket Exercise, "an experiential workshop based on using Indigenous methodologies to build understanding about our shared history as Indigenous and non-Indigenous peoples in Canada by walking through pre-contact, treaty-making, colonization and resistance". (https://www.kenkenemconsulting.com).
Participants found it educational, engaging and emotional.

**Staffing**

Congratulations are in order as we welcome new Faculty members:

- BPN:
  - Kamal Uppal
- BSN:
  - Andrea Gormley
  - Kirstin Collins
  - Simer Basi
  - Aileen Gandi
- BSN-AE:
  - Jaspreet Randhawa
  - Parveena Mann

We are also pleased to announce that Nav Nijjar and Gillian Kolano will be serving as the Student Support Liaison (SSL) instructors. The role of SSL is essential in aiding students as they transition from classroom settings to practical environments.

**Presentations/Community Activities**

The Dean's office has continued the initiative called "Lunch and Learn". Every other month a guest is invited to present to Faculty of Health members on a range of topics. Daniel Benzimra from Teaching and Learning Commons presented an overview on generative AI on January 15th.

The Indigenization Community of Practice was thrilled to have Elder Lekeyten and Cheryl present to our group on December 18th where they shared their wisdom and support for our work in the Faculty of Health

Dr. Donna Goodleaf and Dr. Elaine Patterson from Concordia University presented a workshop on Indigenizing and Decolonizing Curriculum on Feb 7th. Faculty benefitted from their guidance on this work and came away with practical applications for their own curricula.

**Publications/Scholarly Activity**

Harpreet Dhatt, BSN Instructor, completed her Master of Health Sciences, Advanced Health Care Practice in Applied Health Sciences at the University of Western Ontario.

Sonayna Rana, HCAP instructor, has started her Master's in Education: Curriculum and Instruction at Simon Fraser University.

**Initiatives/Activities**

New faculty orientation was held, in person, on January 2nd on the Langley campus. Engaging sessions were provided by lab educators, faculty mentors, Teaching and Learning, and Associate Deans.

The "LPN to BSN" Pilot Cohort 1 students completed the first term of the BSN programming in Fall 2024. Cohort 1 will complete their studies in December 2025. Cohort 2 students completed two of the four admission requirement courses in Fall 2024. Cohort 2 will complete their studies in August 2026.

The Associate Deans met with Pablo Daboud from OHS to enhance our promotion and communication of safety awareness for our community. Starting in January, communications

were sent to all faculty regarding aspects of OHS (student injuries) and enhanced safety orientation was provided to new faculty during their orientation day.

**Student Successes**

Nursing student Taylor Sayer was recognized with a KPU Student Leadership Award for her outstanding contributions to both the university and the broader community. A passionate advocate for learning and helping others, Sayer dedicates her time outside of her studies to volunteer with the Salvation Army, tutor at KPU's Learning Centres, and assists with the university's Orientation and Transition team. Sayer's work exemplifies the spirit of the KPU Student Leadership Award, recognizing those who positively impact their community while maintaining academic excellence.

**FAULTY OF SCIENCE**

**Initiatives and Activities**

The **Kwantlen Science Challenge** was held on Nov. 30 and organized by Kianoosh Tahani (PHYS). The event brought together 400 high school students from across the Lower Mainland and Vancouver Island to compete in a series of hands-on science challenges. With the support of 50 volunteers, including KPU students and faculty, participants engaged in lab-based experiments, theoretical problem-solving, and engineering challenges across disciplines like biology, chemistry, physics, mathematics, and sustainable agriculture. The event provided students with an opportunity to apply their scientific knowledge, develop teamwork skills, and experience

university-level science in action.

KPU Science participated in the **3rd Dream It, Be It Conference** on Feb. 8 at the KPU Surrey Newton Campus. The event, organized by Soroptimist International of Surrey/Delta and White Rock, provided career support for young women exploring future opportunities. During the career and resource fair (12:00–2:00 PM), KPU Science hosted a table with instructors from Mathematics and CADD (Computer-Aided Design and Drafting). Approximately 150 high school students attended, engaging with faculty to learn about KPU's science programs, research opportunities, and career pathways.

From Jan. 23-25, the KPU Faculty of Science showcased its Sustainable Agriculture and Food Systems program and Applied Genomics Centre research at the **Pacific Agriculture Show** in Abbotsford. Faculty, staff, and students engaged with industry professionals, exploring collaborations and funding opportunities. Attendees showed strong interest in KPU's work on crop consistency, yield improvement, and sustainable farming. As a leading agricultural tradeshow in Western Canada, the event provided a valuable platform to highlight KPU's expertise and strengthen industry connections.

To support students during the final weeks of the semester, KPU Science hosted the "**Warm and Fuzzy Hot Chocolate Pop-Ups** at the Richmond, Surrey and Langley campuses. The event provided students with a warm and welcoming space to relax, enjoy hot chocolate and cookies, and connect with faculty and peers. Instructors, particularly those teaching first-year students, were encouraged to bring their classes to help foster a sense of community within KPU Science. This initiative aimed to offer encouragement, promote student well-being, and create a supportive environment to help them finish the semester strong. The event was well received, with strong student participation at all three locations.

On Jan. 28, the *KPU School of Horticulture* hosted the *HORT Networking Social*, connecting over 60 students and industry professionals in an informal setting. Students practiced introductions, engaged with potential employers, and gained career insights from industry leaders. Supported by *KPU's Career Development Centre,* the event provided networking experience and highlighted employer resources for hiring and talent development.

On Jan. 16, KPU Brewing hosted **President Alan Davis** at the brewery and developed a beer recipe that will be brewed with the President in March. Led by instructors Dominic Bernard (BREW); Michael Miller (BREW); and Gonzalo Marquez (BREW) with additional participants Amy Jeon, Interim Dean (SCIENCE); Brett Favaro, Dean (SCIENCE); and Erika Eliason, Associate Dean (SCIENCE).

On Jan. 31, Brewing hosted a **Pink Boots Collaboration Brew Day** led by instructors Olga Mikova (BREW) and Nancy More (BREW), as well as alumna Emily Kokonas from Four Winds Beach House & Brewery. Participants included first-year Brewing students Jay Ku (BREW); Helia Xiang (BREW); and Maria Yun (BREW). Also in attendance were instructor Martina Solano Bielen (BREW); Amy Jeon, Interim Dean (SCIENCE); and Erika Eliason, Associate Dean (SCIENCE). The beer will be released on International Women's Day Mar. 8th at Farm Country Brewing in Langley and will also be available to purchase at the KPU Brew Lab.

**Presentations and Community Activities**

Jamie Lamont, co-chair of the School of Horticulture at Kwantlen Polytechnic University (KPU), has been awarded the prestigious 2024 Educator of the Year title by the BC Landscape and Nursery Association (BCLNA). Lamont, a KPU alumnus with a Horticulture Technology Diploma in Landscape Design (2006), has spent years contributing to the horticulture field, including running his own business and earning his Landscape Horticulturalist Red Seal in 2016. This accolade underscores Lamont's dedication to education and his impact on students pursuing careers in horticulture.

Adam Niewiadomski, a student researcher in Dr. Kelsie Doering's lab completing his Biology Honours project, will deliver a 10-minute oral presentation at the upcoming VanWorm meeting on Feb. 25 at UBC. **VanWorm** is a quarterly gathering of C. elegans research labs from UBC, SFU, and now KPU, providing a collaborative forum for sharing research. With principal investigators, postdoctoral researchers, and graduate students from UBC and SFU making up the majority of attendees and presenters, this event presents a

valuable opportunity for Adam to receive feedback on his honours project and highlight KPU's growing presence in research.

School of Horticulture Chair Jamie Lamont, Instructor Russ Lyons, and HORT Advisor Andrea Flello attended the **Skilled Trades Showcase** event at Thomas Haney High School on Jan. 23. The goal of the event was to build students and parents knowledge of trades and career program opportunities. Jamie shared KPU's School of Horticulture connection to both school districts programs as well as potential post-secondary pathways.

Horticulture Co-Chair Ellen Pond, Apprenticeship Coordinator Maria Valana, Charissa Steel and Diego Martinez Manay attended the **Indigenous Trade Sampler** held at the KPU Tech campus. Indigenous students from various high schools had the opportunity to sample different trades to help them determine their future career path.

KPU's School of Horticulture participated in both the **BC Recreation and Parks Association (BCRPA) Parks & Pathways Conference** (Feb. 26-27) and the **Western Canada Turfgrass Association (WCTA) Conference** (Feb. 12-13) at River Rock Casino Resort. At the BCRPA conference, KPU showcased its horticulture programs and engaged in discussions on sustainable park development. The WCTA conference featured KPU's booth promoting turf management programs, where students attended educational sessions and networked with industry professionals to enhance their learning and career opportunities in turfgrass management.

**Dr. Mehdi Salimi (MATH)** presented a talk titled *Pursuit-Evasion Differential Games: From Theory to Real-World Applications* at the School of Computer Science and Systems Sciences, Jawaharlal Nehru University, and Faculty Development Program at JIMS, New Delhi, India, on Dec. 23, 2024. This talk was funded by the Shastri Scholar Travel Subsidy Grants (SSTSG).

**Dr. Mehdi Salimi (MATH)** presented Decision-Making Strategies for Pursuers with Speed and Energy Constraints in a Pursuit-Evasion Differential Game at the Canadian Mathematic Society Winter Meeting, held at KPU Richmond from Nov. 29 to Dec. 2, 2024. Additionally, Dr. Salimi organized the scientific session Mathematics in Business Modeling, Optimization, Risk, and Decision Making during the event.

**Maria Valana (HORT)** was an invited speaker at the **Mixing It UP Conference** in Victoria where she presented on Growing Plants from Seed. Approximately 300 garden enthusiasts, master gardeners, and industry specialists were in attendance. She also presented her workshop on Plant Propagation to approximately 100 participants part of the **Vancouver Master Gardeners** Program and Van Dusen members. Students enjoyed learning about propagating plants by seed, cuttings and plant division.

On Jan. 13, CADD Technologies organized and participated in a workshop at **Walnut Grove Secondary School** in Langley. The event saw strong attendance and provided an excellent opportunity to engage with high school students and prospective CADD students. There was significant interest in the **CADD Dual Credit Program**, which is offered in partnership exclusively with the Surrey and Delta School Districts, with many students expressing enthusiasm about enrolling in the program.

On Feb. 3, Alexis Esseltine, co-owner, **Tin Whistle Brewing** and environmental consultant, spoke to students in instructor Nancy More's HOPS 2421 course about how to implement environmental programs in a small brewery.

**Publications & Scholarly Work**

**Dr. Mehdi Salimi (MATH)** co-authored *"Decision Making Based on Interval Type-2 Neutrosophic Numbers Involving the Optimal Selection of a House"*, which has been accepted for publication in *Soft Computing* (Accepted on Nov. 6, 2024).

**Mary Hosseinyazdi (MATH)** was an organizer for the *Canadian Mathematical Society Winter Meeting* (Nov. 29 – Dec. 1). She also presented her research on *"The Solution Set of a System of Max-Min-Product Fuzzy Relational Inequalities."*

**Dr. Barnabe D. Assogba and Ashpreet Kaur (BIOL)** attended the *Annual Biomedical Research Conference for Minoritized Scientists (ABRCMS-2024)* in Pittsburgh, Pennsylvania. At the conference, Ashpreet Kaur presented a poster titled *"The SARS-CoV-2 Spike Protein and Its Detrimental Effects on Human Splenic Cell Function."*

**Dr. Barnabe D. Assogba and Ashpreet Kaur (BIOL)** published *"Optimizing Transfection Efficiency in Primary Human Splenic Fibroblast Cells"* as a preprint article in *bioRxiv* (https://doi.org/10.1101/2025.01.19.633792). This study explores the optimization of transfection efficiency in human splenic fibroblast cells using calcium phosphate as a transfection reagent. The research identified a critical eight-hour window in which transfection efficacy peaked at 95%, while morphological analyses revealed significant cellular stress responses, including vesicle formation and eventual disintegration after 72 hours. These findings contribute to refining transfection methodologies and enhancing the understanding of transfection-induced cellular changes in biomedical applications.

**Christian Lange (BIOL)** co-authored *"Ebolavirus Evolution and Emergence Are Associated with Land Use Change"*, published in *Ecological Monographs* (2024; e1641, https://doi.org/10.1002/ecm.1641). The press release for this publication was picked up by *Black Press Media* and featured in various local news outlets. Additionally, Lange discussed the study's findings in a radio interview on *Sher-E-Punjab AM 600 Radio Vancouver*.

**Student Successes**

The new **2025 Signature Series student capstone** beers were launched on Jan. 31 at the KPU Brew Lab in Langley, starting with Abundance Table Saison brewed by second-year students Ethan Burge (BREW) and Isaiah Winter-Buist (BREW). A new Series beer being released almost every Friday until Mar. 28. *Link: https://www.kpu.ca/science/brew/signature-series*

**Physics student Kouji Pan** worked for the Japanese company *IZAI* on machine learning-driven text-to-speech and speech-to-text software under founder *Izumi Kyouta*. IZAI has featured his contributions in blog posts, and he continues part-time while studying. Before joining IZAI, he explored AI in his 3rd-year KPU project, applying machine learning to astrophysical data under *Dr. Kianoosh Tahani*. Kouji plans to pursue a tech-sector career after graduating in 2026.

From Nov. 7 - Dec. 5, KPU Brewing students had their beers sold at CAMP Beer Co. as part of the second annual '**Pioneer Tap Series'** giving students the opportunity to have their beers featured at a well-known brewery. Second-year students whose beer was on tap, included Paul Virtue (BREW); Cole Staughton

**Physics student George Tso** spent seven months at the *National Research Council's Herzberg Astronomy and Astrophysics Research Centre* in Victoria, initially as a four-month placement extended due to his excellent work. Under Tim Hardy's supervision, he developed electronics and instrumentation for the *Gemini Infrared Multi-Object Spectrograph*, set to be installed at the *Gemini Observatory* in Hawai'i, and helped assemble a cryostat camera. George graduates in Feb. 2025.

**Alumni Stories**

On Nov. 15, alumnus **Adam Keil (BREW),** co-owner of Mountainview Brewing in Hope, was featured in The Hope Standard. *Link: https://www.hopestandard.com/local-news/hopes-mountainview-brewing-co-wins-two-awards-for-their-stouts-7645124*

KPU ***Physics for Modern Technology*** graduates Michael Hilborn and Ben McClennon are contributing to cutting-edge work at *Advanced Cyclotron Systems Inc. (ACSI)* near KPU's Richmond campus. ACSI is a global leader in cyclotron design and manufacturing, with installations worldwide for medical applications. Recently, ACSI completed the

TR-ALPHA, the only commercial cyclotron designed for large-scale production of Astatine-211 (At-211), a radionuclide used in cancer treatment. Michael works as a **cyclotron operator**, specializing in commissioning, installation, customer support, and R&D. Ben focuses on **assembly, testing, and installation** of the cyclotron's electrical and control systems. Their work exemplifies the impact of KPU's *Physics for Modern Technology* program in advancing science and healthcare.

**Programs, Policies & Initiatives**

On Feb. 4, Instructor Dominic Bernard (BREW) wrote a letter on behalf of Canadian Brewing Schools to Beer Canada and the Canadian Craft Brewers Associate to inform the brewing industry about the impact of brewing programs in Canada no longer qualifying for the Post Graduate Work Permits. Both Beer Canada and the Canadian Craft Brewers Association have indicated that they would help with advocacy.

Next Spring, the Mathematics department expects to run a Special Topics course at the 4th year level on Mathematics in Business. They also continue to work on AI Analytics courses. **Daniel Anvari (MATH)** has revamped MATH 1170 to include more AI, and has been working on developing courses in AI for medicine and in the construction industry.

**FACULTY OF TRADES AND TECHNOLOGY**

**Events**

**Indigenous Trades Sampler**

The Faculty of Trades and Technology, in partnership with the Aboriginal Community Career Employment Services Society (ACCESS), held the 2025 Indigenous Trade Sampler on Wednesday, February 12, 2025. Students from Delta, Surrey, West Vancouver, and Langley School Districts took part in the event. This year we focused on Carpentry, Electrical, and Plumbing, while also inviting Horticulture to join us in making this a cross-Faculty initiative. Instructors Terry Williams, Stephen Dockery, Maria Valana, and Jeff Doolan led the seminars. This initiative was a resounding success for all attendees.

**Trades and Technology Career Fair**

On February 5, 2025 we held KPU's 10th Annual Trades and Technology Career Fair. We worked with KPU Career Services Centre to promote the event to our students, instructors, and alumni.

ACCESS at the Trades and Technology Career Fair

**Information Sessions**

Information Sessions are one method we use to reach out to the community and interested potential students. Our information sessions are supported by the Future Students Office and hosted by our faculty members. We held the following information sessions from November, 2024 to February 2025:

October 28, 2024: Millwright/Industrial Mechanics – Bob Davis

October 28, 2024: Metal Trades (Welding and Metal Fabrication) – Kulpreet Sasan

November 7, 2024: Introduction to Trades – Kulpreet Sasan and Brooks Lewis

November 12, 2024: Construction Trades – Kulpreet Sasan and Brooks Lewis

November 14, 2024: Automotive Trades – Mary Wilton and Mark Furlong

January 13, 2025: Farrier Science – Heather O'Brien

February 1, 2025: Learn All About the Trades - Kulpreet Sasan and Brooks Lewis.

**SD 42 Trades Showcase Night and Hiring Fair**

The Faculty of Trades and Technology was at Thomas Haney Secondary School in Maple Ridge on Thursday January 23, 2025 for Invitation - SD 42 Trades Showcase Night and Hiring Fair. We raised awareness about our Faculty and dual credit programs offered throughout KPU to high school students considering career focused education.

**SD 43 Trades Information Night**

The Faculty of Trades and Technology was at Heritage Woods Secondary School in Coquitlam on Wednesday, January 29, 2025 for Trades Info Night. We raised awareness about our Faculty and programs to high school students considering careers in the Trades.

**Trades Training Partnership Meeting**

On January 14, 2025, we held the first Trades Training Partnership meeting of the year. This is a meeting with all of our school district partners. Topics covered included the Youth Train in Trades Orientation evening.

