

SENATE
Regular Meeting
Monday, October 27, 2025
4:00 p.m. – 7:00 p.m.
MS Teams

AGENDA

1. Call to Order and Territorial Acknowledgement Bruce Choy 4:00
2. Approval of Agenda
MOTION: THAT the agenda be approved as circulated.
3. Approval of Minutes, September 29, 2025 Bruce Choy 4:02
MOTION: THAT the minutes be approved as circulated.
4. Chair's Report
 - 4.1. Vice-Chancellor's Report to Senate Bruce Choy 4:05
 - 4.2. Provost's Report to Senate Diane Purvey 4:10
5. Approval of Graduates Nadia Henwood 4:15
 - 5.1. Approval of Graduates to October 27, 2025
MOTION: THAT Senate approves the list of graduates as recommended by the Registrar.
6. Senate Standing Committee on Curriculum Catherine Schwichtenberg 4:20
 - 6.1. Requisite Removal: HSCI
MOTION: THAT Senate approve the removal of all pre-requisite course requirements from HSCI 1115, effective January 1, 2026.
 - 6.2. Requisite Removal: EDAS
MOTION: THAT Senate approve the removal of all pre-requisite course requirements from EDAS 1240, EDAS 1282, EDAS 1305, and EDAS 2121, effective January 1, 2026.
 - 6.3. Admissions Change: Certificate in Foundation in Entertainment Arts
MOTION: THAT Senate approve the revision to the admissions requirements for the Certificate in Foundation in Entertainment Arts, effective September 1, 2026.
7. Senate Executive Committee (no report)
8. Senate Governance and Nominating Committee Sharmen Lee 4:30
 - 8.1. 2025 10 Nominations

MOTION: That Senate appoint the nominees listed for approval on the *October 2025 Nominations to Senate Standing Committees*.

9. Joint Senate Standing Committee on Academic Planning and Priorities and University Budget (no report)
10. Senate Standing Committee on Appeals (no report)
11. Senate Standing Committee on the Library Catherine Schwichtenberg 4:35
12. Senate Standing Committee on Policy (no report)
 - 12.1. Dissolution of the Senate Standing Committee on Academic Title Awards Catherine Schwichtenberg 4:40
- MOTION:** THAT Senate approves the dissolution of the Senate Standing Committee on Academic Title Awards, effective immediately.
13. Senate Standing Committee on Program Review Catherine Schwichtenberg 4:45
 - 13.1. Approved Quality Assurance Plans
14. Senate Standing Committee on Research (no report)
15. Senate Standing Committee on Teaching and Learning Mike Larsen 4:50
16. Senate Standing Committee on Tributes (no report)
17. Office of the Registrar Nadia Henwood 4:55
 - 17.1. Fall Byelection Report 2025
18. Items for Discussion Bruce Choy 5:00
19. Adjournment

The next Senate meeting will take place on November 24, 2025. The following Standing Committees are scheduled to meet and provide reports at this meeting:

- SSC Research – October 23, 2025
- SSC Program Review – October 29, 2025
- Joint SSC Academic Planning and Priorities and University Budget – October 31, 2025
- SSC Tributes – November 3, 2025
- SSC Policy – November 4, 2025
- SSC Curriculum – November 5, 2025
- SSC Library – November 12, 2025
- S Governance and Nominating – November 12, 2025

SENATE
Minutes of Regular Meeting
Monday, September 29
4:00 p.m. – 7:00 p.m
MS Teams Online

Present:**Voting Members**

Aimee Begalka	Michael Cober
Alia Somji	Melissa Cuthill
Allyson Rozell	Mike Larsen
Andhra Goundrey	Raymond Chou
Brett Favaro	Richard Popoff
Catherine Schwichtenberg, Vice-Chair	Sharmen Lee
Celia Brinkerhoff	Sheena Dela Torre
Diane Van der Gucht	Shelley Boyd
Gurnoor Kaur	Tara Lyons
Jenna Smith	Todd Mundle
Laura Del Rio Torres	Winston Sayson
Laura McDonald	Zena Mitchell
Lindsay Norris	

Ex-Officio

Bruce Choy, President and Vice-Chancellor and Chair of Senate
Kwuntiltunaat (Kim Baird), Chancellor

Non-Voting Members

David Burns
Nadia Henwood

Administrative Resources

Michelle Molnar
Ruby Gupta
Sonia Orlu

Guests

Elder Lekeyten
Cheryl Gabriel
Nadine Siriban

Not Present:**Voting Members**

Diane Purvey
Harkomalpreet Gill
Judy Benevides
Mike Mann

Non-Voting Members

1. Call to Order

The Chair, Bruce Choy, called the meeting to order at 4:00 p.m. with the territorial acknowledgement. He welcomed Elder Lekeyten and his wife Cheryl Gabriel and highlighted the significance of the Kwantlen First Nation and the university's connection to local Indigenous communities, with contributions from Lekeyten and references to his family's history and legacy.

1.1. Welcome from Elder Lekeyten

Elder Lekeyten and his wife Cheryl Gabriel provided a welcome blessing, sharing their family's deep roots in local Indigenous leadership, and described the importance of generosity, teachings, and the reclamation of the Kwantlen name.

2. Approval of Agenda

Sharmen Lee moved the agenda be confirmed as circulated.

The motion carried.

3. Approval of Minutes, June 23, 2025

Tara Lyons moved the minutes be accepted as circulated.

The motion carried.

4. Chair's Report

4.1 Vice Chancellor's Report to Senate

The President and Vice Chancellor, Bruce Choy, referred Senate to his written report. He highlighted the concerns about the economic environment facing graduates, the need to diversify revenue sources, and recent successes in industry partnerships, grant funding, and student housing development, with updates on his outreach to internal and external stakeholders.

4.2 Provost's Report to Senate

Dr. David Burns, Associate Vice-President, Academic presented the report on behalf of the Provost.

4.2.1 Update on Flexible Learning

David Burns and Nadine Siriban, Manager Flexible Learning Office, provided updates on the university's progress in prior learning assessment (PLAR) and flexible learning, detailing improvements in administrative processes, growth in student participation, and ongoing efforts to expand partnerships and revise related policies.

5. Senate Standing Committee on Curriculum

Catherine Schwichtenberg, Chair, referred Senate to her written report.

4.3 Course Outline Revisions

Mike Larsen moved that Senate approves the September 2025 list of revised courses outlines.

The motion carried.

6. Senate Executive Committee

Bruce Choy, Chair of the SEC, reported that the Senate meeting agenda was set and amended as necessary at the last SEC meeting.

7. Senate Governance and Nominating Committee

Sharmen Lee, Chair of the SGNC, referred Senate to her written report.