**STAFFING**

**Farewell to Dawn Durant**

We said farewell to Apprenticeship Service Officer (ASO) Dawn Durant, who retired as of February 11, 2025. Dawn had been with KPU for 20 years and with the Faculty of Trades and Technology for 5 years.

**Faculty Retirements**

Four of our faculty members have chosen to leave us this year. We wish them well in their retirement.

- Brian McClinton, Millwright instructor
- Larry Rhodenizer, Automotive instructor
- David Riel, Electrical instructor
- Rob Wakulchik, Electrical instructor

**PRESENTATIONS / COMMUNITY ACTIVITIES**

**Youth Train in Trades Orientation Evening**

The Youth Train in Trades Orientation Evening was held on Tuesday, January 14, 2025. We hosted over 140 high school students on our campus. We introduced them to our faculty members, showcased the facility, and communicated expectations of learners in a University setting. KPU instructors Grant Conversi, Ed Miks, Wayne Andrews, Erick Medina, Mike Rumpeltes, Collin Warren, Rob Hyatt, Rob Hall Thomsen, Mike Lloyd, and Maria Valana welcomed students and parents to our campus and made them feel at home.

**3rd Annual 24-Hour Bike-A-Thon for Men's Mental Health**

The 3rd Annual 24-Hour Bike-A-Thon for Men's Mental Health took place on our campus on November 21, 2024 and November 22, 2024. We worked with the Major Events team and were able to raise double the funds from last year.

**Cloverdale Community Kitchen**

On November 27, 2024, the team from the Faculty of Trades and Technology Dean's Office volunteered at the Cloverdale Community Kitchen. This was a great opportunity to team-build while contributing to our local community. We also began collecting food and gifts for the Cloverdale Christmas Hamper program.

**Presentation at KPU Counsellor's Conference**

The KPU Counsellors Conference was held on Tuesday, October 22, 2024. Counsellors from across the province were at the Surrey campus to learn about our programs. The Faculty of Trades and Technology presented two seminars introducing the trades to high school counsellors.

**Workshop: Essential Awareness & Knowledge on Overdose Prevention & Naloxone Training**

On October 30, 2024, Dr. Joel Murray, Mackenzie Mirchandani, and Dominic Andreone attended the Naloxone workshop at the Cloverdale Tech Campus on Wednesday. The session covered essential skills, including how to administer naloxone, empowering participants to confidently handle overdose emergencies.

**SkilledTradesBC on KPU Tech Campus**

We host the SkilledTradesBC Apprentice Advisor on our campus every Wednesday. This partnership helps our students connect with their apprenticeship advisors and keep track of their progress through the trade.

**Squamish First Nation Students Collaborate with KPU Instructor on Invictus Games Medal Presentation Boxes**

KPU instructor Terry Williams teaches carpentry at the Squamish Nation Nexw7áýstwaý Training and Trades Centre (TTC). Recently, the TTC was approached by the Invictus Games to create containers for the medals awarded at the Games. TTC asked Terry Williams to create a special course to create the boxes, the outcome of which was the containers used to house the medals. Each box took over 30 hours to create.

**INITIATIVES / ACTIVITIES**

**Journey to Success for Women Apprentices Initiatives**

The Faculty of Trades and Technology is partnering with the British Columbia Centre for Women in the Trades to promote a new initiative to support women apprentices in BC. Journey to Success for Women Apprentices provides fully funded training, mentorship, and community to help women apprentices complete their apprenticeship. This program is open to women apprentices living in BC

who are registered in maintenance or construction skilled trades apprenticeships.

**STUDENT SUCCESS**

**New Carpentry Award**

In November, 2024, we were happy to announce the Rossi / Amur Capital Tradesperson Bursary. The Award will be funded by the Amur Group and will support the Carpentry program. There will be 4 awards for $2000.00 each. These awards are for students in the Apprentice training programs

**KSA Welcome Back Week**

The KSA Welcome Back Event took place on the KPU Tech campus on January 13, 2025. It was a chance for our students to learn about the services provided by the Kwantlen Student Association.

**Dean's Awards**

Congratulations to the recipients of the Dean's Award for Outstanding Achievement for the months of November 2024 to February 2025. This award is based on the "3 A's": Academics, Attitude and Attendance. The presentation is made when the students reach the end of the Foundation intake and final program level in the trade. Nine students were recipients of the award. The winner of the Dean's Award for a Foundation class will also receive a cheque for $250.

**Career Development**

In conjunction with the Career Centre, the Faculty of Trades and Technology highlights key job postings in Career Connections using the headline "Career Services Jobs of the Week." Over the last three months, 22 job postings of interest to Faculty of Trades and Technology students have been highlighted. These have been from national, provincial, and regional employers in the public and private sector.

The jobs are posted every week and our faculty members are encouraged to share the postings with their students.

**MELVILLE SCHOOL OF BUSINESS**

**Events**

**Careers in Accounting**

On November 15, the Accounting Student Association of Kwantlen (ASK), in partnership with the Melville School of Business and the KPU Career

Development Centre hosted the 2024 edition of its Careers in Accounting event.

Led by Accounting Instructor Freddy Mason, this event pulled together a host of industry experts, Certified Public Accountants (CPA) and over 100 Accounting students who were keen to network, learn and draw insights from practicing Accountants who shared their knowledge on the intricacies of the profession. In addition to this, three students from the BBA Accounting program - Maryam Rahman, Muhammad Zain and Revathy Sadanandan emerged winners of $500 tuition prizes.

**NAIT Winter City Case Competition**

Melville School of Business was proudly represented at the Northern Alberta Institute of Technology's (NAIT) 3rd annual Winter City Case

Competition which took place during the week of February 17 – 21. Led by Melville Instructor Duane Radcliffe, the team of Mary Al-Rifaie (HRMT), Maria Katrina Sungla (HRMT), Olatunwa Oduola (HRMT), Kaenan D'cruz (ENTR) and Angel John (ACCT), who went by the team name "The Blank Group", competed against other teams in a series of live cases to solve real-world problems faced by businesses. They put up an outstanding performance and made it to the finals. Even though they didn't place, the team held their own against teams with experience in one or two prior competitions. Remarkably, this was also the first time these four students had worked together in this team formation. Their case pitch stood out as the only one that truly thought outside the box, delivering an innovative solution. We are especially thrilled that our team got this chance to sharpen their critical thinking through indebt analysis of key business opportunities, proffered strategic insights, and proposed innovative solutions to drive growth and sustainability.

**Industry Insider: 16th Edition:**

On January 30, Melville School of Business hosted its 16th Industry Insider event. Held in KPU Surrey's Cedar Conference Centre, this informative networking event was graced by students, staff, faculty and alums who had all come to share insights and interact with the panel of seasoned industry experts.

The panelists for this edition include:

- **Pearl Hrabarchuk,** National Supply Chain & Program Manager at Boston Pizza
- **Jamie St. Cyr**, District Manager at Fastenal Canada Ltd.
- **Laurelle Santana**, Director of HR, Administration & Facilities at ESSA Technologies Ltd.
- **Ram Gill**, Founder at PeopleWise Solutions Ltd.
- **Kelly Boxma**, Senior Manager at MNP

The Industry Insider Series is a semesterly event that has now built a reputation for bridging the student-industry gap. It is an avenue for students to connect with experts who have progressed in their careers and can share insights into their path, lessons learned and keys to their success along the way. There was record attendance of approximately 150 students at this event.

**Spring Orientation**

To welcome Spring term's newly admitted students, the Melville School of Business held a one-day Orientation and Transition event on January 6th at the Civic Campus. This event was led by the team of Student Success Coaches and was tailored primarily to the post-baccalaureate and graduate diploma students at their home campus. The team provided the students with a tour of Civic Plaza and an information guide on the various services provided by the Success Coaches and how these services could be accessed. The event was attended by The Learning Center, Surrey Libraries, Kwantlen Student Association, The Operations and Technology Management Club, The Sustainability Club, The Pinoy Club, and The Accounting Students of Kwantlen Club.

**Student Success Socials**

The Student Success team was thrilled to host business students at the Student Success Social events on February 6 & 7. These events are part of the initiative to boost student engagement and provide a buffering effect against mounting academic demands. The events featured collaborative games and team building challenges. The event was successful as it was well attended

by students from various departments around KPU.

**Student Pitch Competition**

With the sole aim of fostering creativity and innovation in students, the Student Pitch Competition team held its first bootcamp session on February 8. This session was led by Melville faculty Afshin Doustmohammadi and was attended by students from various departments around KPU who were keen to leverage on the available support and mentorship, sharpening up their ideas ahead of the main pitch competition in May. The Student Pitch Competition initiative is spearheaded by faculty Natasha Campbell.

**Declaration Day**

The Melville Degree Advising team tabled at the semesterly Declaration Day event on January 29. The goal is to have as many students declare into their prospective programs ahead of the deadline for registration. The team collaborated successfully with Arts & Science Degree Advising and SES for this event to increase awareness about what program declaration is, why it is important, and how to do it (using the new app).

**Spring Convocation**

We are thrilled to have celebrated 900 students from the Melville School of Business who crossed the stage at the February Convocation ceremony. Spread over 4 separate events, the ceremonies were a chance for us to celebrate achievement on varying levels. We take this opportunity on the one hand to celebrate the hard work and achievements of our students as well as recognize the relentless efforts and contributions of our faculty who had played a major role supporting the students.

**Melville Business Strategy Internship Program Update**

The Melville Business Strategy Internship Program had 118 student applicants for the Spring 2025 cohort. The students were competed for 26 different internship positions from 19 different industry partners.

The MBSI program offers students the opportunity for work-integrated learning, allowing them to apply program-specific knowledge in a real business environment. Additionally, students can benefit from mentorship, access employment opportunities by establishing a personal industry reputation, have faster integration into the Canadian workforce and labour market, enjoy part-time/flexible work hours, and receive a supportive salary.

**Student Success**

**Co-op Awards for Melville students**

In February, 11 Business students were recognized for their achievement and exceptional hard at the Co-op Awards ceremony. The Co-op Awards recognize outstanding Co-op students who have demonstrated exceptional performance, dedication, and contribution in their Co-op roles. It celebrates the achievements of students who have excelled in applying their academic knowledge to real-world work experiences, making significant impacts in their workplaces, and showcasing professional growth.

Co-op Award recipient from Melville School of Business include:

- **Jade Butler**, Computer Information Systems Diploma
- **Ramandeep Kaur,** Bachelor of Technology in Information Technology
- **Harshleen Buttar**, Bachelor of Technology in Information Technology
- **Shiau Lan (Kristin) Huang**, Bachelor of Business Administration in Human Resource Management
- **Megashree Nayak**, Post Baccalaureate in Human Resource Management
- **Miranda Trelor**, Bachelor of Business Administration in Accounting
- **Amina Zakkeer**, Post Baccalaureate in Accounting
- **Divjot Chahal**, Bachelor of Business Administration in Marketing Management
- **Jin Ha Park**, Post Baccalaureate Diploma in Operations and Supply Chain Management
- **May Myat Jun**, Post Baccalaureate Diploma in Operations and Supply Chain Management
- **Jill Yang**, Public Relations Diploma

Each of these students received a $1000 Melville School of Business Co-op award based on their contributions, growth, work ethic and ability to overcome challenges in their 2024 co-op work terms.

Another student, Ramneek Kaur, Bachelor of Technology in Information Technology Co-op student received the $1000 EC Managed IT Co-op Award which aims to support KPU Co-op students, especially females in KPU's Co-op IT programs, and highlight Managed Service Providers as a career choice for IT students.

Also, Luckshetha Vimalesan, Bachelor of Business in Accounting Co-op student received the Bill and Benita Francis Award created to honor the values of hard work and education with preference given to a Co-op student who has overcome academic or personal challenges.

**Staffing: Dean's Office**

The Dean's office has undergone some major staff movement and new hires in the last 4 months. The most notable updates are outlined below:

- Feb 06 – Heather Harrison joins Melville as the Dean Pro term.
- Jan 06 – Tiffany Valle Anaya accepted the Academic Advising Coordinator permanent position.
- Jan 10 – Sheri Browning, Academic Advisor, left Melville for an Administrative Coordinator role in a different department within KPU.
- Jan 13 – Paris Robinson, Marketing Coop Student, joins Melville to support the Events team.
- Jan 27 – Vanessa Leal accepted a permanent position as a Student Success Coach.
- Feb 10 – Salma Husain left her former role as an Administrative Assistant to take on an Academic Advising role.
- Dec 20 – Moon Wang, Student Success Coach, moved on to another role in a different faculty within KPU.

**Initiatives/Activities**

**Future Business Leaders**

On January 9 & 15, Melville School of Business in collaboration with the Future Students office, hosted dozens of Surrey/Richmond high school students and members of YELL Canada's program for young entrepreneurs at the annual Future Business Leaders Case Competition. The three-hour competition had students work together in groups to come up with sustainable solutions to an existing business or environmental problem. Led by faculty members, Brad Anderson and John Grant, this initiative instills in students the ethics of pitching and the ability to "work with new people and collaborate in a productive way…which is a very powerful skill." In addition to its inherent benefits, there were also prizes to be won and each member of the winning team received a $250 KPU tuition voucher.

**Brad Anderson: Inclusivity and Accessibility Workshops**

The Entrepreneurial Leadership (ENTR) program is continuing its collaboration with the development of a UDEC-funded workshop designed to educate local businesses on the benefits of inclusivity and accessibility. As part of this initiative, two students from ENTR (alongside two from EACS) will create and deliver the workshop to local businesses. Their work will be guided by instructor Brad Anderson.

**Tiffany Valle Anaya: NACADA Webinars**

Academic Advising Coordinator, Tiffany Valle Anaya coordinated a series of professional development opportunities for all academic advisors across KPU. This initiative is intended to provide the advisors access to webinars hosted by the National Academic Advising Association (NACADA). Most advising units are hosting a

session over the next months to allow all advisors an opportunity for group PD.

**Advising Webinars**

The Degree Advising team launched an online webinar series this Fall. This is in addition to the Career webinars hosted by the Student Success Coaches. Hosted 1-2 times per week, these webinar sessions provide business students with the required support and information regarding planning their degrees and aligning their academic pursuit with their career goals to ensure a smooth transitioning from diploma to degree programs and how to become employable post-graduation. Since its commencement, this initiative continues to experience rising engagement from students with a record number of attendees at each session.

**Alym Amlani: Distinguished Teaching Award**

Accounting instructor Alym Amlani was recognized with a Distinguished Teaching Award during the Feb 25 convocation ceremony. Alym's approach to teaching is built on one core belief: students learn best when they're engaged. By creating interactive and meaningful learning experiences, he ensures that even complex accounting concepts become accessible and memorable. "This award means so much to me because it reflects the incredible support, mentorship, and encouragement from my colleagues and students. Their belief in me has shaped my growth as an educator, and I'm truly grateful," says Alym.

**Community Activities**

**John Shepherd: North Delta Rotary Club**
Accounting Instructor, John Shepherd in his spare time volunteers on the North Delta Rotary Club. In January, the Club collaborated with the North Delta School District to provide 1.5 tons of food per week to the 14 public elementary schools of North Delta for children, identified as food insecure by their teachers, to bring home. The Club has a second pilot project, School Pack, that started this year thanks to a $25,000 provincial government grant. The goal, if funding can be arranged, is for School Pack to extended to all 14 elementary and 5 secondary schools in North Delta for parents who are struggling to cover the cost of school supplies and field trip fees.

Shepherd is committed to furthering the cause of the club by continuously applying to grants from government programs and foundation. In his words "Since I took over the Grants Chair role, $475,000 of my grant applications have been approved for funding, $135,000 during the past year".

**Lori-Ann Gilbert: *Mary Poppins the Broadway Musical***

For a second year in a row this past November/December, our Melville School of Business Deans office team member, Lori-Ann Gilbert, was given the opportunity to enjoy a passion from her past. After auditioning for Theatre in the Country (TIC) she was awarded a dance ensemble role in *Mary Poppins the Broadway Musical*! The show was Directed by Dann Wilhelm & Sam Silver, with music direction by Tamara Croft.

**Publications/Scholarly Activity**

**Rushdi Mah'd Alsaleh: Publication in Applied Sciences Journal.**

Business Quantitative Studies Instructor, Rushdi Alsaleh has recently published a peer-reviewed article in the Applied Sciences Journal. The article, titled '*Traffic Collision Severity Modeling Using Multi-Level Multinomial Logistic Regression Model',* investigates the various factors contributing to the severity of traffic collisions, with specific attention given to elements such as the involvement of pedestrians and cyclists, the roles played by motor vehicles, prevailing weather conditions, road characteristics, and geographical contexts.

## WILSON SCHOOL OF DESIGN

### Events

Inaugural Event - Creative Connections
On November 2, Creative Connections, was launched. This free, collaborative event showcased programs in KPU's Wilson School of Design and the Faculty of Arts to over 500 guests, with a focus on prospective students. The event featured portfolio pit-stops and reviews, info sessions, hands-on workshops led by faculty, campus tours, interactive demos and an opportunity to connect with alumni working in creative industries.

*Students, alum, faculty – Creative Connections*

Paint Night
On Jan 29, Design students gathered for a fun evening of creativity and relaxation at WSD Paint Night. They followed along a classic Bob Ross video tutorial to create their own take-home landscape painting. The results highlighted our students' talent while, more importantly, fostering wellness and self-care within the group.

Valentine's Day Social
Close to a hundred guests including students, staff and faculty celebrated Valentine's Day with a warm cup of hot cocoa, snacks and making friendship bracelets.

KPU Discovery Day Meets Design On January 23, Graphic Design for Marketing (GDMA) Chair Carley Hodgkinson gave a workshop at KPU Discovery Day on the Richmond campus. Visitors were invited to sketch wireframes for a fitness mobile app that could track steps and save playlists – they then partnered with 3rd-year GDMA students to build out their ideas using a prototyping software called Figma.

Bruce Mau – Film Screening Design students and faculty were treated to a special film screening of Mau: Design the time of your life. Mau is the first-ever, feature-length documentary about the design visionary Bruce Mau. The film explores his unlikely creative journey and ever-optimistic push to tackle the world's biggest problems with design.