4.4 2025 09 Nominations

Sharmen Lee moved that Senate appoint the nominees listed on September 2025 Nominations to Senate Standing Committees.

The motion carried.

7.2 Search Advisory Committee Nominations, Associate Dean, Melville School of Business

Mike Larsen, moved THAT Senate appoint the following members to the Search Advisory Committee for the appointment of the Associate Dean, Melville School of Business:

Student (one)

- **Sheena Dela Torre**

Regular faculty members (up to 6 members)

- **Wiktor Tutlewski**
- **Robin Cook Bondy**

The motion carried.

7.3. Search Advisory Committee Nominations, Associate Dean, Faculty of Science

Brett Favaro, moved THAT Senate appoint the following members to the Search Advisory Committee for the appointment of the Associate Dean, Faculty of Science:

Student (one)

- **Jujhar Singh**

Regular faculty members (up to 6 members)

- **Kaylee Magee**
- **Daniel Anvari**
- **Mehdi Salim**

The motion carried.

7.4 Bylaw Revision: Graduate Studies Council

Todd Mundle moved that Senate approve the revisions to the Graduate Studies Council bylaws

The motion carried.

7.5. Faculty Bylaw Revision: Academic and Career Preparation

Aimee Begalka, moved that Senate approve the revisions to the Faculty of Academic and Career Preparation Bylaws.

The motion carried.

8. Joint Senate Standing Committee on Academic Planning and Priorities and on University Budget

Catherine Schwichtenberg, co-Chair of SSCAPP/SSCUB, referred Senate to her written report.

4.5 Academic Schedules: 2025/26, 2027/28, and 2028/29

Zena Mitchell, moved that Senate approve the Academic Schedules for 2026/27, 2027/28, and 2028/29.

The motion carried.

9. Senate Standing Committee on Appeals

The committee did not meet.

10. Senate Standing Committee on the Library

The committee did not meet.

11. Senate Standing Committee on Policy

Aimee Begalka, Chair of the SSCP, referred the Senate to her written report.

12. Senate Standing Committee on Program Review

Catherine Schwichtenberg, on behalf of the former senator, Fergal Callaghan, referred Senate to his submitted written report.

12.1 2024/25 Annual Academic Year Report on Program Review

5 Senate Standing Committee on Research

No report.

6 Senate Standing Committee on Teaching and Learning

No report.

7 Senate Standing Committee on Tributes

No report.

8 Office of the Registrar

8.1 Approval of Graduates to September 29, 2025

Nadia Henwood, University Registrar, presented the list of graduates.

Catherine Schwichtenberg moved that Senate approve the list of graduates to September 29, 2025.

The motion carried.

8.2 Declaration of Senate Vacancy

A vacancy in Senate membership was declared, with the position included in ongoing elections to be filled.

9 Items for discussion

None.

10 Adjournment

The meeting adjourned at 5:48 p.m.

SENATE

Agenda Number: 4.1

Meeting Date: *Entered by Secretariat*

Presenter(s): *Bruce Choy*

Report to Senate
Dr. Bruce Choy, Vice Chancellor
October 27, 2025

1. Purpose and Context

- 1.1. The purpose of this report is to provide a summary update of key activities and events at the University and the environment we are operating in for the prior period. It is for information only.

2. Recommendation

- 2.1. It is recommended that the Senate note this report.

3. Focus on Safety and Security

- 3.1. New provincial Ministry guidance and legislation was introduced concerning sexual violence in the post-secondary education sector. On 6 October, Minister Sunner announced she was introducing legislation and an action plan to support institutions in supporting and responding to sexual violence. The new *Sexual Violence Policy Act* updates and replaces the existing 2016 *Sexual Violence and Misconduct Policy Act*, with strengthened consultation requirements, increased accountability and transparency, and policies that are guided by a trauma-informed approach. KPU complies with the existing legislation and keeps up with better practices, hence updating to new rules will likely result in minor changes.
- 3.2. Dr Tara Lyon's *Walk with Me* initiative hosted MLA Amna Shah, Parliamentary Secretary for Anti-Racism Initiatives and Parliamentary Secretary for Mental Health and Addictions, at KPU on 15 October. Ms Shah spoke about the priority need for studies on the impact of the toxic drug crisis on university students. She highlighted the work of Dr Lyon and a desire to expand the reach.
- 3.3. October also sees the return of cybersecurity awareness month with the launch of refreshed mandatory security awareness training across all KPU employee groups. Additionally, the

senior administration team is about to refresh desktop crisis scenario simulations (including safety and cybersecurity) to strengthen our risk management preparedness and capabilities.

4. Search for new KPU Chancellor

- 4.1. On 9 October, the first meeting of the new Chancellor's search committee was convened. Sitting Chancellor, Ms Kim Baird, will complete her term in the middle of 2026. Chaired by the new President of the KPU Alumni Association, Mr Henry Flowers, we expect to have nominated a new Chancellor candidate in early 2026 for ratification by our bicameral governing bodies (i.e. Senate and Board of Governors)

5. Select University Activity Highlights

- 5.1. This month's selected activity highlights are focused on student recruitment initiatives:
 - 5.1.1. *KPU Open House* was a large-scale event held at our Surrey campus on 4 October. It saw over one thousand registered guests visit KPU. All faculties and numerous KPU services and community partners participated in a lively event. Additionally, a fee waiver initiative for the day saw the locking in of 77 on-the spot new applications demonstrating the importance of such face-to-face marketing of our offerings.
 - 5.1.2. The Richmond campus held a similar student recruitment initiative focused on our creative sector offerings on 18 October. Co-hosted by Faculty of Arts and the Wilson School of Design, the *Creative Connections* event provided information to potential students interested in creative programs (application impact results still pending with approx. 200 registered guests).
 - 5.1.3. On 8 October, KPU signed an agreement with Alexander College to provide pathways for their students to enter one of three KPU target programs: the Bachelor of Science in Health Sciences, Bachelor of Arts in Psychology, and Bachelor of Psychiatric Nursing. This initiative was spearheaded by KPU International in collaboration with the faculties of Arts, Science and Health, in our efforts to diversify the student sources for the university.
 - 5.1.4. The VP Students, Zena Mitchell, was in China in later October further advancing KPU's student recruitment efforts in this critical international market. She visited four cities and numerous partners, as well as exploring a new pathway collaboration that includes an online component at the beginning of their program. More details will be provided verbally at the meeting.

6. Notable Partnerships, Grants and Donations

- 6.1. As verbally noted in the last meeting, the provincial government has announced a \$111.3m provincial grant from the Ministry of Infrastructure for the construction of a new student housing and dining hall facility at the Surrey campus. Construction is expected to begin in fall of 2026 with project completion by 2030.