National Portfolio Day On November 16, faculty from the Wilson School of Design participated in the Vancouver National Portfolio Day event, this year held at the Emily Carr University of Art + Design. They met with many prospective students to review their portfolios and provide valuable feedback and support.

Rising Women in Leadership Rising Women in Leadership was an event that is part of a KPU Melville School of Business Student Pitch Competition which aims to engage students in interdisciplinary networking. Held on November 27 and moderated by Foundations in Design Chair, and Melville Business faculty, Natasha Campbell, the event was well-attended and featured an inspiring panel including WSD alumni:

- Sara Jonsdottir, Revol Cares (Fashion & Tech Alum 2016)
- Jade Crabbe, Green Jade Interiors (Interior Design Alum 2020)

*Guests at Rising Women in Leadership event*

**PRESENTATIONS/COMMUNITY ACTIVITIES**

First Indigenous Designer In Residence Recognized with Award Pam Himikalas Baker, the first Indigenous Designer in Residence at the Wilson School of Design was one of the recipients of the 2024 Sam Carter Award in Applied Art + Design. Presented by the BC Achievement Foundation, the award celebrates functional art that contributes to BC's thriving creative economy. The presentation and exhibition reception were held at the Roundhouse Community Arts & Recreation Centre on Nov 22, 2024.

Fostering Innovation in Healthcare Design 3rd-year Interior Design students partnered with CRC Health Centre for an engaging site visit, fostering a meaningful exchange of knowledge and expertise. This collaboration offered students hands-on experience in healthcare design, emphasizing critical elements such as space planning, lighting, materiality, and programming within real-world healthcare environments. By connecting with industry professionals and exploring practical applications, students gained a deeper understanding of how thoughtful design can enhance patient care and overall well-being.

**PUBLICATIONS/COMMUNITY ACTIVITIES**

Vancouver Fashion Week – Faculty Awards Foundations in Design Program Chair Natasha Campbell was nominated for an Industry Originator Award in the teacher category at the Vancouver Fashion Week 2024. The award recognizes veterans in the fashion industry who have contributed to advancing the local market.

*Natasha Campbell at VFW 2024*

Investigating the Future of Fabric Sherman Jen Research Chair, Stephanie Phillips has been working with design students and UBC research partners on developing a t-shirt made entirely of natural fibres found in BC. This study is made possible by a $3-million donation from the Dr. Sherman Jen Education Foundation as well as over $130,000 from the Ministry of Forestry ,and is an exploration of how recyclable fabric can be used in the apparel industry. The project was recently featured in the media: CBC On The Coast, Global News , BIV

**INITIATIVES/ACTIVITIES**

New Design Website Launched - https://thisiswilson.design/
This new platform is a curated digital space where we showcase our programs, our students, our alumni, industry partners, unique projects and more. Watch a quick walk-through of the new website here, narrated by one of our Graphic Design for Marketing students.

**ALUMNI STORIES**

Grad Wins International Design Award Cali Martin, a 2024 Graphic Design for Marketing graduate was selected as a winner in the 2024 Pentawards Silver Award category for her rebranding project for Van Westen Estate Vineyards. With more than 2,000 entries from 62 countries, the Pentawards is the leading global platform and community for packaging design.

*Cali Martin at Pentawards in London, UK.*

Grad Showcases at Vancouver Fashion Week
Lexi Chang, a 2021 grad from the Fashion and Technology program, launched her passion project, HAZI HAUS, in 2024. She was thrilled to be invited to show her work at Vancouver Fashion Week 2024.

Alumni Inspire Next Generation
Through guest speaking and critique presentation, our alumni stay connected to the next generation of designers. Graphic Design fpr Marketing (GDMA) grads, Zia Somjee & Brett Boivin joined 4th year students to delve into all aspects of practicum experience and entering the industry. GDMA Alum Lisa Taniguchi spoke to the 4th year Graphic Design for Marketing students about career paths and designing your professional life.

*Grads Zia Somjee & Brett Boivin w/students*

New Alumni Video Series
We are excited to launch a new series of engaging interviews of 6 accomplished alumni. This series is part of an integrated marketing campaign, in collaboration with KPU Marketing, KPU Future Students' Office and the KPU Alumni Team. View the newest videos here.

Professional Industry Certification
Interior Design alum Selmarie Bernard obtained her NCIDQ certification from the Council for Interior Design Qualification (CIDQ).

Grad Wins Industry Design Award
Interior Design alum, Leanne Babcook, and Elly Chronakis of Earls Kitchen + Bar received the IDC Value of Design Award (VODA) Honourable Mention for Innovation in Hospitality Design for 'Yorkville Earls Restaurant + Bar'.

**STUDENT SUCCESS**

Wilson School of Design SRIG Recipients
22 Wilson School of Design students awarded the Student Research and Innovation Grant (SRIG) this year. The subjects of their research projects range from zero-waste design in the bridal wear industry, backpack design for university students with sensory processing disorders, to technical apparel for wildlife photographers and conservationists, and more.

Design Student Wins DesCan Scholarship
Rowena Huang, Graphic Design for Marketing fourth year student, was named one of three recipients of the 2024 DesCan Vancouver Jim Rimmer Scholarship Awards. She won the $1,000 scholarship for her 'Innovate to Educate' project, which consists of a website and a book supporting the UN's International Day of the Girl Child. Huang designed these materials as an educational source for girls' education globally.

Interior Design Student Wins Industry Award
3rd year student Emily McKenzie Djordjeuich received a from Steelcase Furniture Excellence in Design Award for her office-focussed project.

**PROGRAM/POLICIES/INITIATIVES**

Product Design Partners with Fire & Rescue
Faculty Diego Garcia and Edita Hadravska co-lead the course, Studio : Design for Professional Use. Students had the opportunity to work with the District of North Vancouver Fire & Rescue Services. Rescue crews provide students with crucial pro user insights, opportunities for direct observation, immersive experiences and valuable contextual feedback on the relevance and usability of their design concepts. Working groups were further supported by industry experts from Mustang Survival, directly benefitting from their expertise in materials, pattern-making, and testing & validation of highly specialized, often heavily regulated products. Students gained exposure to real-life needs of pro users as well as

the process and challenges of building products servicing such extreme needs.

*Student testing gear with North Shore Fire & Rescue*

WSD Info Session Night

On January 28, the Wilson School of Design and Future Students' Office hosted an in-person, on campus information session night for all design programs. Prospective students and parents received in-depth program admission and portfolio tips from faculty, and enjoyed student-led campus tours. Guests valued the presence of current students and alumni, who provided great insights into the KPU design student experience and potential career opportunities.

Graphic Design for Marketing program ranked #2 for Best Design Education 24/25

The Graphic Design for Marketing program has been ranked #2 for Best Design Education in 2024/25 and ranked #6 in Global Design Education by the World Brand Design Society. This recognition puts a spotlight on the outstanding design work of three exceptional graduates of the program; Elias Lemke, Cali Martin and Bella Sanchez.

Front-End Development for Interactive Applications (FDIT) – Building Momentum

The new FDIT program is in full swing, with a range of activities including;

- Student field trip to Amazon to learn from both UX designers and front-end engineers
- Guest speaker on expert prototypes from Ford Digital
- Feb 12, the first advisory committee meeting was held with 16 industry guests
- New promotional program video was produced and launched as part of a comprehensive digital campaign

Designing for Impact: GDMA Students Contribute to Global Palliative Care Handbook

Graphic Design for Marketing (GDMA) faculty John Belisle has been working with non-profit Two Worlds Cancer Collaboration for close to 20 years. Two Worlds works to reduce the burden of cancer and other life-limiting illnesses in resource-constrained countries to provide education and mentorship for healthcare providers. Last semester John and his Editorial Design class worked to design a cover and illustration for a global palliative care handbook, specifically to help care providers with a resource for children's palliative care. It was a great opportunity for GDMA students to gain practical experience by working on a real project with real-world implications. Student Sarah Nelson's cover was selected and will be seen globally by health care providers.

*Students Sarah Nelson & Aman Salimpuri*

Midday Mentorship - Lunch & Learn Series
Students benefit from numerous opportunities, such as Lunch & Learn talks, to learn from peers, alumni and industry leaders. Sessions included:

- Alanna Munro (independent typeface designer) discussed typography and type design and walked students through her process toward designing and publishing a new typeface
- Perry Boeker (Director, Red Rocket Creative) talked about professionalism in the industry, and growing a design career after graduation
- Foundations in Design Chair Natasha Campbell hosted a deep dive into LinkedIn, and students were able to have their professional headshots taken

*Graphic Design students w/alum, Lisa Taniguchi*

Industry Guests & Site Visits
Guest Speakers

- Lighting Educator & Consultant Sebastien Panouille visited fourth-year Interior Design Honours Studio class to highlight the crucial role of Lighting Designers in a project. He also provided personalized critiques, offering valuable insights into students' lighting designs and strategies.
- Mona Lemoine – Dialog- Sustainable Design Presentation
- Kirsten Reite – Architect – Healthcare
- Chelsea Leonard – Director Healthcare COI Furniture

Site Visits

- Parks Residences – Multi Unit Residential Presentation Centre
- Quarterhorse Solutions
- Hemlock Printers
- Mitchell Printers
- Vancouver Art Gallery
- Inform Interiors
- B&B Italia

Brazilian Students Explore Satirical Design in Interactive Workshop On January 13, Graphic Design for Marketing Chair Carley Hodgkinson led an interactive activity for 40 visiting Brazilian high school students to the Wilson School of Design. Students were introduced to the idea of writing satirical copy paired with funny photos to poke fun at a trend or political movement. Working in teams of four, the students competed for the best headline based on the most enthusiastic applause. Swag prizes were very well received!

*Visiting students from Brazil after workshop*

## OFFICE OF THE AVP, RESEARCH AND INNOVATION

### KPU Faculty Connect - "Speed Networking with Leadership"

Dr. Deepak Gupta participated as a leadership representative at the Speed Networking with Leadership session during the KPU Faculty Connect event on February 20, 2025, at KPU Richmond. This session provided faculty members with an opportunity to engage with KPU leadership in a relaxed, informal setting. Discussions covered a range of topics, including the key factors needed for faculty members to succeed in research at KPU.

### Highlighting KPU's Agri-Food and Agri-Tech Innovations at The Langley City Council Meeting

On Monday, February 24th, along with other KPU colleagues, Dr. Gupta was invited to speak at a Committee of the Whole meeting of the Langley City Council. They are currently implementing a new Economic Development Strategy, inclusive of a proposed Innovation District focused on Food-Tech. and the presentation's purpose was to inform Mayor, Council, and staff on KPU's Agri-Food and Food-Tech contributions and activities. This was a good opportunity to demonstrate KPU's synergistic applied research presence in Langley and elsewhere, and the positive impact of our innovation in this sector.

## OFFICE OF RESEARCH SERVICES

### Funding Announcement – NSERC Lab to Market Grant

KPU has participated in a successful NSERC Lab to Market Grant application as a co-applicant. Lab to Market grants support post-secondary institutions and their affiliates, colleges, and college centres dedicated to developing and delivering entrepreneurial skills training. This successful application, *Lab2Market*™, is led by Dalhousie University and co-led by Simon Fraser *University* and the University of British Columbia, and has been awarded more than $32 million over the next five years. *Lab2Market*™ is a national network for innovation, commercialization, and entrepreneurship skills training of students and researchers, providing them with the essential tools, resources, and knowledge to transform academic research and innovative ideas into market opportunities and impact. These immersive, experiential, and nationally standardized training programs develop the mindset, skills, and competencies of students and researchers who go on to transform research-based ideas into innovative solutions and impact, create and grow research-based start-ups, and thrive in industry or other non-academic careers. As a co-applicant, KPU members will have access to the training programs offered by *Lab2Market*™. Amit and Keith will actively participate in regular meetings, and identify individuals with sector-specific expertise to provide strategic support when needed.

### Responsible Conduct of Research Webinar

The Office of Research Services hosted a webinar on “Responsible Conduct of Research (RCR),” attracting over 150 registrants from KPU and beyond. Dr. Grace Kelly, senior advisor for the Secretariat on Responsible Conduct of Research, delivered an insightful presentation on ethical standards and compliance in research, focusing on the Tri-Agency Framework: RCR. Participants learned about the fundamentals of RCR, researchers’ responsibilities, and practical strategies for maintaining integrity in research.

### ORS Welcomes a New Research Ethics Board Coordinator and Research Communications and Events Coordinator

ORS welcomed two new team members on December 2, 2024.

Damaris Muganda joined as the new REB Coordinator. With over 10 years of experience in research coordination, she holds a master's degree in public health and specializes in research ethics. Damaris has assisted students and staff with ethics applications and acted as a liaison with national ethics authorities.

Marina Miller joined as the new Research Communications and Events Coordinator. A Burnaby native and SFU Environment graduate, she brings three years of experience in Communications and Marketing from a tech startup, including two years in London. Marina is eager to deliver creative communications and collaborate across teams.

**2025 Canadian Association of Research Administrators Western Conference in Whitehorse**

The Canadian Association of Research Administrators held their annual Western conference in Whitehorse, Yukon, from November 20 to 22, 2024. Catherine Parlee from the ORS and Shannon Rego from AGC attended the conference, along with approximately 50 other delegates and 20 presenters from across Canada. Notable sessions included ways to engage faculty to do research, novel approaches to building research capacity, and using knowledge translation strategies to develop research partnerships with Indigenous communities, to name a few. Particularly inspiring was a panel session of Indigenous academics who discussed 'Offsite Calls to Action: Indigenizing Research Administration in the Yukon and across Turtle Island'. Sharyn Farlinger and Sébastien Denizé from CFI also hosted a session which highlighted grant opportunities, plus a question-and-answer segment for their 2025 Innovation Fund competition.

**Open-Source Intelligence (OSINT) For Research Security Course**

Taranum Sultana attended a one-day course organized by UBC in collaboration with Decision Space on Open-source intelligence (OSINT) for research security on November 6, 2024. The goal of the course was to teach practical skills and proven methodologies for using OSINT to conduct research security-related organizational due diligence and person-focused investigations.

**SRIG Podcast**

In January 2025, ORS launched both internal and external communications for the SRIG Podcasts program, highlighting an episode moderated by Dr. Diane Purvey. The SRIG podcast program aims to provide insights into the research objectives, progress, and outcomes of SRIG projects. It is aimed at both internal and external audiences: To the KPU community, generate awareness for student research projects, encouraging future scholarship. And to external audiences, highlight KPU's diverse research activities and capabilities, helping secure new partnerships and boost our reputation for research.

**Internal Review Process for NSERC College and Community Social Innovation Fund (CCSIF) Competition 2025**

This year marked the introduction of our first internal review process for the NSERC CCSIF grants, in response to the increased interest observed last year. The CCSIF grants support multidisciplinary research and collaboration on projects with community partner organizations. The funding aims to facilitate collaborative and innovative research across the social sciences, humanities, health sciences, natural sciences and engineering research fields. Here are some details about CCSIF:

- Value: Up to $120,000 per year
- Duration: 1 – 3 years
- KPU Quota: 5 applications

Given that the program limits the number of applications per institution, we implemented the internal review process to select the 5 strongest applications that KPU submitted to maximize our chances of success.

In November 2024, we invited interested researchers to submit an Expression of Interest (EOI). We received 22 EOIs, and those applicants were subsequently invited to submit an internal application. By the internal deadline on January 3, 2025, we received 10 applications, which were reviewed by an internal review committee consisting of Associate Deans. Following this

review, 5 applications were selected to move forward.

This first internal review process provided the ORS and reviewers with a valuable learning opportunity and will be beneficial for future internal reviews. The selected applicants proceeded to submit their final applications on February 26, 2025.

**AURP Spring Training 2025**

Dr. Amit Shukla was listed among the attendees for the Association of University Research Parks (AURP)'s annual Spring Training from February 24 to February 27, 2025, at the Omni Tempe Hotel at Arizona State University. This year's theme, "NEW BEGINNINGS: Voices of Impact," focused on interactive sessions covering critical topics and current challenges in the industry. Participants had the opportunity to engage with experts and peers, facilitating a dynamic exchange of knowledge.

**N2 Canada Conference 2025**

Dr. Taranum Sultana attended the virtual Network of Networks Canada (N2 Canada) Conference titled "N2 Conference 2025: The Next Chapter in Clinical Research: Tomorrow Starts Today" on February 11 and 12, 2025. The conference emphasized the importance of evolving clinical research paradigms and provided insight into ethics, AI, and clinical trial modernization. Topics included fostering inclusive research with Indigenous Peoples through relational approaches, enhancing Equity, Diversity, and Inclusion within clinical trials, and addressing the enduring impacts of COVID-19 on the field.

**RESEARCH ETHICS BOARD**

**REB Appointments**

REB is pleased to welcome two new members in January 2025. Their expertise and insights will be invaluable in reviewing applications and supporting the continued growth of the REB. We look forward to their contributions and collaboration in ensuring ethical and high-quality research.

- Paula Hirschmann is a faculty member in the Faculty of Arts, department of Criminology.
- Melissa Cuthill is the Data Librarian at the KPU.

**ANIMAL CARE COMMITTEE**

**November ACC Site Visit**

KPU has made significant progress toward achieving Good Animal Practice (GAP) certification and recently completed the Canadian Council on Animal Care (CCAC) inspection, submitting their application to the CCAC committee in October 2024. Following this, the KPU Animal Care Committee (ACC) conducted their annual in-person site visit in November 2024. During this visit, any outstanding action items were addressed, and feedback was provided to ensure continued compliance with GAP certification requirements for the fish facility at the Surrey Campus and the Farrier program at the Cloverdale Campus.

**Monthly PAM Visits**

Additionally, monthly Post-Approval Monitoring (PAM) visits with the facility staff manager and the Animal Care Coordinator have been initiated and are ongoing to ensure adherence to GAP certification standards.

**Bi-Annual ACC Meeting**

In December 2024, the ACC held its bi-annual meeting, during which three current protocols were renewed, and a new amendment to the Zebra Fish protocol for 2025 was discussed and approved. The committee also reviewed notes from the site visit, veterinary reports, and new Standard Operating Procedures (SOPs), all of which were approved.

**APPLIED GENOMICS CENTRE**

**Events**

On November 13, 2024, Sarah Watts-Rynard, Chief Executive Officer, and Vincent Custode, Director of Policy, of Polytechnic Canada visited KPU and had a tour of the AGC.

**Staffing Updates**

On November 4, 2024, the AGC welcomed two new student research assistants: Renzil Estrella, a second-year student in KPU's Bachelor of Science in Health Science program, and Taran Reed, a second-year student in KPU's Bachelor of Horticulture Science program.

On November 25, 2024, the AGC welcomed Hadi Shaikh to the newly created Media and Outreach Student Assistant position. Hadi is a first-year student of KPU's Bachelor of Business Administration (BBA) in Marketing Management program.

On January 2, 2025, two of our international student employees extended their contracts: Eileen Faith Biswayan moved from her co-op placement into a casual service contract position, and Kevin Saulog was awarded a Student Research Assistant co-op placement.

On February 3, 2025, the AGC rehired RJ Wester for a short-term contract as a Scientific Writer until March 31, 2025. RJ completed the Bachelor of Health Science program at KPU and previously worked at the AGC as a research assistant while completing a Master's program at TRU.

**Presentations/Community Activities**

- On November 22, 2024, Dr. Paul Adams gave a presentation and participated in the panel discussion and Q&A session at Cultivating the Future event hosted by the BC Centre for Agritech Innovation (BCCAI) held at the SFU Harbour Centre. He provided information about how the Applied Genomics Centre at KPU collaborates with industry partners to create innovative genomic strategies for the agriculture industry in BC and research training opportunities for its students.
- On November 26, 2024, Biology faculty member Dr. Mathias Schuetz, KPU Brewing students Xibing (Simon) Bai and Lucy Chang gave a presentation at the Master Brewers Association (MBAA) Western Canada regional meeting at Red Truck Brewing in Vancouver.
- On November 30, 2024, AGC casual and student research employees attended the Kwantlen Science Challenge at KPU's Richmond campus. Taylor Chin, Tamryn Kennedy, and Erick Samera presented posters.
- On December 10, 2024, Dr. Paul Adams gave a presentation for the Third Age Learning at Kwantlen group, explaining how genetic technology has evolved over the past few decades and how KPU's AGC leverages genetic tools to support BC agriculture.
- On December 19, 2024, Dr. Paul Adams, Abhinaya Venkatesan, KPU employees from the ORS and the Wilson School of Design visited BC Cancer Surrey to give presentations. The discussions included KPU's various areas of expertise and ideas for how KPU could help oncologists with some of their smaller research projects.
- To raise awareness of KPU's applied research and the AGC's current activities and future plans for developing tools to support agricultural innovation and sustainability, Dr. Paul Adams and Abhinaya Venkatesan met with potential industry partners in late January 2025, including:
    - Escarpment Labs
    - ClearView Horticultural Products
    - Segra International
    - ONES Non-alcoholic wines
    - Nurture Growth Bio
    -
- From January 23 to 25, 2025, seven AGC employees participated in the Pacific Agriculture Show at the Tradex in Abbotsford. They set up the booth to promote the research taking place at the AGC and KPU's agriculture and horticulture programs.

**Funding Advancement**

Following the submission of the Letter of Intent (LOI) in August 2024, Dr. Paul Adams is now developing the final proposal for the Technology Access Centres grant, requesting funding of $350,000 annually for five years.

**Publications/Scholarly Activity**

- On November 20, 2024, an article titled "*A structural analysis of the splice-specific functional impact of the pathogenic familial hemiplegic migraine type 1 S218L mutation on Cav2.1 P/Q-type channel gating*" was published in the Springer Nature open-access, peer-reviewed journal *Molecular Brain*. AGC employees Erick Samera, RJ Wester, and Dr. Paul Adams are the authors of this publication. You can read the full article on the publisher's website.
- With funding received in 2023 from Fisheries and Oceans Canada and the Province of B.C. through the British Columbia Salmon Restoration and Innovation Fund, the AGC developed a more reliable and practical diagnostic test for a key bacterial pathogen affecting salmon. In collaboration with the Animal Health Centre at the B.C. Ministry of Agriculture and Food, the AGC sequenced and analyzed bacterial genomes to create a highly specific qPCR test. To support further research, the genome sequences have been made publicly available on NCBI's database. This new test enables rapid and reliable diagnosis, enhancing salmon health and conservation efforts.

**Other News – Dream It Be It - Girls Conference 2025**

On February 8, 2025, AGC employees took part in the Dream It Be It - Girls Conference 2025, which took place in the Spruce Atrium at the Surrey KPU campus. At this event, youth aged 15 - 19 learned about the resources, educational opportunities, and volunteer experiences available to them in our communities.

**INSTITUTE FOR SUSTAINABLE FOOD SYSTEMS**

**Events**

- Naomi Robert and Micheal Robinson organized a site visit to Golden Maple Farm, Salt Spring Island to meet with farmers and plan dry farming research trials for 2025 on January 6, 2025.
- Naomi Robert and Micheal Robinson visited Golden Maple Farm on Salt Spring Island, on January 6, 2025, to meet with local farmers and plan for dry farming research trials.
- Micheal Robinson presented at a career night event and hosted a seed-saving workshop alongside the launch of the seed library for the Xwisten community on January 14, 2025.

**Staffing Updates**

- On December 21, 2024, Meredith Papatsie was promoted to the Research and Extension assistant position to assist in farm school and indigenous outreach activities.
- On January 2, 2025, Maayan Kreitzman was rehired as the Research and Extension Associate, Organic Regenerative Agriculture, to assist in the Food Supply Chain project.
- On January 13, 2025, Griffy Vigneron was rehired as the Research and Extension Associate – GIS Analyst to assist in the Food Supply Chain project.
- Talia Parfeniuk and Ariel Vigil Aleman have joined as part-time Research Assistants, with Talia starting on February 3, 2025, and Ariel on February 18, 2025.
- On February 24, 2025, Clifford Capezzuto joined ISFS as the Extension Assistant at the Sik-E-Dakh Farm School.

**Presentations and Community Activities**

- Naomi Robert was interviewed on *Mornings with Simi*, CBC Global News Radio, 980 CKNW, on Jan 29, 2025 to share about the Dry Farming project. (Apple Podcasts link)

- Naomi Robert's dry farming project was featured on the KPU employee portal: Farming with drought? How KPU researchers are helping farmers go 'dry'. She was also interviewed by other media platforms. Interview articles can be found on Small Farm Canada, Farms.com, and Link Newspaper.

- Dr. Kent Mullinix was interviewed on *Shuswap Food Conversations* with Warren Bell on The Voice of the Shuswap, CKVS - 93.7, episode #118 on Jan 24 (available on Apple Podcasts).

- Naomi Robert was interviewed on *Shuswap Food Conversations* with Warren Bell on The Voice of the Shuswap, CKVS - 93.7, episode #119 on Jan 31 (available on Apple Podcasts).

**Funding Advancements**

- Naomi Robert received funding of $10,000 from the LUSH Valley Food Action Society and the Village of Cumberland for a small project in local food procurement and emergency food planning.
- Micheal Robinson, ISFS extension associate, received funding of $10,788 from Bridge River Indian Band (Xwísten) for a small project on community farm site assessment.
- ISFS has received $18,000 in funding from SaliEarth Environmental Inc., a BC-based company dedicated to showcasing the value of salicornia (or sea asparagus) in the Canadian market. This funding will support market analysis, identify marketing strategies for environmental cleanup in Canada, and facilitate the development of new salicornia-based products using raw or processed salicornia materials as part of the project titled "SaliEarth Market Analysis," running from January to July 2025.
- Mitacs Business Strategy Internship awarded $30,000 to ISFS for hiring two interns to support the SaliEarth Market Analysis project from January to July 2025.
- ISFS received $201,692.06 from the Sik-E-Dakh (Glen Vowell Band) for providing agriculture training and consultation services to the band members in 2025.

**Initiatives**

ISFS has entered into a collaboration with SFU under the SSHRC Partnership Grant proposal for a project titled "Planting the Seed: Food Literacy for an Equitable and Climate Resilient Food System." The expression of interest for the Stage 1 proposal has been submitted, and more details will be released in June 2025.

**Other Updates**

ISFS created two videos promoting the Richmond Farm School program: video 1 and video 2.

**INSTITUTE FOR SUSTAINABLE HORTICULTURE**

**Staffing Updates**

ISH welcomed Dr. Sarah Murria as a Post-Doctoral Fellow in December to work with Dr. Li Ma on a three-year NSERC ARD + MITACS project with Sollum Technologies entitled "Optimization of Greenhouse Strawberry Production and Disease and Pest Management with Dynamic LED Lighting".

**Initiatives**

ISH and KPU are co-lead applicants for a CFI Innovation Stream 1 grant, with Toronto Metropolitan University with two other university partners; University of Ottawa and University of Windsor, numerous industry and other institutional collaborators in a proposal entitled: "Advancing Agri-Innovations within a Networked Research Ecosystem for Fostering Innovation and Sustainability in Controlled Environment Agriculture (CEA)" with an estimated total value of $10M in infrastructure across the four institutions. If successful, the infrastructure at KPU would be an expansion of the ISH research greenhouse on the Langley campus to incorporate a cool-crop compartment with high tech features and climate and nutrient automation, two small self-contained vertical farm units and novel equipment to direct

air capture CO2 for use in the growing infrastructure. Besides supporting our industry partners with state-of-the-art CEA facilities for research, it will provide opportunities for Horticulture students to experience the newest technologies in CEA production. With or without this grant, ISH is involved in establishing a national CEA research network to better coordinate research efforts and respond to industry priorities.

**Acknowledgment**

The Office of the AVP, Research and Innovation acknowledges funding from the federal Research Support Fund in support of its operations and services.

**TEACHING & LEARNING COMMONS**

**Events**

TL Commons Cohosted with our colleagues from BC Campus – the Digital Pedagogy Lab. This event was attended by educators from across the province and beyond.

TL Commons hosted a table at the Faculty Connect Event at KPU Richmond on February 20th as well as creating the template for the opportunity guide used at the event.

In an effort to spark dialogue and critical discourse, the TL commons is hosting the voices of KPU faculty sharing their disciplinary perspectives and practical applications of Generative AI. 3 webinars have been offered, with more to come:

- November 29, 2024 Serena Neumerschitsky - Empowering Faculty: Creating Your Own AI Assistant for Teaching and Research
- January 22 2025, Rebecca Yoshizawa, How and Why ChatGPT Apologized to Me: Automation, Fabrication, and AI in Education and Research
- February 21, 2025: Prompting Creativity with Generative AI – Generative AI: Faculty Perspectives Webinar

Updates

TL Commons has released its February 2025 Newsletter. View it HERE

As we await 2025 enrolment numbers and their impact on department budgets the TLIF and OER Grant submission cycles will not be occurring as scheduled. Targeted funding may be available for specific initiatives at a later date.

The Teaching & Learning Commons will be Repurposing innovation funds to enhance our ability to support targeted OER creation as a strategy to support KPU reputation enhancement and enrolment efforts.

**Publications/Scholarly Activities**

On Thursday Dec 12, Amanda Grey spoke at an Open Education Network Community Conversation on Maintaining Momentum with Faculty. View panel video recording.

KPU had a strong presence at OE Global 2024 in Australia (Nov 13-15). All presentation slides will be available on KORA.

- Amanda Grey and Dr. Nishan Perera presented "Mapping the KPU Open Education Landscape" about our current research study, and "ZTC Degree Mapping: Unraveling the Credential Maze" about our newly created (for internal use only) ZTC data dashboard.
- Amanda Grey, Dr Nishan Perera, and Karen Meijer presented "Riding the Waves of Open Education", the history of Open Education at KPU.
- Amanda Grey and Karen Meijer presented "A Look Under the Hood: The Nuts and Bolds of KPU's ZTC Initiative" about how ZTC works at KPU and our partners across the institution, and "Workflow Optimization for Inclusive OERs" about how we have included accessibility in all stages of OER publication.
- Dr. Leeann Waddington and Lisa Gedak had a chapter published in Case studies in Blended Learning in Higher Education. *Growing from experience: Appreciative inquiry- based faculty development to support blended learning*. They subsequently presented a reflective practice workshop at the Hawaii International Conference on Education.

**Initiatives/Activities**

Learning Technologies

Kaltura has now shifted smoothly from the US to the Canadian cloud. The functionality testing is complete, and we have had no issues so far.

The Learning Technology team has pushed forward with a production environment for Simple Syllabus,

and live testing with pilot faculty is now underway. Feedback and fine-tuning are expected within the coming weeks as we prepare to release Simple Syllabus to a wider audience for Summer 2025.

Open Education

OPUS has launched their revised OPUS Publishing Workflow, streamlining the publication process and identifying the supports and services that we offer at every stage

Newly published OERs include:

- Making Sense of a Global Pandemic – Relationship Violence & Working Together Towards a Violence Free Society (2nd Edition) edited by: Balbir Gurm and Jennifer Marchbank. This book provides a critical understanding of relationship violence. It is used at KPU in the BSN program, at Douglas College in Early Childhood program, Gender and Sexuality Studies at SFU and Criminology at KPU and SFU. It has chapters on the NEVR Model used for collaboration, on violence against all genders, in the workplace, in post-secondary institutions and a chapter on burnout.

KPU is expanding its ZTC Initiative to include materials that have Low Textbook Costs (LTC). A low-cost designation allows for instructors to assign materials that may be necessary for their course while remaining mindful of high costs and making decisions to keep total course costs under a certain threshold.

Open Ed curriculum mapping project – analysis of KPU courses with OER was completed to determine which would be most beneficial in increasing the number of ZTC programs at KPU.

**LIBRARY**

**Presentations / Community Activities**

LibLearnX

Librarians Cleire Lauron and Kelsey Chaban presented at the American Library Association's LibLearnX in Phoenix, Arizona in January with a session titled*, Reimagining Library Space and Classification: the χʷəχʷéyəm Indigenous Collection at KPU Library*. They also spoke about the decolonization initiatives at KPU Library. Chaban also presented on accessibility at KPU Library, with her presentation, *Let's talk Accessibility: Five Ideas to Support Equitable Library Service and Practice*.

Open Education Global Conference 2024

In November, Librarian Karen Meijer and Amanda Grey and Nishan Perera from the Teaching and Learning Commons presented at the Open Education Global conference in Brisbane, Australia. This is the largest conference devoted exclusively to open education, attracting participants from over 30 countries. The conference is the main venue for Open Education practitioners, policy builders, advocates, researchers, students, and decision-makers to share practices, network, and initiate collaborations.

Following the conference theme "Open is Everyone's Business," Karen, Amanda, and Nishan gave five presentations in total:

- Mapping the KPU Open Education Landscape (Nishan and Amanda)
- ZTC Credential Mapping Pathways: Unraveling the Credential Maze (Nishan and Amanda)
- Riding the Waves of Open Education: KPU's Open Ed Journey (Nishan, Amanda, and Karen)
- Workflow Optimization for Inclusive OERs (Amanda and Karen)
- A Look under the Hood: the Nuts-and-Bolts of a Zero Textbook Cost initiative (Amanda and Karen)

**Initiatives / Activities**

Increasing Accessibility and Inclusion at KPU Library

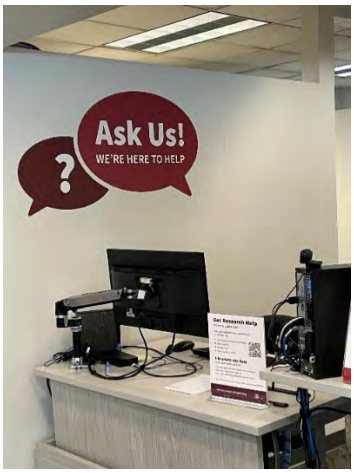
KPU Library launched our Braille Printer Service at the end of January. The purpose of this service is to provide access and equity in printing for library users who wish to print documents in Braille. Like our other printers on campus, this embosser supports printing within Canadian copyright fair dealing guidelines and personal documents. This service increases inclusion at KPU Library and is another way we are supporting KPU's Accessibility Plan.

The creation and implementation of this service was coordinated by Kelsey Chaban, Interim Indigenous and EDIA Liaison Librarian, and has involved all levels of library staff and working closely with KPU IT. The successful launch of the Braille printer can be attributed to the contributions of everyone involved. There has been media interest over the launch, including from CBC, Global News, Surrey Now-Leader, and Fairchild TV.

The library also recently introduced a new option in our LinkScanOpen service: KPU Library now provides scans with increased accessibility by request. An 'accessible PDF' at KPU Library has been scanned using Optical Character Recognition (OCR) technology and has been reviewed and

edited to ensure basic document tags (headings, titles), reading order, and alternate text have been applied. Previous to this offering, scans provided with this service were not reviewed or edited.

New Research Help Sign




Langley Library's recently renovated Research Help Desk now has a bright new "Ask Us" wall decal. The decal serves to encourage library users to ask questions to library staff and librarians. At all KPU Library locations, research help is available. Librarians can help users explore their research topic, search and evaluate sources, and recommend resources.

Research Help and Research Appointments

KPU Librarians answered 1,062 walk-in questions at the Research Help Desk over the Fall Semester. Most questions came from students and the remaining came from faculty, alumni, staff, and community borrowers. There were also 73 one-on-one research appointments with Librarians. After having a research appointment with Librarian Mirela Djokic, students had the following to say:

"I really had a great and knowledgeable meeting with Mirela, as she asked me about the selection of my topic, later on she helped me with the type of essay like I should go for literature part or the fiction part. It is proved helpful for me because while searching the article on the University library website, I got easy access on the exact type of article which I was looking for"

"I want to start by saying I've never used the library search engine before and for Mirela to teach me step by step on how it works and how easy it is to navigate was very helpful! She even sent me links during our talk after finding some articles for me that were relative to my essay. She showed me the buttons on the side that can narrow down the search even more, and also told me how to identify a solid peer review article by pinpointing a few things."

Appointments with liaison librarians can be booked from our Contact your Librarian page.

Our online chat reference service, AskAway, was used 1,183 times in the Fall Semester. AskAway connects users to real librarians for research help through a chat box.

Finally, Library FAQs were viewed 1,284 times during fall. Some of the most viewed questions included: How can I find peer reviewed articles? How do I get a KPU card? How do I know what textbooks are required for my course? How can I check if these sources actually exist?