- 6.2. As verbally noted in the last meeting, Genome BC has made a \$1m donation to the Faculty of Science's Applied Genomics Centre to fund further industry outreach for this technology.

7. Other

- 7.1. I continue to meet various KPU stakeholder groups in my first weeks in my role. Notably this period included introduction meetings with the presidents of KPU's alumni and retirees' associations, where I have reaffirmed the importance of strengthening their linkage back into KPU.
- 7.2. Also, of note has been connecting with Presidents of other local public post-secondary institutions, including Simon Fraser University and Vancouver Community College, to discuss the challenging conditions the sector is facing.

SENATE

Agenda Item: 4.2

Meeting Date: Entered by Senate Office

Presenter: Diane Purvey

Report to Senate October 2025 Dr. Diane Purvey Provost and Vice President, Academic

Faculty of Academic and Career Preparation

Events

The English Language Studies (ELS) participated in the Surrey Newcomer Welcoming Fair on September 8, 2025 at Surrey Civic Plaza. Faculty shared information about KPU's English Language Pathway Program, and newcomers expressed interest in how ELS supports students in developing the language skills needed to succeed academically and beyond.

ACP held its Fall Gathering on September 5, 2025, at which faculty enjoyed a lively discussion with Provost **Diane Purvey** and VP Administration, **Peter Smailes** as part of their fall listening tour.

Staffing

In August 2025, two long-time ELS faculty members, **Branka Jankovic** and **Randal Thiessen**, retired. This left a co-chair vacancy, which was filled by ELS faculty member **Stephen Ward**.

Three long-time faculty members in English Upgrading, **Danny Wrench**, **Chris Sears**, and **Janet Webster**, also retired in August.

Sean Conway is the new chair of the English Upgrading department.

Presentations / Community Activities

On September 19, 2025, LINC 7/8 students had a KPU Surrey campus tour that ended with an ELS presentation led by faculty member **Susan Saint** about the ELS Pathway to Undergraduate Studies.

Publications & Scholarly Activity

The following was published: Beavington, L. (2025). River in the sky: The Fraser River floods. In A. Fidyk & St. Georges (Eds.), *Poetic inquiry for synchrony & love: A new order of gravity* (pp. 157–163). Common Ground Research Networks. <https://doi.org/10.18848/978-1-966214-32-8/CGP>

In August 2025, **Lee Beavington** and **Yhanu Sivapalan** participated in the Wild Pedagogies International Colloquium in Greece, presenting on *Accessibility and arts-based learning in connection to place*.

Melville School of Business

Melville Business Strategy Internship Program

Focused on expanding opportunities for work-integrated learning, the Melville School of Business, through its Melville Business Strategy Internship (MBSI) program, is proud to announce that 22 students have successfully secured internship placements with industry partners across the Lower Mainland for the fall term.

Scholarly Activity

Accounting Instructor **Alym Amlani**, in collaboration with the Office of Research and Innovation, hosted a one-hour workshop exploring the role of Open Broadcaster Software (OBS) in transforming online classes into dynamic, broadcast-quality presentations, without the need for a full production crew.

The session, attended by faculty, staff, and students, offered an engaging and often lighthearted demonstration of how OBS tools can be used to elevate the online teaching experience. Participants gained practical insights into how these technologies can enhance classroom delivery, foster greater student engagement, and ultimately improve learning outcomes.

Collaboration with Amrita University

Melville School of Business faculty member **Michael Schanz**, during his designated PD time recently made a visit to Amrita University, a highly regarded institution in southern India. What began as an informal connection quickly developed into an exciting teaching and collaboration opportunity.

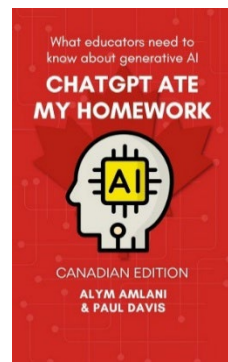


Michael Schanz giving a lecture at Amrita University

Publication

Alym Amlani - ChatGPT Ate My Homework: What Educators Need to Know About Generative AI

Accounting Instructor **Alym Amlani** has partnered with former student **Paul Davis** to co-author a new book titled '*ChatGPT Ate My Homework: What Educators Need to Know About Generative AI*'. The book explores institutional and governmental responses to emerging AI technologies, emphasizing the need for consistent approaches across Canada's education system.



Faculty of Science

Langley Campus Tour

On September 5, 2025, the Faculty of Science was pleased to welcome **Dr. Bruce Choy**, KPU's new President, to the Langley Campus for a guided tour of the Faculty's facilities. The visit included the Dean's Office, greenhouses, science labs, and the Brewery, providing an overview of the Faculty's hands-on learning and research activities. This was an excellent opportunity to introduce **Dr. Choy** to the Faculty and showcase our programs and laboratories.



Dr. Bruce Choy & Dr. Brett Favaro

Richmond Farm Fest



Sustainable Agriculture faculty were actively involved in the Richmond Farm Fest on September 7, 2025, a partnership with the City of Richmond that celebrated food, farming, and community on the Garden City Lands.

Over 3,000 people attended the event, engaging with interactive agricultural exhibits and hands-on activities. The festival also featured black currant beer, brewed by KPU's Brewing & Brewery Operations program using fruit grown on KPU's farm, highlighting applied learning and research in sustainable food and beverage production.

British Columbia Landscape & Nursery Association Garden Party & Member Awards

On September 11, 2025, the School of Horticulture faculty and students attended the British Columbia Landscape & Nursery Association (BCLNA) Garden Party & Member Awards at Locality Brewing in Langley. They were thrilled to celebrate **David Cragg**, a currently enrolled KPU Horticulture student, who received the 2025 Volunteer of the Year Award. David's dedication, hard work, and volunteer spirit have made a meaningful impact in the horticulture community, and we are proud to recognize his contributions.



Horticulture student David Cragg

Faculty of Trades and Technology

Langley Good Times Cruise-In

The Faculty of Trades and Technology took part in the Langley Cruise-In on Saturday, September 6, 2025. This unique event allows us to connect with car enthusiasts across the Lower Mainland and highlight our Automotive programs. The event featured over 100,000 visitors and 1,300 cars.

<https://langleycruisein.ca/>

Changes to the Parts and Warehousing Program

We are making adjustments to the Parts and Warehousing, Logistics and Distribution program to focus on apprenticeships rather than on the Foundation program. This reallocation of programming will allow us to serve 80 additional apprentices, address some of our lengthy waitlists, and encourage program completion (i.e., Red Seal Certification).

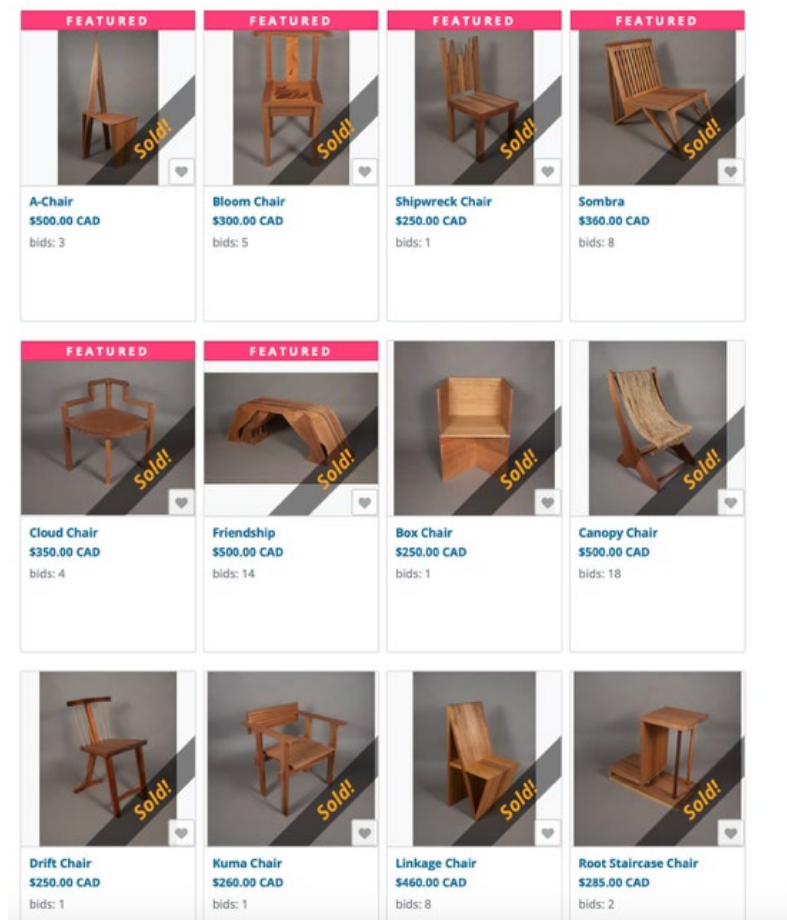
Orientations to the Faculty of Trades and Technology

With the start of seventeen classes in the month of September 2025, we have launched a number of initiatives to orient the students into our programs. The initiatives include in-class presentations from Dean's Office, introducing new students to support services with members from the Learning Centre and Accessibility Services, in-class presentations by the Kwantlen Students Association (KSA), presentations by SkilledTradesBC, a Welcome Back Week, and a presentation by Student Awards and Financial Aid (SAFA) to assist students in applying for Canada Student Loans and Canada Apprenticeship Loans.

Wilson School of Design

In September 2025, the Product Design program had an exhibit [Future Makers: Chairs By New Designers](#) at the Museum of Vancouver, which received rave reviews. Twelve student-designed chairs were auctioned to support Asociación de Comunidades Forestales de Petén ([ACOFOP](#)), raising over \$4,200—surpassing fundraising goals.

ACOFOP is an association of 24 Indigenous and rural groups in the Maya Biosphere Reserve that practice community forest management to support sustainable resource use, tourism, capacity building, reforestation, and community livelihoods.



Student Chairs on Auction Site



Sue Fairburn, Klara Joubert, Carley Hodgkinson, Andrea Leung, Julianna Mayan, Sofia Piercey, and Erin Ashenhurst

On September 17, 2025 the Wilson School of Design launched [Assembly](#), a new design research journal, to a large audience of industry and university leaders. Created by faculty [Carley Hodgkinson](#) and [Erin Ashenhurst](#) with student support, the publication features 25 contributors, including many students, funded through KPU's Student Research and Innovation Grant program. The project was also supported through the Natural Sciences and Engineering Research Council of Canada (NSERC) Mobilize Grant.

POLICY AND ACADEMIC AFFAIRS TEAM

AC15 DIGITAL CREDENTIALS (NON-CREDIT) (CURRENTLY MICRO-CREDENTIALS)

After an extensive consultation process from fall 2024 to spring 2025, the Board of Governors approved draft Policy and Procedure AC15 Digital Credentials (Non-Credit) on October 1, 2025. The newly approved Policy and Procedure will become effective on January 1, 2026. Policy AC15 provides a more flexible, streamlined, and efficient way of creating and approving KPU Digital Credentials that can quickly help recognize learners what they have learned in courses or other learning experiences.

In the coming months, the Curriculum Support unit, Teaching and Learning Commons, Office of the Registrar, Continuing and Professional Studies, and the Vice Chair of Senate will be meeting to discuss key issues and operational considerations in preparation for a January 1, 2026 implementation. Further communication regarding the creation of a new Digital Credentials Committee will be sent to Chairs of Faculty Councils and governance committees in the coming months.

COMMUNICATION AND ONGOING FEEDBACK

Questions and feedback can be directed to policy@kpu.ca (policy and academic initiatives) or graduatestudies@kpu.ca (graduate studies).

ACADEMIC INTEGRITY TEAM

Boothing with the Library occurred on September 17, 2025 at the Surrey campus where academic integrity resources were shared. Boothing for Design students also occurred on September 25, 2025 at the Wilson School of Design where student ambassadors were on hand to answer questions and facilitate activities. A restorative justice and academic integrity lunch and learn was hosted by **Dr. Alana Abramson** on September 19, 2025.

CONTINUING PROFESSIONAL STUDIES TEAM

The CPS team hosted two information sessions in September and October 2025. The first was the StrongerBC future skills grant info session on September 25, 2025, for the public to learn more about the grant program, which KPU courses are eligible, and the application process. The second was the CPS Workshop Part 1 for internal KPU community to get an overview of what CPS does, who the team is and how to offer and develop CPS courses.

CPS is administering the 2025-2026 future skills grant for 28 courses with start dates between September 1, 2025 and February 28, 2026. Currently, over 85 learners have applied for funding and we continue to receive applications daily. As part of the initiative, there were 10 new courses launched including “Harness the Power of Data: Business Analytics for Business Growth”, “Managing Workplace Conflicts”, “Preparation for Certified SOLIDWORKS Professional (CSWP), and “Shop Machinery Safety”.