KPU Library looks forward to answering many more questions in the semesters to come.

Library Instruction

KPU Librarians taught 132 instructional sessions in the Fall 2024 Semester. These sessions covered basic or subject specific research strategies, including how to effectively search for information, evaluate resources, cite information, and how to create research questions.

Tree of Cans

In December, KPU Library collected non-perishable donations for our Holiday Tree of Cans at our Cloverdale Library. All donations benefitted the Surrey Food Bank. Thank you to everyone who donated!

**Initiatives**

Library Research Tutorial

The KPU Library Research Tutorial was completed by 309 students in Fall 2024. Launching at the end of last summer, the tutorial is designed to cover essential library research strategies. Content includes tips and guidance on developing and searching research questions, searching in Summon and in databases, and evaluating and understanding different types of sources. The tutorial is self-enrolled and badged in Moodle and consists of five core-modules. Instructors can assign the tutorial as a badged option or embed the modules into their courses. After completing the tutorial, feedback from students included:

"This tutorial is great in helping students find good sources for their assignments."

"The tutorial was very insightful and it enhanced my knowledge greatly."

**Events**

Climate+ Book Club Challenge

In November, KPU Library hosted Climate+ Challenge Book Club. This fall's pick was *The Right to Be Cold: One Woman's Story of Protecting her Culture, the Arctic, and the Whole Planet* by Inuk activist, Sheila Watt-Cloutier. The discussion was led by KPU Indigenous Studies Chair, Allison Hotti.

End of Semester Events

To support students in navigating their busy exam time studying, KPU Library hosted events to connect students to academic resources and stress relief activities. This included the 4th edition of *Long Night Against Procrastination*. This time, around 200 students attended the event at Surrey Library for stress relief activities, tea and coffee, therapy dogs, and and support from librarians and campus partners such as Sports and Recreation, Academic Integrity, and the Learning Centre.

At Langley and Richmond Libraries, KPU Library hosted *Warm Up and Wind Down* at the end of November. This event encouraged students to drop by, enjoy a free hot drink, make a bracelet, and pet therapy dogs from St. John Ambulance. KPU Librarians were available for research and citation help at both of these events.

Finally, KPU Library's BreakAway tables provided students with puzzles, games, and Lego to use while taking a break from schoolwork in the library. The BreakAway tables are put out around the end of every semester as a way to let students relax in a welcoming library space.

**Staffing**

Staffing

Leslie Jenneson and Danay Robinson are the successful candidates for the Library Resource Technician positions. Leslie and Danay will replace longtime cornerstone KPU Library employees Ruth Mullane and Debbie Smith as they prepare to retire at the end of May. Welcome Danay, and welcome back Leslie!

Other KPU Library openings have been filled by Alex Knopp, as the Interim Collections Maintenance Technician and Emma Wills as the Interim Cataloguing & Metadata Technician. Cataloguing & Metadata Technician Brigette Liang is on maternity leave, recently welcoming a beautiful baby. Congratulations Brigette!

KPU Library has a new Student Ambassador, Harmanjot Kaur. Harman, a current student at KPU, will help KPU Library promote services to students through assisting at campus events and creating content for social media and webpages. Welcome Harman!

Van Nguyen has been hired as the Student Assistant at Surrey Library. Welcome Van!

Finally, Langley Campus Library Supervisor Tammy Paton has been selected to join KPU's Accessibility Consultation Committee (ACC).

vehicles, prevailing weather conditions, road characteristics, and geographical contexts.

## HUMAN RESOURCES

### Organizational Development

Employee Engagement

To foster connection and wellbeing across the university, ongoing Campus Engagement events are being held monthly at various campuses. These events offer an opportunity for colleagues to come together and strengthen community ties through a variety of engaging activities.

The recruitment process for the new Employee Engagement Committee (EEC) began in November and the final selection of seven committee members was completed in February. This diverse group has been chosen to represent various departments and perspectives, ensuring a well-rounded approach to enhancing employee engagement across the University. Each member brings unique insights and expertise.

In an effort to enhance faculty wellbeing and engagement, HR partnered with the President's Office to launch a new event for faculty members called *Faculty Connect*. The theme was Discovery, Community and Wellbeing. The event was a huge success and over 250 faculty members attended for a day of connection, learning and self-care.

Programs

The launch of *Elevate: KPU's Leadership Foundations* program was announced in October. This leader enablement initiative is specifically designed for new leaders, aiming to provide the training and tools needed for success in people leadership roles at KPU. Monthly sessions have been held regularly since the program's inception.

Employee Workshops

Human Resources offered several professional and self-development workshops and webinars to KPU employees during this reporting period which included: Taleo Hiring Manager/Recruitment Support Training, Effective Feedback and Evaluation Techniques, Essential Awareness & Knowledge on Overdose Prevention and Naloxone, True Colors, Healthy Eating, Diabetes, and Blood Sugar Management, Hiring Best Practices, Understand Calibration in Performance Management, Debt Freedom, Cultivating Calm: Mindfulness, Stress, and You, Improving Workplace Communication, Influencing Without Authority, Generative AI, Authentic Communication, How the Drama Triangle Supports a Productive Mindset, Being Strategic, and Mental Health First Aid.

The team also facilitated a variety of needs-based sessions for various departments/areas at KPU.

### People Services

Compensation

The Compensation Team, along with other key parties, completed and submitted KPU's first ever Pay Transparency Report (available by clicking this link: Pay Transparency Report) as required by the Government of British Columbia as part of the Pay Transparency Act introduced in 2023.

Health and Benefits

The first of two phases of the Employee Health and Wellness Strategy has launched with the creation of new SharePoint pages dedicated to Employee Wellness, Employee Supports and Resources and Relationship Violence. These initiatives provide KPU with a venue to showcase the various supports, offerings and resources that KPU has available for employees.

The revision of HR18 Job Accommodation for Employees Policy and Procedure was approved by the University Executive on December 18, 2024, and become effective on January 1, 2025, after extensive consultation and multiple amendments.

Human Resources Information Systems

The HRIS team created a new Admin Third Party employee class to track third-party hires from agencies who need access to Banner or FAST, improving reporting and access control capabilities.

**People Relations**

Talent Acquisition Team

Senior Searches Underway:

- Director, Internal Audit
- President and Vice Chancellor

Number of new hires to KPU (temporary and permanent) for the reporting period:

- Admin – 11
- BCGEU – 34
- Faculty – 32

**Risk and Security**

Emergency Planning

KPU participated in the Great British Columbia ShakeOut which involved conducting a university-wide earthquake drill to test the Emergency Notification System and reinforce Drop, Cover, and Hold On procedures. Emergency Planning also facilitated a fire drill with horses at the Farrier Barn (Tech Campus) to meet Animal Care Committee certification requirements. Awareness efforts continued through presentations to the Academic Council and Student Affairs.

A new evacuation procedure has been introduced, outlining key responsibilities for all employees. This update reflects the challenges of a hybrid work environment, where campus presence varies daily. To support this transition, the Emergency Procedure online course was updated and now includes a detailed section on employee roles and responsibilities.

Additionally, designated Refuge Zones have been established in stairwells for individuals requiring evacuation assistance. These areas are clearly marked with signage indicating their exact location and emergency contact information.

Occupational Health and Safety (OH&S)

The OHS Team continues to support the University's commitment to a healthy and safe environment for employees and students. Recent initiatives include:

- Collaborating with Facilities to complete First Aid Assessments at each campus, ensuring compliance with WorkSafeBC's requirements.
- Organizing annual training for Joint Occupational Health and Safety Committee members, focusing on Incident Investigations.
- Publishing the third edition of the OH&S at a Glance report which includes a number of safety metrics.

Risk Management

Risk continues to support the university with various ongoing engagements including the renewal of KPU's Kidnap and Ransom insurance policy and the optional insurance program. In addition, Risk met with functional leads across the university as part of the annual risk review process resulting in an updated high-level risk register.

Security Operations

During this reporting period, Campus Security Operations generated approximately 317 Incident Reports, addressing a variety of issues including alarms, property crimes, suspicious activity, trespassing, harassment, and sustained issues surrounding the Gateway of Hope shelter in Langley. In response, Campus Security engaged a third party to assess the safety and security situation at the Langley Campus. Ongoing discussions have been held with Shelter Management, nearby businesses, City Bylaw and RCMP leadership.

**OFFICE OF THE CHIEF FINANCIAL OFFICER**

**Finance Department**

The Finance department's winter social event was held in December 2024 at Murrayville Community Hall, celebrating the season and New Year. Highlights of the gathering included a lively white elephant gift exchange, an ugly sweater contest, and a blindfolded obstacle course that tested teamwork and agility. A delicious turkey lunch buffet, hot chocolate bar and personalized cookies added to the merriment, fostering connections and warmth among colleagues before the holiday closure. The event also included a winter clothing drive, with staff donating items to support those in need within our community.

*Finance Department Winter Social*

*Finance Department Winter Social – Obstacle Course*

The Finance Department is geared up to complete another successful year-end for March 31, 2025, and the external auditors will begin their work in early April. At the same time the Budget and Planning team is preparing the Fiscal Year 2025-26 Budget for Board approval on March 26, 2025.

Staffing

Peter Smailes, Vice President Administration has stepped in to provide coverage for Chervahun Emilien, Chief Financial Officer, who unfortunately is on an unexpected leave.

Deepali Ahuja, Confidential Assistant to AVP Finance (interim), joined Finance on November 4, 2024, while Catherine Denton is supporting the VP Administration for the course of the Executive Assistant, Administration's maternity leave until March 2026.

**Financial Services**

The Financial Services teams recently welcomed new members:

- Finance: Carole Laplante, Director, Financial Services Budget and Reporting (interim)
- Financial Reporting Team: Dylan Sall, Manager, Financial Reporting.
- Budget and Planning Team: Sam Anderson, Accountant
- Financial Services Team: Tanvi Shorey, Manager, Financial Operations (interim)

Stefanie Singer, Manager, Budget and Planning, resigned in November 2024, and Debb Moffatt was promoted to Manager, Budget and Planning, from her Accountant role. Thank you, Stefanie, for your contributions to KPU and congratulations to Debb.

Recruitment is underway:

- Finance: Director – Internal Audit, Director Financial Services - Operations and Systems and the Director Financial Services - Budget and Reporting.
- Budget and Planning Team: Accountant

**Procurement Services**

The procurement team took part in the Fall BCNET Member Forum, chaired by the KPU Director of Procurement, on November 6. This forum served as a Community of Practice dialogue that focused on strategic trends in Diversity and Inclusion within

Procurement, while also addressing the rising costs associated with technology sourcing.

Despite experiencing a high turnover of resources in the Financial Services area, the procurement team concluded the year on a positive note by successfully completing 24 major procurements, an increase from 17 the previous year.

Activities, Initiatives and Achievements

The department revived quarterly procurement KPI reporting as of Q3-FY3 to track performance and compliance to procurement policy.

Strategic Priorities in Procurements Cycle

For the period from November 2024 to February 2025, the following competitions are either being prepared, in progress, or have had contracts awarded:

- Furniture for KPU Langley Library tender was completed and contract awarded in December 2024;
- KPU Furniture Replacement Project tender, consisting of eight projects at the Langley, Richmond, and Surrey campuses was completed and contract awarded in January 2025;
- Electrical Repairs Maintenance Services solicitation closed on February 4th, and is currently evaluating the proposals;
- Richmond Air Source Heat Pump Feasibility Study competition closed on February 5th, and is currently evaluating the proposals;
- Specialty Paper Supplies competition is currently posted and will be closed for submission on February 13th;
- Design Work - Lighting Conversion to LED solicitation is currently posted and will be closed for submission on March 6th;
- Modernization of Accessibility Ramp North at KPU Richmond is currently posted and will be closed for submission on March 21st;
- Heat Recovery Design in Richmond competition is currently in preparation stage with a planned date of posting on February 13th
- Glazing upgrade phase 1 in Richmond competition is currently in preparation stage with a planned date of posting on February 14th
- Exterior Doors Replacement in Cloverdale competition is currently in preparation stage with a planned date of posting on February 18th
- Plumbing Services for all campus's re-procurement competition is currently in preparation stage with a planned date of posting on February 19th
- Public Artwork for KPU Surrey Child Care Centre competition is currently in the needs assessment phase of the planning stage;
- Humanitix event management system is currently at contract negotiation;
- Finance Office Renovation competition will be posted on February 12th;
- Traditional Chinese Medicine department renovation competition is currently at the planning stage; and
- Prequalification for Procurement Consultants will be solicited jointly with University of Fraser Valley, this competition is currently in planning stage with aimed posting date of March 3rd.

**Business Performance and Advisory Services (BPAS)**

The Senior Business Advisor completed two advisory projects for Fiscal 2024/25 have been completed. Two investigations have been closed.

The recruitment of the Director, Internal Audit position and Business Advisor position are underway.

**COMMUNITY ENGAGEMENT & MAJOR EVENTS**

**Winter Term**

Community Engagement and Major Events enjoyed an energetic winter strengthening connections in our campus communities, planning and executing a variety of events focused on student recruitment, sponsor and donor stewardship, and community engagement.

<u>October 2024 to February 2025 Events Recap</u>

- October 5 – KPU Open House

*Open House attendees pose with CEME staff.*

- October 24 – Richmond Regional Donor Reception for donors to KPU Foundation.

*Elder Lekeyten welcomes guests at the Richmond Regional Donor Reception.*

- October 31 – Surrey Campus Halloween Social

*Office of Planning & Accountability staff visit our selfie photobooth at the Halloween Social.*

- November 21-22 – 24-Hour Bike-a-thon for Men's Mental Health

*Off-duty members of the Surrey Fire ride in the 24-Hour Bike-a-thon for Men's Mental Health.*

- November 22-January 6 – Cloverdale Christmas Tree Festival
- November 23 – Surrey Tree Lighting Festival

*CEME Community Ambassador Rahul Chauhan hosts KPU Trivia at the Surrey Tree Lighting Festival.*

- November 23 – President's Seasonal Reception
- December 1 – Surrey Santa Parade of Lights
- December 12 – Surrey Fire Fighters' Charitable Society Charity Gift Wrap Lounge

*Board members Amanda Smith-Weston and Kim McGill working the charity gift wrap lounge.*

- February 24-28 – February Convocation
- February 25 – Faculty Connect

## GOVERNMENT RELATIONS

### Minister of Post Secondary Education & Future Skills Visits KPU

KPU's government relations team was one of the first in the province to host Minister Anne Kang, who was reappointed to the Ministry of Post Secondary Education & Future Skills. Kang was joined by Surrey Newton MLA Jessie Sunner, Parliamentary Secretary for Anti-Racism Initiatives and Amna Shah MLA for Surrey-City Centre and Parliamentary Secretary for Mental Health and Addictions and Deputy Government Whip. The trio toured the KPU Tech campus, including: electrical, plumbing and carpentry programs. Minister Kang even learned how to use a power actuated tool (photo) to attach studs to concrete and other materials.

### Post-Provincial Election Outreach

Following the results of a close provincial election, the government relations (GR) team has also been busy meeting with newly elected MLAs, including: MLA Elenore Sturko (BC Cons), MLA Hon Chan (BC Cons), MLA Judy Toor (BC Cons), MLA Harman Bhangu (BC Cons), MLA Misty Van Popta (BC Cons). The GR team also attend events with Minister Garry Begg, Minister Jagrup Brar, and Deputy Premier Niki Sharma.

## OFFICE OF ADVANCEMENT & ALUMNI AFFAIRS

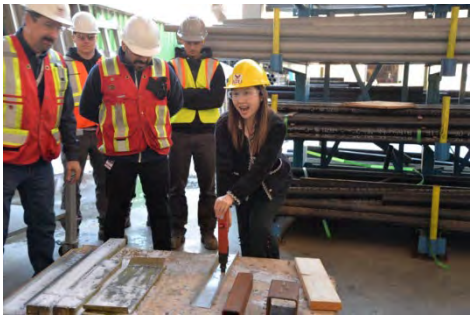
Since the previous Board of Governors' report (October 2024), the Office of Advancement raised $766,380. Annual fundraising to date for the fiscal-year-ended March 31, 2025, is $2,154,800, which is about 150,000 over last year.

### Y.P. Heung Foundation pledges $300,000

The Y.P. Heung Foundation, a charitable organization based in Vancouver, was established in 2012 by Raymond Heung and his wife, Terry, to honour his late father, who arrived in British Columbia in the 1960's to a seek a better life for his family. The mission is to positively impact British Columbia by providing grants to support programs that benefit youth in the areas of Arts, Culture, Education, and Health.

Their first gift to KPU was $10,000 in 2014 to support a media and digital literacy program.

Since then, the Y.P. Heung Foundation has established several awards for students across multiple faculties and program areas at KPU, including Arts, Design, Horticulture, Science and a dedicated award for Indigenous students.



In 2023, the Y.P. Heung Foundation provided $18,000 to support Sustainable Agriculture and address food insecurity among the KPU student population making fresh produce accessible and available to KPU students.

In 2024, the Y.P. Heung Foundation donated $50,000 to the Sustainable Agriculture and Food Security Program and the KPU Farm to purchase an industrial refrigerator. This made a significant impact to the fresh produce that the KPU Farm can bring to market and to food banks.

Their most recent pledge of $300,000 over five years, will support 16 annual awards ranging from $2,500 to $5,000 each across multiple program areas over the next five years. The Y.P. Heung Foundation now has an accumulated lifetime-giving to KPU of more than $630,000, making them one of the KPU Foundation's top donors.

## ALUMNI AFFAIRS AND KPU ALUMNI ASSOCIATION

### KPU Alumni Association holds 3 Year Strategic Planning

The KPU Alumni Association met on Saturday, Feb 8 for their day long planning session. The session provided the framework for the Alumni Association's three-year strategic vision, which will serve to guide the activities of the KPU Alumni Affairs office. Led by

Chair, Jacqueline Tarantino, Executive Director, Nancy Armitage and John Grant, Facilitator.

KPU Alumni Association, Back, Dilraj Singh, administrative assistant, Henry Flowers, vice chair, Monty Puaar, director, James Grange, past chair, Deepak Gill, director, Haney Romana, director, FRONT ROW: Priya Johal, treasurer, Elizabeth Penner, director, Jacqueline Tarantino, chair, Damanpreet Garcha, director, Colby Davidson, director, Lovepreet Kaur, director, Nancy Armitage, executive director.