FLEXIBLE LEARNING OFFICE

The Flexible Learning Office has expanded the list of programs eligible for Rapid PLAR. In addition to Creative Writing, NGO and Nonprofit Studies, Brewing, Computer-Aided Design & Drafting, and all programs within the Melville School of Business, Rapid Prior Learning Assessment & Recognition (PLAR) is now available for Journalism, Policy Studies, and Sociology. This expansion means that mature learners pursuing these programs now have the opportunity to be assessed for prior learning and potentially earn credits more quickly at no cost.

Procedure AC6 Recognition of Prior Learning is currently under review. In September 2025, the AC6 Policy Advisory Group met to discuss the procedure document and identify areas for revision. More consultations are planned over the coming months to support a thorough and inclusive revision process.

WORK INTEGRATED LEARNING TEAM

Lead Advisor on Work Integrated Learning Team

Dr. Larissa Petrillo

In September 2025, we had our Fall Practicum Meeting Group session and it was one of the most widely attended to-date. With 20 faculty members in attendance, the representation across all Faculties proved powerful for collaboration. For example, HRMT instructors were able to provide some suggestions to the new program, FDIT- Front-End Development for Interactive Applications, about ways of handling firm concerns over data and privacy. We heard about several exciting initiatives including a new way of handling the Fashion Industry Experience Practicum and the option for all students to take COOP 1101.

The Fall Service Learning Assistants (SLAs) have begun their assistance with new Work-Integrated Learning initiatives. These paid student leaders help faculty members develop WIL opportunities for KPU students. This term, we have SLAs in the following programs: Traditional Chinese Medicine - Acupuncture, Horticulture, Including All Citizens, Employment and Community Studies, Front-End Development for Interactive Applications, Fashion Marketing and the WSD Fashion and Product Design Practicum, Educational Studies, Fine Arts, Sociology, French, Entertainment Arts, Indigenous Studies, Creative Writing, English, Inside-Out Prison Exchange (CRIM), and Information Technology. For any questions about the term-based Practicum meeting group or Service Learning Assistants at KPU, please reach out to Larissa.Petrillo@kpu.ca

INCLUDING ALL CITIZENS TEAM

Lead Advisor on Disability, Accessibility and Inclusion

Dr. Fiona Whittington-Walsh

In addition to the work that supports Including All Citizens Pathway (IACP) and other initiatives, I have been busy engaging with several community organizations and events including the following:

- Mentorship of three new IACP instructors

- Hiring four Educational Support Students through the Student Learning Initiative
- Hiring two student assistants to continue to create disability focused Open Educational Resources
- Attended meetings with Community partners and SkillsTrades BC on designing a pilot to bring IACP into the Faculty of Trades
- Created a KPU internal steering committee in the Faculty of Trades for the IACP pilot
- Working with **Ellen Pond**, Policy Studies, and **Dr Jennifer Hardwick**, English, on creating a Disability Justice, Global Leadership credential. This is connected to the work on a potential partnership with Community Living BC (CLBC). The credential will enhance IACP's reach by offering flexible course delivery, including online and in-person, and leading to additional IACP courses/programs across the university
- Continuing to organize the following Community Inclusion Month event that is open to the public: *People with Disabilities and Institutionalization: History or Continued Reality?* This is scheduled to take place on October 15, 2025 11:00am to 4:00pm at Kwantlen Polytechnic University, Surrey Conference Centre
- Working with Teaching and Learning on creating a designation for IACP faculty which would identify the courses/sections as Supported Learning
- Working with the Registrar on finalizing the new IACP Admissions Category
- I will be attending the Langley Youth Employment Summit to share information about IACP with potential students, educators, and families

People

Rob McTavish has stepped in as interim Associate Dean of ACP to cover the brief leave of **Mitra Gorjipour**.

Notable Meetings and Events Attended by the Provost's Office

- Attended the Entertainment Arts (ENTA) Grad Show at the Surrey campus on September 13, 2025
- On September 14, 2025, attended Barnside Harvest Festival in Ladner, where KPU beer was featured
- The Provost participated in joint meetings with the Vice Presidents Academic and Vice Presidents Finance at the University of the Fraser Valley in Abbotsford on September 16, 2025
- On September 17, 2025, attended the Wilson School of Design Advisory Committee Appreciation & Assembly Launch at KPU Richmond
- Handed out awards at the Intersectional Social Justice Essay Awards ceremony at KPU Surrey on September 18, 2025
- Attended the KPU Alumni Annual General Meeting on September 18, 2025
- On September 19, 2025, attended the DARPAN Awards Gala in Surrey, BC
- The Provost attended the "Ignite A Dream 2025" fundraising event hosted by the Surrey Fire Fighters Charitable Society on September 20, 2025

SENATE

Agenda Number: 5.1

Meeting Date: *Monday, October 27, 2025*

Presenter(s): *Nadia Henwood*

AGENDA TITLE: Approval of Graduates

ACTION REQUESTED: Motion

RECOMMENDED RESOLUTION

THAT Senate approves the list of graduates to October 27, 2025.

Context and Background

University Act, Section 7: The roll of the convocation must be continued and kept up to date by the registrar.

University Act, Section 9.2: The senate may add names to the roll of the convocation under section 5, (Composition of convocation)

Attachments

1. Graduates for Senate Approval – October 27, 2025
-

Submitted by

Nadia Henwood, Associate Vice President, Enrolment Services, Registrar and Secretary of Senate

Date submitted

October 15, 2025

SENATE MEETING: Monday, 27-Oct-2025

Graduates from the Faculty of Arts

Total Credentials: 28

Graduate Certificate

Graduate Certificate in Sustainable Food Systems and Security

Hannah Jean Moore

(With Distinction)

Hong Dau Sy

(With Distinction)

Baccalaureate Degree (Hons)

Bachelor of Arts (Honours), Major in Criminology

Jasmeen Kaur

(With Distinction)

Baccalaureate Degree

Bachelor of Arts

A. Schwartz

(With Distinction)

Major in Philosophy

Major in Psychology

Minor in Counselling

Bachelor of Arts, Major in Criminology

Mohammed Mukim

Bachelor of Arts, Major in General Studies

Laura Elizabeth Cotter

Minor in Counselling

Bachelor of Arts, Major in Psychology

Avneet Gill

Minor in Counselling

Kai Xuan Lin

Sharia Shariff

Sanroop Kaur Sidhu

Minor in Counselling

Associate Degree

Associate of Arts in Psychology

Dylan Samuel Dennis

(With Distinction)

Ridhima Sehgal

Diploma

Diploma in Advanced VFX (Virtual Production)

Cassandra Grant

(With Distinction)

Anurag Rai

Shauryan Vashistha

Diploma in Arts

Tony Duong

Diploma in General Studies

Harjeet Singh

Arshdeep Kaur

Harnoor Kaur

Ravneet Kaur

Sukhmanpreet Kaur

Yafei Li

Mingyue Qin

Lovepreet Singh

Shubhaagmanjot Singh

Certificate

Certificate in Arts

Jeffrey Tetlow

Certificate in Criminology

Manpreet Kaur

Shubhaagmanjot Singh

Graduates from the Faculty of Health

Total Credentials: 19

Certificate

Certificate in Graduate Nurse, Internationally Educated Re-entry

Cristina Abella

Necitas Angeles

(With Distinction)

Divina Gracia Abadu Baligod

(With Distinction)

Rechel Ann Cabelin

(With Distinction)

Archelyn Basilio Cambang

(With Distinction)

Maria Marteza Caoagas Fernando

(With Distinction)

Sukhjeet Kaur Karir

(With Distinction)

Palwinder Khaira

(With Distinction)

Lailani Imanil Laylay

(With Distinction)

Ma Christine Danao Lim

(With Distinction)

Rayzel Lorbes

(With Distinction)

Rachel Macasaet

(With Distinction)

Priyanka Mahaju

Rashidatu Mohammed

(With Distinction)

Danica Purpura

John Jeffrey Valencia Ruadap

(With Distinction)

Dennis Inego Santos

(With Distinction)

Ninderjit Kaur Sidhu

(With Distinction)

Karina Gabrielle Lagao Villareal

(With Distinction)

Graduates from the Faculty of Science

Total Credentials: 2

Baccalaureate Degree

Bachelor of Science, Major in Physics for Modern Technology
Olun Sydney Greenwood

Diploma

Diploma in Horticulture Technology
Sandra Padularosa
(With Distinction)
Concentration in Sustainable Production Horticulture

Graduates from the Faculty of Trades and Technology

Total Credentials: 6

Citation

Citation in Construction Electrician

Christian Raymond Boieeie

(With Distinction)

Austin Jack Drummond

(With Distinction)

Janica Joy Quizon

(With Distinction)

Dilshaan Singh Thind

(With Distinction)

Jaskaranjit Singh Wahla

Jacqueline Donald Wheatley Wheatley

(With Distinction)

Graduates from the Melville School of Business

Total Credentials: 23

Graduate Diploma

Graduate Diploma in Business Administration - Green Business Management and Sustainability

Dhirendra Dhami

Post-Baccalaureate Diploma

Post-Baccalaureate Diploma in Accounting

Shruti Arora

Post-Baccalaureate Diploma in Human Resources Management

Himani

Manpreet

Baccalaureate Degree

Bachelor of Business Administration in Accounting Management

Arshdeep Sahota

Bachelor of Business Administration in Human Resources Management

Hibba Chaudhry

Randeep Kaur

Bachelor of Technology in Information Technology

Aniruddha Banerjee

Melody Ann Honorico Fuentes

Anmol Mazoo

Parth Sharma

Diploma

Diploma in Accounting

Avneet Kaur

Wajdi Anwar Sulaiman

Diploma in Business Management

Chong Chen

Arunveer Singh Mahal

Diploma in Computer Information Systems

Gurnoor Kaur

(With Distinction)

Dakshdeep Singh

Certificate

Certificate in Computer Information Systems

Kamalpreet Kaur

Certificate in General Business Studies

Jasmin Maria Hulsch

(With Distinction)

Jasnoor Maghera

Ying Song

Graduates from the Wilson School of Design

Total Credentials: 1

Baccalaureate Degree (Hons)

Bachelor of Interior Design (Honours)

Farhath Jahan Ahmed

(With Distinction)

SENATE

Agenda Number: 6

Meeting Date: *Monday, October 27, 2025*

Presenter(s): *Catherine Schwichtenberg*

**Chair's Report to Senate
Senate Standing Committee on Curriculum
October 8, 2025**

The SSCC met with nearly full attendance, and recommended the following curriculum changes to Senate after fulsome discussion and following robust discussion and thoughtful consideration of student success, accessibility, and curriculum integrity:

1. HSCI 1115: Removal of prerequisites

The committee unanimously approved the removal of all prerequisites. Members discussed the relevance of the existing math requirement and its impact on access, particularly for international and mature students. It was confirmed that the change aligns with the course outline manual and supports equitable access without compromising academic standards.

2. EDAS 1240, 1282, 1305, and 2121: Removal of prerequisites

The committee approved the removal of prerequisites from these courses. The discussion addressed course levels, curriculum mapping, and the needs of part-time students who were a large reason for the change. Proponents advised that the courses are introductory in nature and the committee heard that the changes are consistent with practices at other institutions.

3. Foundation in Entertainment Arts Certificate – Admissions Revision

The portfolio requirement was removed to improve accessibility and reflect current industry and institutional trends. The committee considered student feedback, heard of similar decisions being made in other institutions, and confirmed that the change applies only to the foundation certificate. Unanimous approval.

4. Committee Membership Update

The committee welcomed Arts Faculty representative **Parthi Krishnan** as a returning member.

5. DQUAB Update

The committee received an update on the revised DQUAB criteria for program revisions. Although the new criteria have increased the number of submissions and administrative workload, no submissions have been determined to be new degrees. Meredith offered to share the published criteria and follow up on the availability of public reports.

SENATE

Agenda Number: 6.1

Meeting Date: *Monday, October 27, 2025*

Presenter(s): Catherine Schwichtenberg

AGENDA TITLE: REQUISITE REMOVAL – HSCI

ACTION REQUESTED: Motion

RECOMMENDED RESOLUTION

THAT Senate approve the removal of all pre-requisite course requirements from HSCI 1115, effective January 1, 2026.

COMMITTEE REPORT

On October 8, 2025, the Senate Standing Committee on Curriculum recommended that Senate approve the removal of all pre-requisite course requirements from HSCI 1115, effective January 1, 2026.

Science Curriculum Committee: approved September 8, 2025

Science Faculty Council: approved September 16, 2025

Context and Background

Several program areas expressed the desire to remove barriers to student registration that are caused by pre- or co-requisites.

To support programs in making the desired changes, the Office of the Provost and the Office of the Registrar agreed to a simplified process that could be operationalized for spring, 2026. Removal of all requisites would be entered into CourseLeaf following approval of the change, rather than sent through workflow in the software.

Health Sciences identified the removal of the prerequisite from HSCI 1115 as part of our upcoming program renewal; this opportunity for prerequisite removal therefore aligned in a timely way. The current prerequisite, Level D1 on the Math Alternatives Table, is not pedagogically relevant to the course content, as HSCI 1115 contains virtually no mathematics. In practice, this requirement has created an unnecessary barrier to access, particularly disadvantaging international students and mature learners returning to study who may not have recent math placement scores. Removing the prerequisite ensures that admission to the course is based on genuine academic need rather than an irrelevant filter, while maintaining the integrity and accessibility of the program.