**Alumni Engagement Survey**

Alumni Affairs hired Engagement Analysis Inc. (EAi) to conduct a survey of KPU alumni. This robust survey used response data and KPU data to examine the current level of alumni engagement and gather alumni interest in programs and services.

The process provided valuable insight into the level of engagement of KPU alumni, the key drivers of that engagement and how KPU engagement compares to Canadian scores (overall and peer group). Special focus will be given to understanding the differences in engagement across key demographic segments (age, region) and KPU groups. The findings and Index scores will support the development of Alumni Affairs next 3-year business plan.

**Alumni Communications**

We are pleased to report that as of the February convocation ceremonies we crossed the threshold of over 75,000 alumni.
In addition to the monthly alumni e-newsletter that we send to over 40,000 alumni, we also send targeted communications to our graduating students through our Welcome Newsletter introducing our newest alumni to all the perks and privileges of being KPU alumni.

In addition, we supported numerous segmented communications to alumni on specific topics for Faculties, programs and departments.

**Alumni Events and Activities**

Coop Connect: Alumni Bridging the Past and Present
Last October the KPU Career Development Centre and the Alumni Affairs office collaborated on a successful networking event that fostered meaningful connections between co-op students and co-op alumni. This event, generously sponsored by the KPU Alumni Association, provided students with a safe environment to develop their networking skills while connecting with alumni, and an opportunity for alumni to share their expertise, and strengthen their ties to the University, fostering connection with KPU. Twenty-five co-op alumni participated providing powerful examples to our students. Seventy-three alumni, students, faculty and staff attended this successful inaugural event.

Co-op Connect event students and mentors

Alumni Chapters
KPU Alumni Affairs office recently supported the development and launch of the Psychology Alumni Chapter. In addition, we are working with interested alumni to launch a Brewing Alumni Chapter this spring.
Alumni Chapters are a great way for alumni to stay connected with their KPU network after graduation, and the Alumni Association currently has four active chapters:

- Accounting Alumni
- Creative Writing
- Interior Design Class of '93
- Wilson School of Design Alumni

Alumni Perks

The Alumni Perks microsite and app offers alumni exclusive discounts and services for over 30 offerings including our Affinity Partnership with TD Insurance for House, Life and Small Business insurance. We also offer discounted products and services from over 20 KPU alumni owned and operated businesses. We launched alumni Perks in 2020 and have almost 5,000 members.

**OFFICE OF THE VICE PRESIDENT, STUDENTS**

The following reports from Student Services (Office of the Registrar, Student Affairs and International) outline the key activities undertaken recently by the departments under the Vice President, Students. It is with great appreciation and acknowledgement of the hard work, dedication to student success and commitment of all staff serving KPU within this portfolio that the following reports are presented.

**KPU Global Strategy**

Since my last update, we have taken the work of the Global Education Advisory Committee (GEAC) through a campus-wide consultation process across the summer and fall terms. We made revisions based on what our campus community shared with us and now have a finalized document that Polytechnic University Executive (PUE) endorsed on Jan. 14, 2025.

Next, we will share this with the Senate and Board of Governors. Meanwhile, we have engaged Marketing to build out promotional collateral so we can continue to generate awareness and support for Internationalization across KPU.

From here, we will ask that academic, administrative and service units consider alignment with this plan when developing their own operational plans. We will revisit and review regularly to ensure consistency with institutional objectives and responsiveness to emerging global opportunities and challenges.

As it continues to evolve, this strategy will guide KPU in creating transformative opportunities for students, faculty, staff, and alumni and strengthen our position as an innovator in internationalization.

**Notable Events Attended by the Vice President, Students**

- Education Advisory Board facilitated a KPU academic advising workshop at KPU Richmond (Oct 22, 2024)
- International Consultants for Education and Fairs (ICEF): Annual conference and premier event for international student recruitment (Berlin, Germany. Nov 3-7, 2024)
- NASPA engagement for Student Affairs Professionals in High Education: “Building a Student Success Center: Collaborating with Faculty and Staff to Support Student Success Inside and Outside the Classroom” (Nov 12, 2024)
- Greater Vancouver Board of Trade Event: A Conversation with The Honourable Marc Miller (Nov 13, 2024)
- Shih Chien (Taiwan) University Delegation Visit at KPU’s Richmond Campus (Nov 14, 2024)
- President's Dialogue Series: Dr. Maria Strack, Professor, University of Waterloo "Peatlands as Natural Climate Solutions: From Global Potential to Local Action" (Nov 20, 2024)
- EDI Training for Student Services, facilitated by *Senomi Solutions* (Nov 21, 2024)
- KPU Dialogue Event with David Coletto, CEO and Co-Founder, Abacus Data, market research and strategy (Nov 25, 2024)
- City of Surrey Forum: Exploring challenges and solutions to support international students in Surrey (Nov 27, 2024)
- Education Advisory Board 2025 State of the Sector: Unpacking the Crisis of Public Confidence in Higher Ed (Jan 16, 2025)
- BC Cabinet & First Nations Leaders Reception at the Vancouver Convention Centre (Jan 20, 2025)
- BC Council on International Education (BCCIE) 2025 Symposium: Advancing International Student Support, hosted by Vancouver Community College (Jan 30-31, 2025)
- Minister of Post-Secondary Education & Future Skills – meeting and tour of KPU Tech Campus with MLAs Jessie Sunner (Parliamentary Secretary: Anti Racism Initiatives, Surrey-Newton) and Amna Shah (Parliamentary Secretary for Mental Health & Addiction, Surrey City Centre) – Feb 6, 2025

**STUDENT AFFAIRS**

**Building Out Housing Resources**

As KPU advances its business case for on-site housing, we continue to seek opportunities to ease the burden

of the housing crisis. To that end, Student Affairs has signed an MOU with SpacesShared, an innovative online home-sharing platform that is helping to solve the growing challenge of affordable student housing. SpacesShared uses an online platform and a team of people to match students looking for safe and affordable home sharing with hosts evaluated by SpacesShared. A formal announcement is anticipated in mid-March.

Complementing this initiative is the launch of a student housing resources webpage. This page consolidates information previously spread across our site under one roof for consistent and easy reference. Information regarding SpacesShared will be added following the formal announcement.

**Strong Student Employment Continues**

The Career Development Centre (CDC) shows 783 new students registered on KPU's student job board, *Career Connection*, with students assisted through 63 career advising appointments, 207 resume reviews, and 59 employer introduction meetings. 288 co-op jobs are currently available for the Spring 2025 work term.

The CDC hosted the annual *Trades and Technology Career Fair* which saw 300 student participants and strong employer engagement. The CDC launched a new initiative, *Co-op Connect*, in partnership with KPU Alumni Affairs and the KPU Alumni Association. This well-attended gathering created opportunities for our current students to engage alumni in networking, gleaning industry insights and fostering career development.

**Launch of Awards Advisory Committee**

The Student Awards Advisory Committee held its first meeting on February 7. Established under Policy ST1, the committee aims to advise regarding student awards policies and practices at KPU.

**Supports Through Counselling**

KPU's Counselling Services now offers a monthly *Cultural Connect* drop-in group at KPU Richmond, and a weekly drop-in support group, *Snack and Chat*, to help support community building and combat loneliness among international and domestic students.

Counselling is also continuing with the GuardMe Student Support Program, which provides 24/7 support to students, with a contract renewal starting in February.

**Sport and Recreation Events**

Over the winter months, events have seen great turnouts, including:

- Indoor soccer tournament
- FIFA campus gaming event
- *Introduction to the Fitness Centre* workshop
- Dodgeball tournament

**Thrive Month**

October saw Student Health Promotion lead the 9th annual *Thrive Month* health and wellness program with more than 20 on-campus events on all five campuses hosted by campus partners such as Human Resources and Campus and Community Planning. This year, activities were focused on self-care and social connection and were well received by the KPU community.

**Pride Peer Drag Show**

KPU student assistants working as Pride Peer Leaders hosted the first-ever *Pride Peer Drag Show* at KPU on November 8. The event consisted of fabulous performances by KPU students and fostered a welcoming and inclusive environment for fun and celebration!

**Student Mental Health Fair**

The 3rd annual *Student Mental Health Fair* was hosted at KPU Surrey, providing students with resources and education to support their mental health and well-being. Activities included colouring, video games, and information booths with representatives from KPU, the KSA and the external community.

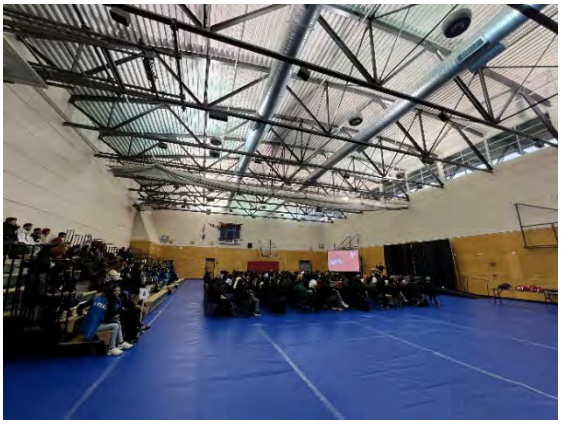
**Naloxone Training at KPU**

Harm reduction teams from Fraser Health & Coastal Health visited all five campuses throughout October with information and resources about substance use and the toxic drug supply in BC. They also provided

on-the-spot naloxone training and an in-person workshop where students got hands-on naloxone training and an opportunity to learn from community members.

### Welcoming New Students this Spring

350 new students attended *New Student Orientation* events across all KPU campuses where they learned about the different resources KPU offers. Thank you to the small army of 35 student leaders and 30 KPU employees for their support across these activities!



The *KPU Collective* peer mentorship program has amassed a team of 60 domestic students who connect with their mentors through educational/social programs and weekly communication.

**Student Awards and Financial Assistance (SAFA) Supports Students in Need**

SAFA saw an unprecedented 1,003 student applications for the full-time bursary program, indicating a need of nearly $2.5 million. SAFA distributed $860,550 in assistance to 448 students facing considerable financial hardship.

SAFA launched a new *Food Relief Program* in partnership with Save-On-Foods, providing vital support to 108 students with dependents with $250 food vouchers.

**Relationship Violence Webpage**

The Student Rights and Responsibilities Office (SRRO) and HR partnered to launch a new relationship violence resources site. This webpage is a direct result of an idea born at the SVM Advisory Group as a proactive response to an increase in reports about relationship violence from both students and employees.

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**OFFICE OF THE REGISTRAR**

**Updates from the Future Student's Office (FSO)**

The Future Student's Office has been promoting KPU at many events and community activities to showcase KPU and ensure our domestic recruitment activities reach as many prospective students as possible. Here are some of the highlighted activities they have undertaken throughout this period.

**Make It Safe Vancouver 2024 - NGen Youth Challenge**

KPU attended this event alongside UBC, BCIT, and Langara to engage students in Occupational Health and Safety and Manufacturing fields, showcasing KPU's programs and career opportunities.

**WorkBC Job, Education, and Resource Fair Maple Ridge**

KPU participated in this event designed to connect job seekers, students and those looking to further their education/training. The team engaged, networked,

and shared information about academic programs and career opportunities.

**Creative Connections at KPU Richmond**

We showcased KPU's creative programs to high school students and their families, boosting recruitment efforts and community visibility.

**PSBC Surrey Week**

This week provided the opportunity for post-secondary institutions to visit high schools across Surrey. We engaged with high school students across Surrey, promoting KPU's diverse and unique offerings and discussing academic interests.

**Counsellors' Conference**

We hosted 100 counsellors on the Surrey campus, providing updates on KPU's programs and admissions processes, with a keynote speech by Dr. David Burns. This event helps strengthen these vital relationships with the educational counsellors who play a key role in advising students on their post-secondary aspirations.

**Fraser Valley PSBC week**

This focused on high school recruitment in Hope, Agassiz, Mission, Chilliwack, and Abbotsford, allowing direct outreach to a wide range of high school students to help them make informed choices as they consider KPU's programs as their choice for post-secondary education.

**Education Career Fair at Aria Banquet Hall**

We engaged with high school students from across the Lower Mainland, answering questions about KPU's programs, admission and student life. Recruiters interacted directly with students and families, building relationships and adding a personal touch to our recruitment efforts.

**Education and Career Fair in Kelowna**

We connected with students, young adults, and new immigrants at this event which was held at the KF Centre for Excellence, Okanagan Aerospace and Aviation Centre. It was a key event showcasing KPU's programs to potential students in the Okanagan region.

**WSD Virtual Information Session**

This session provided an overview of KPU's eight Design programs to over 100 prospective students specifically interested in studying design, giving them the opportunity to ask about course structure, admission and careers in the design field.

**Dual Credit Orientation Sessions**

We held Spring 2025 orientation sessions for Dual Credit students from Surrey, Richmond, and Langley. Programs showcased were the Surrey HSOC Dual Credit and Nursing Prep Dual Credit, giving students valuable insights into course content, expectations, and academic opportunities available to students in these programs.

**Digital Media Youth Expo**

This event focused on ENTA programs, engaging with prospective students and their families. This provided an opportunity for direct interaction with many faculty members from ENTA, Arts, and WSD to speak about career paths in the creative and entertainment fields and promote KPU programs.

**Campus Tours with local high schools in December**

We hosted 240 students at KPU Surrey over 3 days, showcasing KPU's academic programs and facilities, engaging with faculty, and getting a feel for what life at KPU is like. This tour was part of ongoing efforts to raise awareness about KPU and create strong connections with local high schools.

**Vancouver Education Career Fair**

This is BC's largest career development fair. This event provided opportunities for our recruiters to connect with secondary students preparing for higher education and exploring career options, young adults looking to transfer their work experience & skills to a different industry, and new immigrants seeking employment and further training to integrate into Canada.

**Future Business Leaders (YELL) Conference**

We hosted grade 11/12 students interested in entrepreneurship and leadership at KPU Richmond and Surrey. Teams of students participated in team activities, developed business ideas and pitched their ideas. Prizes for tuition waivers motivated students to explore KPU's business programs.

**Capstone Interviews at Clayton Heights Secondary**

We helped grade 12 students understand their career paths and how KPU can support their aspirations with guidance from our recruitment team.

**Career Life Education (CLE) at West Vancouver Secondary**

Our team had the opportunity to introduce KPU's academic programs to grade 10 students. This was the first CLE presentation at this school and feedback from both the professors and the school's counsellor indicated that KPU made a positive impression on the students, providing valuable information for their future decisions.

**SD42 and SD43 Trades Info Nights**

Provided information about Youth Train in Trades programs. This event provided essential information about trades education, helping students and families make informed decisions about their future career paths.

**KPU's Discovery Days**

We held immersive events across Richmond, Langley, and Surrey campuses for prospective students in a hands-on, engaging environment.

**Capstone Interviews at Clayton Heights Secondary**

We helped grade 12 students understand their career paths and how KPU can support their aspirations with guidance from our recruitment team.

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**Career Fair at Queen Elizabeth Secondary**

Discussed KPU's programs, support services and career paths with prospective students.

**Dual Credit Orientation for Surrey SD Nursing Prep Cohort Students**

Dual Credit students were introduced to the program's curriculum, expectations, and faculty members, and discussed upcoming courses.

**Declaration Day Partnership**

Student Enrolment Services (SES) collaborated with Degree Advisors in Arts, Business and Science during Declaration Day in January. Students could drop by the event to speak with a Degree Advisor regarding program declaration eligibility and receive on-the-spot support from an SES Officer to submit their declaration. Program declaration requests doubled on the day of the event as a result of these collaborative efforts.

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program declaration eligibility and receive on-the-spot support from an SES Officer to submit their declaration. Program declaration requests doubled on the day of the event as a result of these collaborative efforts.

**Policies**

The Office of the Registrar completed updates to the following policies/procedures:

- AR10 Priority & Scheduling of Registration
- AR17 Academic Schedule & Course Timetables
- AR18 Final Examination & Overloads

**KPU INTERNATIONAL**

**KPU International Recruitment Activities and Events**

**Key Takeaways from Fall 2024 International Recruitment**

- There is an increased global demand for STEM, AI-related programs, and master's degrees.
- Canada's standing as a preferred study destination has been affected, highlighting the importance of strong agent relationships and KPU's presence in markets.
- KPU's global engagement included attending over 20 recruitment events and visiting more than 35 high schools across 14 countries.

**Regional Recruitment Progress**

- **South Asia:** Hosted Pre-Departure Sessions in India and Nepal, engaging with newly admitted students, families, and agents. KPU will also attend the ICEF South Asia conference in February 2025 to strengthen agent partnerships.
- **Southeast Asia:** Hosted "Study in BC" in Manila with six BC institutions to rebuild Canada's study abroad brand.
- **Latin America:** KPU welcomed 40+ Brazilian students to the Richmond campus for an interactive session. High school and fair visits in Guatemala and El Salvador successfully promoted KPU's programs.
- **Middle East:** Attended KPU-focused agent events in Turkey, Saudi Arabia, Jordan, and Dubai to expand KPU's presence despite visa challenges. A return visit is planned for 2025.
- **East Asia:** Senior leadership visited top agencies in China to strengthen

collaborations. Conducted agent training and recruitment events in Hong Kong, China, Taiwan, and South Korea, strengthening relationships through program updates and leadership engagement. Notable events included Shu-Zen College in Taiwan, an agent appreciation event in Guangzhou, and CPF Beijing.

- **Local Efforts:** Participated in Richmond School District fairs, supported international students requiring second-language assistance, and held agent training sessions in December.

**Agent Management**

An Agent Welcome Package has been launched, the Agent Relations webpage has been enhanced, and refund processes have been revised for greater transparency. Policies have been aligned with BC's International Education Code of Practice.

**International Advising**

The International Advising Unit conducted a virtual registration webinar to support new international students in their preparation for studies at KPU. With attendance exceeding 300 participants, the session delivered comprehensive information on important

topics such as course registration, academic requirements, and visa-related procedures. By addressing these fundamental areas, the webinar equipped students with the necessary tools and confidence to successfully navigate the registration process and commence their academic journey. The team collaborated with community partners to create a career initiative program for international students seeking jobs in Canada; equipping students with the necessary knowledge, skills, and resources to navigate the Canadian job market effectively. The program included 85 international students. Feedback showed that participants found the program relevant and practical, with many saying they felt more confident and prepared for their job search.