Key Messages

1. The Health Sciences program is requesting removal of all requisites from HSCI 1115 to remove barriers to access to this course that are not pedagogically relevant to the course content.
2. The motion to remove all requisites has been approved by the Faculty of Science Curriculum Committee and by the Faculty of Science Faculty Council.
3. If approved, these changes will be made administratively in the relevant software; proponents did not initially enter the changes in CIM Courses nor move them through workflow in CIM.

Consultations

1. David Burns, AVP Academic
2. Nadia Henwood, AVP Enrollment Services and Registrar

Attachments

1. CIM Courses - [HSCI 1115: Introduction to Health Science](#)
-

Submitted by

Michelle Molnar, Administrative Coordinator, Senate

Date submitted

October 14, 2025

SENATE

Agenda Number: 6.2

Meeting Date: *Monday, October 27, 2025*

Presenter(s): Catherine Schwichtenberg

AGENDA TITLE: ARTS REQUISITE REMOVAL– EDAS, SPRING 2026

ACTION REQUESTED: Motion

RECOMMENDED RESOLUTION

THAT Senate approve the removal of all pre-requisite course requirements from EDAS 1240, EDAS 1282, EDAS 1305, and EDAS 2121, effective January 1, 2026.

COMMITTEE REPORT

On October 8, 2025, THAT the Senate Standing Committee on Curriculum recommended that Senate approve the removal of all pre-requisite course requirements from EDAS 1240, EDAS 1282, EDAS 1305, and EDAS 2121, effective January 1, 2026.

Context and Background

Several program areas expressed the desire to remove barriers to student registration that are caused by pre- or co-requisites.

To support programs in making the desired changes, the Office of the Provost and the Office of the Registrar agreed to a simplified process that could be operationalized for spring, 2026. Removal of all requisites would be entered into CourseLeaf following approval of the change, rather than sent through workflow in the software.

Creating Equitable Access in the EDAS Program

The EDAS program is requesting removal of prerequisites from four courses to be more responsive to the diverse needs of students accessing our program. Our goal is to create equitable access for students who require part-time programming due to learning accommodations and/or work/life/family balance needs. Historically, the EDAS program has had a full-time and part-time program. Over the last several years there has been a trend of decreased enrollment for the part-time program. As a result, intake is currently suspended. However, we continue to have students requesting a part-time program. We are also experiencing a small increase in students (2 – 4 students per full-time cohort) who begin in the full-time program and then seek part-time programming

beginning in semester two. This seems to be related to diverse learning needs and/or personal circumstances that change the student's school timeline.

EDAS is seeking to create enrollment flexibility, by reducing prerequisites as a means to open access to enrollment options in our full-time program for those seeking part-time programming. The full-time program is cohort based and, as such, follows a preset schedule which means that courses are offered semester specific rather than in multiple semesters throughout the academic calendar. This structure creates an access barrier for those who require a part-time program.

Maintaining the quality of the EDAS Certificate Program

The EDAS department seeks to enhance student mobility throughout the certificate program without decreasing the quality of the educational experience. Faculty considered several salient issues to maintain this goal.

1. The nature of the program – The EDAS Certificate consists of introductory courses – each stand-alone course would provide anyone with a good beginning understanding of working with children and youth. Together, as a cohesive constellation of courses, the certificate provides graduates with strong knowledge and skills to facilitate the inclusion of diverse learners in the K – 12 school system.
2. Safeguarding prior knowledge developed from course work – as stated, each course can stand-alone as an excellent introduction. However, to work effectively in schools, an EA requires the consolidation of all courses. As a result, practicum I (EDAS 1271) and practicum II (EDAS 1371) will maintain prerequisites to ensure students have the necessary knowledge to succeed during their practicum training. Practicum is an important period in which students begin integrating theory with practice to develop skill.
3. EDAS has a set curriculum with no electives other than an English course. When a student graduates with an EDAS Certificate they are required to have all courses specified in the EDAS curriculum.
4. To qualify for graduation, students are required to achieve mastery in each of the two practicums. Moreover, students must meet the course prerequisites to qualify to enroll in each practicum. (EDAS 1271 Practicum I: prerequisites – 7.5 credits in EDAS 1100. EDAS 1371 Practicum II: prerequisites and corequisites: EDAS 1271, 1282, 1225, and 2121).

Final Considerations

The EDAS Certificate provides an efficient and affordable pathway to employment and long-term career opportunities in the K–12 system. Approximately half of our students are female caregivers, including a significant proportion who are single mothers and heads of household. The remainder are largely recent high school graduates, with an increasing number choosing to continue their studies to become teachers. Given the program's proven value, increasing equitable access through removal of select prerequisites is a measured step that will preserve program quality while supporting diverse student needs.

Key Messages

1. The Educational Assistant program is requesting removal of all requisites from EDAS 1240, EDAS 1282, EDAS 1305, and EDAS 2121 to remove barriers to students wishing to enroll in these courses.
2. The motion to remove all requisites has been approved by the Faculty of Arts Curriculum Committee.
3. If approved, these changes will be made administratively in the relevant software; proponents did not initially enter the changes in CIM Courses nor move them through workflow in CIM.

Consultations

1. Arts Standing Committee on Curriculum (ASCC): approved September 12, 2025
2. David Burns, AVP Academic
3. Nadia Henwood, AVP Enrollment Services and Registrar

Attachments

1. CIM Courses – [EDAS 1240: Supporting Students with Complex Communication Needs](#)
 2. CIM Courses – [EDAS 1282: Social and Emotional Learning and Mental Health in K - 12 Schools](#)
 3. CIM Courses – [EDAS 1305: Overview of Curriculum for Inclusive Schools](#)
 4. CIM Courses – [EDAS 2121: Supporting Students with Autism Spectrum Disorders](#)
-

Submitted by

Michelle Molnar, Administrative Coordinator, Senate

Date submitted

October 14, 2025



SENATE

Agenda Number: 6.3

Meeting Date: *Monday, October 27, 2025*

Presenter(s): *Catherine Schwichtenberg*

AGENDA TITLE: ADMISSIONS CHANGE: CERTIFICATE IN FOUNDATION IN ENTERTAINMENT ARTS

ACTION REQUESTED: Motion

RECOMMENDED RESOLUTION

THAT Senate approves the revisions to the admissions requirements for the Certificate in Foundation in Entertainment Arts, effective September 1, 2026.