**International Student Life**

The International Student Life team offers both on-campus and off-campus activities to help students integrate into the KPU community and adjust to life and studies in Canada. Student life events are crucial for integration and success. Below are some events that have been organized in recent months:

**Thanksgiving Cooking Workshop**

The International Student Life team hosted two Thanksgiving cooking workshops, where students teamed up to prepare traditional holiday meals.

For many, it was their first-time celebrating Thanksgiving in Canada. The workshops concluded with a shared dinner, offering students with the opportunity to enjoy delicious food and make new friends.

**Halloween Costume Contest 2024**

At the end of October, the team organized a university-wide Halloween celebration, featuring a costume contest with prizes. Attendees arrived in creative costumes and enjoyed a vibrant atmosphere, complete with themed decorations. The event offered Halloween-themed snacks, beverages, games, pumpkin carving, and dancing. With over 150 participants, it was one of the most well-attended events of the year.

**Diwali 2024**

A vibrant Festival of Lights celebration brought together over 200 attendees. The event featured incredible performances by talented singers and dancers, creating an energetic and festive atmosphere. Guests enjoyed delicious food, lively music, and hands-on activities such as Diya crafting and henna. A photo booth added to the fun, allowing everyone to capture special moments. With a mix of culture, creativity, and community, the event was a huge success.

**Fly & Dine: Holiday Edition**

Students kicked off the holiday season with the Fly & Dine event, experiencing a thrilling virtual flight across Canada that ended at the North Pole through FlyOver Canada. The adventure continued at the Vancouver Christmas Market, where they explored a festive outdoor marketplace, sampled seasonal treats, and browsed over 80 vendor stalls featuring traditional German food and holiday gifts.

**International Peer Mentorship Program Events**

Fall Mentors' Socials

The International Peer Mentors hosted a variety of activities across the Lower Mainland to help first-term international students connect in a fun and welcoming environment. They organized outings like laser tag, trips to Granville Island, visits to Bear Creek Park, the Richmond Olympic Oval, and Central City Park. These events gave students the chance to meet new people, explore their community, and build friendships outside the classroom.

**Appreciation Day for Mentors**

KPU International organized several events to recognize and appreciate the contributions of mentors in supporting the transition of new international students to life at KPU and in Canada. These gatherings provided an opportunity to celebrate their efforts in fostering a welcoming and supportive community for incoming students.

**Spring 2025 Orientation and KPU Welcomes You**

The International Student Life and Transitions team supported new international students through a virtual orientation session, which drew approximately 70 participants. In addition, the team played an active role in the *KPU Welcomes You* event for all students, by setting up interactive booths tailored to international students. These booths served as a key resource for students to learn about available services, upcoming events, and ways to get involved. Mentors and staff engaged with students, answered

questions, and distributed KPU-branded swag and snacks. The International Peer Mentorship booth also helped students connect with their mentors, providing guidance as they adjusted to life in Canada. Over the course of two days, around 200 new students visited the booths at the Richmond and Surrey campuses, helping to foster a sense of community from day one.

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**Tenant Rights Webinar**

In collaboration with the Tenant Resource and Advisory Centre (TRAC), a webinar was hosted to educate students about their rental rights and responsibilities in BC. Topics included landlord obligations, lease agreements, and key considerations when renting.

**Social Insurance Number (SIN) Webinar**

A session was delivered in partnership with Service Canada to provide students with essential information about the Social Insurance Number (SIN). The webinar covered the importance of the SIN, the application process, and best practices for protecting it from identity theft.

**Partnerships**

**State of Mexico Short-Term ESL Program**

The State of Mexico Short-term ESL Program, held from October 7 to 31, 2024, successfully concluded with a second group of 30 students at KPU. KPU International provided comprehensive support including homestay coordination, arranging for temporary medical insurance and transportation via Compass cards, and organizing a pre-arrival webinar, orientation event, various extracurricular activities, and a graduation ceremony. The students' feedback was overwhelmingly positive, highlighting significant improvements in their English language skills and the formation of friendships with KPU volunteers.

**Development Projects**

**Canadian International Development Scholarships (BCDI) 2030 Proposal Success**

KPU's proposal for the Canadian International Development Scholarships (BCDI) 2030 has been successfully approved, resulting in an agreement with Global Affairs Canada to secure approximately $500,000 in funding. This grant will support KPU in hosting 25 students from Tunisia from 2025 to 2029, reflecting the university's growing role in international development projects. The collaboration involves Nova Scotia Community College (NSCC) and University Ibn Khaldoun (UIK) in Tunisia, where the students will join KPU as visiting students to enhance their learning experiences.

**Kenya Blue Economy Skills Training (KBEST) Proposal to CICan**

KPU's participation in a consortium with NAIT for the KBEST proposal marked a significant advancement, reaching the competitive second stage of proposal submission and funder interview. Although not ultimately selected, the experience underscored our growing expertise in proposal development and collaboration with the Dean of Trades. This initiative provided a valuable learning opportunity and demonstrated our potential for success in future projects.

**Delegation Visits**

From October 2024 to February 2025, KPU hosted several key delegation visits focused on strengthening international partnerships and exploring new opportunities:

1. **Lille Catholic University from France** visited on October 21, 2024, to discuss potential exchange partnerships.
2. **Centro Studi Italiani** from Italy visited on October 23, 2024, exploring field school and summer programming opportunities in Italy for KPU students.
3. The **Myanmar Trade Commissioner** visited on October 29, 2024, to learn about the student recruitment market and partnership opportunities in Myanmar.
4. Representatives from **DUNIS in Senegal** visited on November 7, 2024, to continue discussions around articulating a 2+2 program into our Melville School of Business and a Political Science degree in Arts.
5. **Nottingham Trent University from the UK**, an existing student exchange partner, visited on November 12, 2024. They met with the Dean of Design to discuss expanding partnerships for design students and introduced a one-year top-up international fashion business degree. An information session on January 30th attracted over 20 interested students from the Wilson School of Design.
6. **Shih Chien University in Taiwan**, also an existing exchange partner, visited on November 14, 2024, to discuss hosting their lecturers at KPU through the Huayu Best Talent program. We are expecting a visiting scholar in March 2025 to provide workshops and extracurricular activities through our Asian language and cultural programs.
7. **Bond University in Australia** visited on November 25, 2024, to discuss potential pathway progression for KPU students into their JD in Law program, primarily targeting our Faculty of Arts and Melville School of Business.
8. The **Brunei Trade Commissioner** visited on November 29, 2024, to explore the recruitment market and potential partnerships in Brunei.
9. **Al Baha University from Saudi Arabia** visited on January 7, 2025, to learn about KPU and our Nursing programs.
10. **CSCSE (Chinese Service Center for Scholarly Exchange)** and the **Consulate-General of the People's Republic of China in Vancouver** visited Kwantlen Polytechnic University (KPU) for the first time on February 11, 2025, and signed an Agreement of Cooperation. This agreement will enable KPU to conduct visits, exchanges, promotions, or other activities with CSCSE Partner Universities related to the SQA programs, as well as engage in commercial cooperation with Partner Universities concerning the SQA programs in China. The delegation expressed their admiration following tours of the Traditional Chinese Medicine department, ENTA, School of Design, and KPU's Agriculture Farm.

These visits highlight KPU's ongoing commitment to expanding and strengthening its global educational partnerships.

**International Focus Week**

The 15th annual International Focus Week took place from November 18 to 22, 2024. The campus wide celebration continued the theme of ‘Around the World in 5 Days’, bringing a journey of world cultures to KPU’s campuses through student, staff, and faculty events. A pop-up Global Fair traveled between 3 campuses—Richmond, Civic Plaza, and Surrey Main—featuring a carnival of interactive games and trivia, tea and snacks from around the world, a gaming station, virtual reality global travel, and more.

**OFFICE OF EQUITY AND INCLUSIVE COMMUNITIES**

**Events**

OEIC hosted an encore presentation of the one person show 'Fat Joke' addressing Fat Liberation on November 13, 2024.

The OEIC collaborated with Tim Reitsma of Invisible Condition to provide KPU employees with four online workshops to deepen learning around disability inclusion. The 90-minute workshops were offered between November 2024 and February 2025 with a total number of 120 registrations.

As part of its Black History Month celebrations, the OEIC collaborated with Dr. Nicole Kaniki of Senomi Solutions to offer a series of online workshops designed to expand employees' understanding of anti-racism. The three workshops focused on EDI in Academia, Black History and Culture in Canada, and anti-racism and anti-oppression strategies. They were offered in January and February of 2025 with a total number of 80 registrations.

On January 29, 2025, the OEIC and University Executives wore green squares on their lapels as part of The Green Square Campaign. This campaign occurs annually during the week leading up to January 29th to honor the victims and survivors of the Quebec City mosque attack and to raise awareness about Islamophobia.

Trina Prince of the OEIC hosted their workshop "Oops, the power of learning from mistakes" twice at the Faculty Connect Event on February 20, 2025. Over 15 people attended each workshop.

**Staffing Appointments**

Trina Prince was appointed as the Director, Equity, Diversity, and Inclusion (Gender and Sexual Equity and Disability Justice) in the Office of Equity and Inclusive Communities (OEIC), November 2024. Trina previously served as the Manager, Culture and Wellbeing in the OEIC.

**Presentations/Community Activities**

VP Sayed provided updates on the OEIC and its ongoing projects at Faculty Council meetings for the Wilson School of Design and the Faculty of Academic & Career Preparation, January 10 and 13, 2025.

**Initiatives/Activities:**

Trina Prince attended the Indigenous Wellness and Disability Gathering on behalf of OEIC, November 19-21, 2024.

Members of the OEIC attended the Disability at Work Conference online on December 5, 2024.

VP Asma Sayed hosted monthly "Coffee with the VP" drop-in meetings, both virtually and in-person, where KPU employees gathered to share ideas and ask questions about advancing equity-related initiatives at KPU. These meetings took place on December 3, 2024, January 22, 2025, and February 12, 2025.

Members of the OEIC gathered with the KPU Community at the Surrey campus for a memorial honouring the fourteen women who lost their lives at École Polytechnique Montréal on Dec. 6, 1989. Hosted by the KFA and KSA, December 6, 2024.

OEIC set up a booth for Welcome Week at the start of the Spring term on Surrey Campus, January 7, 2025.

VP Sayed attended the B.C. Cabinet & First Nations Leaders Gathering Welcome Reception, January 20, 2025.

VP Sayed attended and presented at the CANNEXUS 25 Annual Conference on career development, in Ottawa, January 27- 29, 2025.

VP Sayed attended the Scarborough Charter Engagement Session, January 30, 2025.

VP Sayed attended the Climate Strategy Core Team Meetings 1 and 2, February 4 and 11, 2025.

Steve Adames, Divisional Business Manager of the OEIC, joined the Employee Engagement Committee as a member. He attended the first meeting of the year on February 14, 2025.

OEIC set up a booth for the Faculty Connect event held in Richmond campus, February 20, 2025.

At the Faculty Connect event, VP Sayed participated in a Speed Networking session, where faculty had the

opportunity to meet with key university leaders in an informal setting, February 20, 2025.

The OEIC created an Opportunity Guide for the Faculty Connect event which included an overview of the OEIC, its purpose, ongoing initiatives, available resources, and contact information to help faculty become familiar with the office.

VP Sayed attended KPU convocation ceremonies from February 25-28, 2025.

**Program/Policies/Initiatives**

The Inclusive Washroom Guidelines are complete and live for everyone to access: All-Gender Washrooms at KPU | Kwantlen Polytechnic University, January 28, 2025.

Accessibility Consultation Committee: OEIC formed this new committee to address the growing number of requests for consultations on various institutional projects that require an accessible and disability justice lens. The first meeting was held on February 24, 2025.

Accessibility Committee: The Accessibility Committee continues to support the work of the implementation of the recommendations from the Accessibility Plan launched in October 2023.

UDEC Sponsorship Fund: Two funding proposals were approved during this period. The UDEC Sponsorship Fund is provided through the OEIC and it supports events and initiatives that further the goals of equity, diversity, inclusion, anti-racism, accessibility, decolonization, and intersectional social justice at KPU.

OEIC Sponsorship Fund: Two funding proposals were approved during this period. The OEIC Sponsorship Fund is designed to support innovative projects, events, and initiatives that champion equity, diversity, inclusion, anti-racism, decolonization, social sustainability, accessibility, and intersectional social justice at KPU.

Anti-Racism Toolkit: The Anti-Racism Toolkit, developed by Teaching and Learning Commons with VP Sayed, will be launched on March 21, 2025 at the Third Annual Anti-Racism Symposium.

OEIC, and its committees, provided EDI-lens feedback on several new and under-revision policies across the institution.

OEIC website continues to be updated as we streamline events and portfolios: https://www.kpu.ca/oeic

**VP ADMINISTRATION**

**CAMPUS AND COMMUNITY PLANNING**

Campus and Community Planning has initiated work to update KPU's Official Campus Plan: KPU2050.

This update will:

- Ensure KPU2050 is aligned with policy and legislative changes that have occurred since it was first adopted;
- Add scope and detail to KPU2050, such as more detailed open space plans, specific performance metrics, and an implementation plan; and,
- Advance planning and preparation for the development of KPU Communities Trust (KPUCT).

The first phase of the work, focused on technical assessments, is underway, and includes:

- Soil testing to inform hydrogeological assessments;
- A number of site servicing studies to assess the condition and capacity of existing services;
- Updates to environmental and geotechnical assessments;
- The preparation of draft stormwater management plans for each land-based campus; and,
- An assessment of potential shadowing and view impacts to inform subsequent planning efforts.

**Surrey Child Care and ECCE Facility Update**

In January 2025, a building permit application was submitted to the City of Surrey for the future KPU Surrey Child Care and Early Child Care and Education facility. While the design team awaits feedback from the City, the project team is concurrently finalizing the working drawings in anticipation of preparing the Issued for Tendering drawings later in the Spring.

**Salmon-Safe Certification Update**

Administered by the Fraser Basin Council, Salmon-Safe British Columbia is one of Canada's first and only peer-reviewed certification programs that evaluates the impact of land management practices on urban watersheds for the protection and enhancement of salmon health and habitats. As salmon are a keystone species, the health of their population signals the health of an entire ecosystem.

KPU's interest in the Salmon-Safe certification originated during discussions with the Surrey Learning Gardens and Welcome Plaza Working Group. We explored different Salmon-Safe certification options and found that a single institution-wide certification for all KPU campuses would be the most cost-efficient and impactful approach for KPU.

In 2023 and 2024, KPU's four land-based campuses were evaluated using Salmon-Safe's Urban Standards, by an interdisciplinary team of scientists with expertise in aquatic ecosystems, storm water management, and landscape architecture. As part of this evaluation, a draft report with site-specific recommendations and KPU-wide recommendations was prepared for KPU.

The draft recommendations have been shared with KPU Indigenous Leadership and Facilities Services teams. The draft report is also being reviewed by an indigenous assessor - George Chaffee, a Councillor with the Kwikwetlem First Nation, who is highly involved in Kwikwetlem's work to protect and improve salmon habitat within their traditional territory. Following review, the draft report will be updated with recommendations provided.

**INFORMATION TECHNOLOGY**

**Information Security Services**

<u>Student Multifactor Authentication (MFA) Expansion</u>

MFA has been applied to all active KPU student accounts which was completed in early 2025. As of December 31, 2024, 70% of these accounts had been successfully enabled with MFA.

Privilege Access Management (PAM)

All three phases of PAM implementation were successfully completed by the end of 2024. All KPU accounts that have privileged access (special access or abilities beyond that of a standard user) are now protected and audited.

National Cybersecurity Assessment (NCA)

NCA commissioned by CANARIE, was conducted through a collaborative series of workshops facilitated by IT, involving cross-functional teams including Privacy, Enterprise Risk, Legal, Records and Information Management (RIM), and Campus Safety and Security. This thorough self-assessment examines the institution's security controls to evaluate its cybersecurity readiness with results expected by March 2025.

**IT Application Services**

Ellucian Experience Portal – Self-Service Portal (MyKPU)

The student self-service portal has been successfully implemented for current students. The next phase of this project will concentrate on the development of the employee and faculty self-service portals.

Ellucian Customer Relationship Management (CRM) Advise

New Advising cards were made available on MyKPU self-service portal in January 2025.The Ellucian CRM Advise project is on track for phase 2, focusing on early alerts.

Waitwell Implementation

KPU has procured a new solution named Waitwell to manage student lines effectively. This new system provides enhanced tablet and mobile features for appointment booking for the Office of the Registrar, Student Services and International offices across all campuses.

OneCard Migration to Cloud

The OneCard Project team has successfully migrated the student and employee card system to the Ellucian OneCard cloud. This migration enables KPU to utilize digital ID cards for mobile access to doors, library services, printing, and other related functionalities.

**IT Infrastructure Services**

Childcare Project

IT has been involved in plans for the childcare facility and child development program's space. A site visit was conducted and a pathway for network connectivity has been identified. Electrical engineers are currently assessing whether the existing KPU generator has sufficient capacity to supply emergency power to the childcare facility. If the current capacity is found to be inadequate, the KPU IT generator will be utilized, as it has been confirmed to have sufficient capacity for this purpose.

Langley Music Program Renovation Project

IT has been approved to purchase all necessary IT, audio & video, and networking hardware for the Langley Music Renovation Project.

Hacking Lab / Front-End Web Development Project

IT has been involved with the classroom setup for the Front-End Web Development program which completed in August 2024 with the program proceeding in Fall 2024. The internet connection and systems for the hacking program have also been set up, in anticipation of the next program start date. This concludes the project.

Non-Banner Cloud Project

All targeted systems have been migrated to the AWS Cloud, completing this project.

Audio & Video and Digital Classrooms

- Surrey and Richmond Conference Center AV refresh and upgrades completed
- 20 new laser projectors were installed to replace old end-of-life units
- Decommissioned end-of-life Sony AV classroom in Civic Plaza (603) and completed conversion to a standard digital classroom
- Set up four high fidelity sim rooms to support live streaming within KPU's Bachelor of Science in Nursing Program completed
- Installation of four new outdoor digital signage completed Surrey in tandem with Facilities.

**MARKETING SERVICES**

**Faculty Campaigns**

Faculty marketing and recruitment campaigns launched successfully over the past few months. KPU introduced a digital ad strategy and billboard ads in Surrey for Continuing and Professional Studies, along with a short-term digital campaign for Graphic Design for Marketing. Digital assets for the Front-End Development program were refreshed, with ads displayed on digital billboards at key locations including the Alex Fraser Bridge and Tsawwassen Springs.

Other marketing and promotions initiatives included ads in industry-specific publications including the BC School Counsellor's Association, City of Surrey Recreation Guides, PLAN Canada, and Fraser Valley Current E-newsletters.

Two paid campaigns also completed:

- The Total R3call Contest on Jack 96.9 featured KPU over 500 times on air and social media over three months.
- PSAs on the Telus network aired 3,848 times from end of October to end of December, 2024.

**Recruitment \ External Event Support**

Marketing supported major recruitment events including the KPU Open House and Creative Connections. Both required significant resources to ensure their success. Creative Connections helped strengthen ties with the Lower Mainland design community, while the Open House continued its annual success with prospective students and their influencers.

Marketing also created ads to support external affairs and various community partnerships, including the Cloverdale and Langley Chamber of Commerce Business Excellence Awards.

**Creative Connections Campaign:**

- Results: 372,281 impressions, 32,282 clicks, 88 conversions, and 14 info session sign-ups.
- TikTok performance: 122,946 impressions, 22,762 reach, and 29,268 clicks.
- User demographics: Most clicks were from mobile devices (1,018); the 25–34 age group had the highest engagement.

The campaign effectively engaged the target audience, driving significant interest and conversions.

**Social Media**

Marketing continues to analyze social engagement data and has begun implementing new tactics and segmenting specific messaging on social media to speak to both prospective students and current students. Additional strategies to put specific and contextual messaging in front of current students has boosted engagement rates, link clicks, and followers across all platforms. Instagram and LinkedIn saw notable gains, with engagement up 25% and link clicks up 46% compared to 2023.

**CRM Strategic Work & Domestic Recruitment Efforts**

Throughout the past year the Marketing Department inherited new responsibilities to enable the institution to utilize the CRM to its full recruitment potential. New workflows, email automations, and valuable reporting have been set up to better engage with prospective students. Marketing is now able to provide real-time reporting to multiple areas of the institution to better understand the results of marketing and recruitment efforts both offline and online.

Marketing initiated a project to develop visualizations of CRM data to share recruitment efforts and the prospective student funnel from an advertising perspective. These reports are being shared with respective teams across the institution and have become a great collaboration tool with valuable data analysis for many faculties and departments.

Additionally, lead forms were added to the bottom of most program pages on kpu.ca and has resulted in a significant increase in leads on the website that are being sent through to the Future Students' Office. An analysis of those leads is in progress. A new automatic response to all prospective lead submissions was also created and implemented to support the Future Students' Office recruiters in communicating with prospective domestic students.

**Info Session Analysis**

Marketing has started to utilize the CRM's data to visualize information session data and the results of the sessions across the institution.

In total this year KPU had 3,493 prospective students registered for information sessions across the institution. Of those registrants, 343 students applied to KPU, resulting in a 9.8% conversion rate. This ongoing data will be valuable for planning information session strategies.

**Digital Advertising**

- The "Celebrating KPU Grads" convocation video and TikTok reels continue to receive high impressions, reach, and clicks.
- The KPU brand banner ad resulted in ~80 conversions, with the "What will it mean to

you" form achieving the highest Google Ads conversion rates.
- Facebook campaigns generated 1,038 sign-ups, including "Get Started" and info session forms.
- Most website traffic came from Google and TikTok.

**Website Analytics**

The KPU website recorded 2.94M pageviews, 1.4M sessions, and 665K total users, including 606K new users (not active in over 3 months). Most website visitors came from Surrey, Vancouver, Richmond, Langley Township, Burnaby, and Delta.

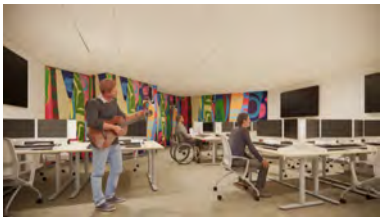
Device usage:
- Mobile: 315,000
- Desktop: 220,000
- Tablet: 136,000

**FACILITIES SERVICES**

**Design & Capital Projects**

Music Wing Renovation

The renovation of the Music Wing on the Langley Campus has successfully completed the concept and design phases. The project will revitalize the space with new finishes and state-of-the-art audiovisual equipment in the multipurpose room and study areas, fostering collaboration and creativity.



One-Time Funding – KPU Pathway to Systemic Transformation

KPU's Indigenous Committee allocated $20,000 for two major projects: the Langley Campus Music Wing and Surrey Campus Black Box Theater Renovations. This funding will help hire a local indigenous artist to create custom artwork for both projects, enhancing their cultural significance. This initiative supports KPU's Pathway to Systemic Transformation, fostering a culture of inclusivity and emphasizing the vital role each employee plays in promoting positivity and respect.

Black Box Theater Renovation

The Black Box Theater at the Surrey campus has reached the construction drawing phase. Preparations are also in progress to submit the Building Permit application, a key step toward completing the project.

Electrical Shop Renovation

The electrical shop renovation at the Tech campus is now in the construction stage for the south workshop, which is expected to take three months and be completed by early April 2025. With available funding, we are renovating the existing teaching lab and building a new lab to enhance the educational experience and better prepare students for careers in the electrical field.

Surrey Courtyard – Digital Signage

The old pylon signs are showing their age, and it is becoming increasingly difficult to maintain the accuracy of information and physical appeal. The efforts to modernize these signs continued in 2024, with four additional signs upgraded to digital signage boards. The locations include Arbutus, Birch, Cedar Northeast & Cedar Northwest.

Before After

Surrey Executive Suite – Office Renovation

The waiting area was renovated to create an open and welcoming entrance space, adding extra workstations and an informal meeting area.

Before After

Langley Executive Suite – Furniture Refresh

This furniture was refreshed in October 2024. Along with the updated quality of furniture, improved ergonomics, and a fresh coat of paint, this refresh also increased the number of desks and workstations in many areas, allowing more employees to work out of this updated space. An updated entry and lounge area created a welcoming space for incoming visitors and an elevated feel to the overall space.

After

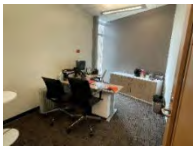
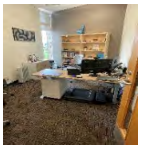
Langley Faculty of Science, Dean's Office – Furniture Refresh

The furniture in the Faculty of Science, Dean's Office Suite was updated to provide greater functionality and ergonomics for all team members. Accessibility considerations include having wide floor spaces to support easy maneuvering and a reception desk with a lowered counter and open knee spaces underneath for users in wheelchairs.

Before After

Tech Faculty of Trades & Technology, Dean's Office – Furniture Refresh

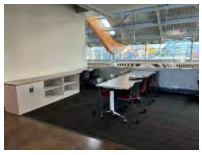
The Dean of the Faculty of Trades & Technology and her team received a furniture update to replace outdated furniture in their four offices.

Before After

Surrey Maple 3881, Criminology Department – Furniture Refresh

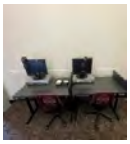
The Department received a refresh in October 2024, adding a mixture of furniture, including a computer workspace for students, a collaboration area, and a lounge space. The department has communicated how happy the students are with the new space and has already seen an increase in usage of the area. To finish the project, acoustic panelling was added to the department's podcast room, which has helped improve the room's acoustics.



After

Tech Library Study Rooms – Furniture Refresh

Partnering with the Library team, the library study room furniture was upgraded with moveable tables and chairs for active learning and functionality.



Before After

Langley & Richmond Library – Additional Furniture

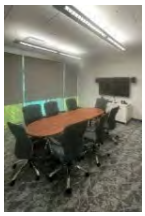
New curved bookcases were added to accommodate the expanding Indigenous, Wellness, and New materials collection.

Tech Meeting Room 2210 - 2220 – Furniture Refresh

Phase one of this project included increasing accessibility, updating finishes and reducing eye strain for both rooms. Accessibility updates included replacing battery-powered card readers with

hardwired readers adjacent to new door actuators, relocated light switches and new automatic blind controls adjacent to the entry door. Updated finishes included grey and white tones for the walls and a color-neutral carpet selection. Lastly, in an effort to reduce eye strain, automated blinds were installed to filter the glare and tinting from the coloured glazing.

Before



After

Richmond Main 2320 - 2370 Research Hub Centralization

Facilities assisted in consolidating and increasing the footprint of the Research Hub into a centralized area on the second floor of the main campus. All furniture was repurposed inventory to give a fresh new look for the teams.

Richmond Main 3030 - 3034 – FOA Criminology Relocation Centralization

Facilities assisted in consolidating the Faculty of Arts – Criminology into new offices of an underutilized 3rd floor of the ENTA space. This move provided the group with more office space, a meeting room for faculty meetings, student one-on-one meetings, and space to hold virtual classrooms while other faculty occupy their offices. All furniture was existing built-in millwork or surplus new-to-user inventory.

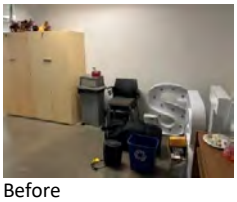
Richmond Garden City Lands, ISH

Facilities completed the installation of concrete slabs inside and outside the storage area, along with electrical work and interior and exterior lighting installation.

Before After

Faculty of Arts, Arbutus Building

Facilities installed new kitchen cabinets, including a sink and a refrigerator.

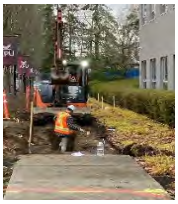


Before After

**Maintenance and Operations**

Surrey Campus Electrical Upgrade project – recent milestones

This two-year, $4.5 million project will upgrade the existing electrical supply to KPU's Surrey Campus, adding 55kv of new capacity to current 25KV service. When complete, this additional capacity will allow for future decarbonization of the campus' HVAC units as they reach end-of-life, eliminating a major source of KPUs greenhouse gas emissions.



Richmond Campus DHW Heater

The Richmond campus has been upgraded from natural gas-fired to an all-electric DHW heater. This new equipment will help reduce KPU's carbon footprint while providing hot water.

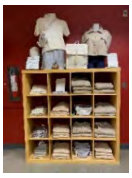
All Campuses Low Carbon Feasibility Study

The completed study identifies and evaluates pathways for optimizing heating system equipment and electrification to reduce carbon emissions. This study information was used to develop our carbon reduction plan to reduce greenhouse gas emissions at KPU as required by the BC Government.

**Ancillary Services**

Campus Store

The Campus Store has recently transitioned to a new, more accessible website template, enhancing the online shopping experience. The Campus Store actively engages with the KPU community by participating in orientation events and providing a relaxing space within the store for students and staff.



Food Services

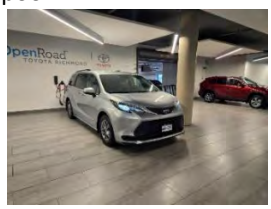
With the support of mid-year funding, a food open house event was organized across the Surrey, Langley, Richmond, and Cloverdale (Tech) campuses. The project aimed to increase foot traffic and visibility while informing staff, students, and faculty about Dana's offerings and catering options.

Food Operations

A review of current natural gas cooking equipment was completed to understand where we can move to electrified equipment. This approach will allow further reduction of greenhouse gas emissions. The first stage of this project is complete, and infrastructure requirements will be reviewed next to determine the full scope of this change.

Fleet

A new hybrid vehicle was acquired for the KPU fleet pool.



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DESTIGMATIZE

BRITISH COLUMBIA

January 16, 2025

Honourable Anne Kang
Minister of Post-Secondary Education
and Future Skills
Parliament Buildings
Victoria, BC V8V 1X4

Dear Minister Kang:

Congratulations on your appointment as Minister of Post-Secondary Education and Future Skills at a critical time for our province. Serving as a member of the executive council is a privilege and responsibility which I am confident you will fulfill with integrity and a commitment to the people of our province.

British Columbians have trusted us with a mandate to deliver for them in ways that make a tangible difference in their daily lives. They expect us to listen and learn from people of different perspectives – and work together to make things better for everyone.

Specifically, we will tackle the challenges people worry about at the kitchen table:

- **Grow the economy by creating good jobs across British Columbia.** We will collaborate with businesses, workers, and communities to attract investments in both new and traditional sectors as well as emerging sectors of the economy. This approach will bring certainty for business, security for workers, and generate the wealth needed to support the essential services British Columbians rely on.

- **Reduce costs for families** including by helping people access homes they can afford through support for first-time homebuyers, increasing the supply of rental housing stock, and stronger measures to crack down on housing speculation.

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- **Strengthen health care** by expanding access to family doctors and recruiting and training more health professionals, ensuring that every British Columbian can access the care they need, no matter where they live. We will also increase access to addictions treatment and provide help for people whose struggles require intensive supports.

- **Make our neighbourhoods and communities safer** by working with law enforcement and social agencies to address street disorder, crack down on organized crime, and do all we can to ensure repeat offenders stay behind bars.

Our commitment to take action on climate change remains foundational and will be key to a healthy and prosperous BC for future generations.

Underlying all this work is our partnership with Indigenous peoples. Advancing reconciliation, implementing the *Declaration on the Rights of Indigenous Peoples Act* and working in partnership with First Nations rights-holders to advance shared interests is the responsibility of every Minister.

Over this mandate I expect you to prioritize making progress on the following:

- In order to protect key services that British Columbians rely on, work with the Minister of Finance to review all existing Ministry of Post-Secondary Education and Future Skills programs and initiatives to ensure our programs remain relevant, are efficient, offer meaningful training opportunities for British Columbians, grow the economy, and help keep costs low. This is important in the context of current Provincial budget constraints, the job opportunities available and projected to be available for British Columbians in the near future, and the threat of American tariffs.

- Work with ministerial colleagues who have identified shortages of key skilled workers and professionals that are constraining economic growth or service delivery to find practical, fast, and efficient ways to address shortages of those workers through training, credential recognition, career laddering, and other innovative approaches.

- Work with post-secondary institutions to evaluate and advocate federally in relation to the funding challenges caused by the federal government's changes related to international students. Support schools in identifying structural solutions, new revenue streams, and cost reductions to ensure strong, sustainable public post-secondary schools, and training providers, who offer British Columbians the training and skills they need to be successful and help grow our provincial economy.

.../3

- Continue work with Indigenous partners to ensure that Indigenous learners can achieve their higher educational goals in ways that reflect a diversity of Indigenous cultures and values.

- Support the Minister of Social Development and Poverty Reduction to enhance employment services and skills training for people facing multiple and complex barriers to assist them in exiting a cycle of poverty and build a dignified life.

- Work with the Minister of Housing and Municipal Affairs to ensure that post-secondary institutions that have identified opportunities in relation to using housing as an economic development tool are supported in delivering that housing urgently.

- Work with the Minister of Housing and Municipal Affairs to enable privately owned new purpose-built rental buildings that, if partnered with a public post-secondary institution, receive special provision under the *Residential Tenancy Act* to be exclusively for students registered at that institution.

To assist you in meeting the commitments we have made to British Columbians, you are assigned a Parliamentary Secretary for International Credentials whose focus will be to:

- Engage with people with international professional credentials to ensure that the implementation of our *International Credentials Recognition Act* is relevant, meaningful, and effective for them in transitioning into employment in their area of professional training.

- Work with you to identify any shortcomings in the implementation of the Act and ensure that professional colleges and other credential granting agencies are in compliance with government expectations.

- Support government in formally recognizing and celebrating professional colleges and credential-granting agencies that exceed government expectations.

You will work closely together and ensure your Parliamentary Secretary receives appropriate support to deliver on this work.

As you are aware, we have established an accord with the BC Green Caucus that supports our shared commitment to ensuring stable governance focused on delivering progress and tangible outcomes for British Columbians. The commitments in that accord complement the direction in these mandate letters.

As a Cabinet, we will uphold the highest standards of ethics, collaboration, and good conduct in service of the public, and as a Minister of the Crown, you are expected to

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review, understand, and act according to the *Members' Conflict of Interest Act*. You will establish a collaborative working relationship with your Deputy Minister and the public servants under their direction, who provide the professional, non-partisan advice that is fundamental to delivering on our government's priorities. Your Minister's Office must meet the highest standards for integrity and provide a respectful, rewarding environment for all staff.

The work we have ahead takes place in a profoundly challenging geopolitical environment. Close friends and neighbours to our south are contemplating imposing draconian tariffs on our products that would hurt both Americans and Canadians. Our allies internationally face governmental instability. Hate and racism are on the rise around the world. Artificial intelligence breakthroughs with unclear implications and astonishing potential are announced daily. Global inflation, snarled supply chains, and war are threatening global economic growth and prosperity as well as the transition to a low-carbon economy.

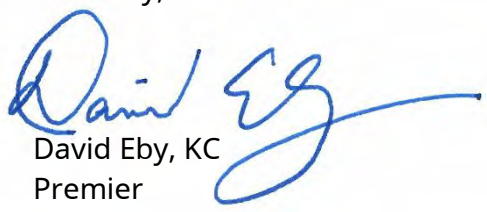
We have an obligation to protect and defend British Columbians, as well as seize opportunities, in these uncertain times.

The good news is that we have everything we need to succeed, and we will succeed. British Columbia's people – our workers, entrepreneurs, business leaders, artists, and innovators – are among the most talented in the world. We are home to world-class educational institutions and public services. Our natural beauty is unmatched, we have internationally envied resources, and we are one of the most diverse places on the planet. Your job is to help us leverage these advantages in perilous times.

Use this mandate letter to guide your work, and do not be afraid to challenge assumptions, or be innovative, bold and aggressive in achieving the goals set out for you and your Ministry by the people of this province.

Thank you for joining me in the work ahead.

Sincerely,



David Eby, KC
Premier

cc: Sunita Dhir, MLA
Parliamentary Secretary for International Credentials