COMMITTEE REPORT

On October 8, 2025, the Senate Standing Committee on Curriculum recommended that Senate approves the revisions to the admissions requirements for the Certificate in Foundation in Entertainment Arts, effective September 1, 2026.

Arts Standing Committee on Academic Planning & Priorities (ASCAPP): Sept 19, 2025

Arts Standing Committee on Curriculum (ASCC): Sept 22, 2025

Arts Faculty Council (AFC): Sept 23, 2025

Reason for Revision

As per the Procedures of [AC10](#), 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 issues whose solution cannot be delayed until a Program Review.

Please indicate which the reason for the revision

☐ Arising from an approved Quality Assurance Plan

[Indication date of approval](#)

☒ Other issue

[Admission Requirements, Recruitment, and Program outcome not aligned](#)

Context and Background

Through engagement with prospective students for the Certificate in Foundation in Entertainment Arts, it has become evident that current portfolio requirements present a barrier for students who are

eager to explore Entertainment Arts but do not have the ability to compile a formal portfolio out of their interests and experience, a skill that the program itself develops as part of its learning outcomes. Streamlining this aspect of the admissions process by removing the portfolio requirement would not only reduce administrative burden across multiple units but also foster a more welcoming and accessible pathway for students ready to pursue studies in Entertainment Arts.

The Registrar has agreed to an implementation date of September 1, 2026, which will apply this change to the Fall 2026 application cycle beginning October 1, 2025.

Key Messages

1. Remove the portfolio requirement from the Certificate in Foundation in Entertainment Arts program admission requirements.

Consultations

1. Meredith Laird, Manager, Curricular Support Unit
2. Molly Kirsch, Associate Registrar, Recruitment & Admissions
3. Nadia Henwood, Associate Vice President, Enrollment Services and Registrar

Attachments

1. Program Revision: [CR AR FENA: Certificate in Foundation in Entertainment Arts](#), September 1, 2026

Submitted by

Michelle Molnar, Administrative Coordinator, Senate

Date submitted

October 14, 2025

SENATE

Agenda Number: 8.1

Meeting Date: *October 27, 2025*

Presenter(s): *Sharmen Lee*

AGENDA TITLE: OCTOBER 2025 SENATE STANDING COMMITTEE NOMINATIONS

ACTION REQUESTED: Motion

RECOMMENDED RESOLUTION

THAT Senate appoint the nominees listed for approval on the *October 2025 Nominations to Senate Standing Committees*.

COMMITTEE REPORT

On October 14, 2025, the Senate Governance and Nominating Committee recommended that Senate appoint the nominees listed for approval on the *October 2025 Nominations to Senate Standing Committees*.

Context and Background

The Senate Governance and Nominating Committee, aided by the Vice-Chair of Senate, has the mandate to nominate members to serve on Senate committee.

Consultations

1. Elected senators – Vice-Chair consults with new senators to choose a minimum of two Senate committees on which to serve per Senate Bylaw 1.10
2. Faculty Councils – for faculty member nominations
3. Provost and Vice President, Academic – for nominations of Deans and designates
4. Students – for statements of interest
5. Support staff – for statements of interest
6. Others who nominate designates or representatives

Attachments

1. October 2025 Nominations
-

Submitted by

Sonia Orlu – Administrative Assistant, University Senate

Date submitted

October 14, 2025

NOMINATIONS TO SENATE STANDING COMMITTEES

Oct-25

For Approval:								
Committee	First Name	Last Name	Committee Role	KPU Faculty	Voting	Start Date	End Date	Nominated by
SSC Curriculum	Parthi	Krishnan	Faculty Representative	Arts	Voting	28-Oct-25	31-Aug-28	Faculty Council
SSC Academic Planning and Priorities	Parivash	Enghiad	Faculty Representative	Health	Voting	28-Oct-25	31-Aug-28	Faculty Council
SSC Policy	Kevin	Lu	Faculty Representative	Health	Voting	28-Oct-25	31-Aug-28	Faculty Council
Subcommittee on Writing-Intensive Courses	Andrea	Gormley	faculty member	Health	Voting	28-Oct-25	31-Aug-28	Faculty Council
SSC Academic Planning and Priorities	Katherine	Carpenter	Faculty Representative	Business	Voting	28-Oct-25	31-Aug-28	Faculty Council
SSC Library	Yanny	Yang	Faculty Representative	Business	Voting	28-Oct-25	31-Aug-28	Faculty Council
SSC Research	Mina	Sahota	Faculty Representative	Business	Voting	28-Oct-25	31-Aug-28	Faculty Council
SSC Program Review	Enrico	Tanafranca	Faculty Representative	Business	Voting	28-Oct-25	31-Aug-28	Faculty Council
SSC Tributes	Carlos	Calao	Faculty Representative	Business	Voting	28-Oct-25	31-Aug-28	

For Information:								
Committee	First Name	Last Name	Committee Role	KPU Faculty	Voting	Start Date	End Date	Nominated by
SSC University Budget	Richard	Popoff	Faculty Senator	Science	Voting	1-Sep-25	31-Aug-28	Vice-Chair of Senate
SSC University Budget	Carole	Laplante	Designate, Chief Financial Officer		Non-Voting	3-Oct-25	31-Aug-28	CFO



SENATE STANDING COMMITTEE ON LIBRARY

Agenda Number: 11

Meeting Date: October 27, 2025

Presenter(s): *Catherine Schwichtenberg*

Chair's Report to Senate Senate Standing Committee on Library September 24, 2025

The committee was pleased to welcome a new member: Laura Del Rio Torres, Senate representative from the Faculty of Health.

We reviewed the committee's mandate and membership. Other than the copy and paste error identified earlier in the year, no changes were recommended.

Todd Mundle presented the updated draft 2025-27 KPU Library Strategic Plan. Discussion focused on noted improvements in the wordsmithing and the expanded lists of Actions/Activities/Initiatives, along with some questions to consider before the November meeting at which we hope to approve the plan.

The University Librarian also provided a verbal report that included ongoing initiatives, such as the expansion of the Indigenous materials collection, as well as upgrades to KORA software, and the rationale for budget requests for facility upgrades.

SENATE

Agenda Number: 12.1

Meeting Date: *Monday, October 27, 2025*

Presenter(s): *Catherine Schwichtenberg*

AGENDA TITLE: DISSOLUTION OF THE SENATE STANDING COMMITTEE ON ACADEMIC TITLE AWARDS

ACTION REQUESTED: Motion

RECOMMENDED RESOLUTION

THAT Senate approves the dissolution of the Senate Standing Committee on Academic Title Awards, effective immediately.

COMMITTEE REPORT

On March 26, 2025, the Board of Governors defeated the motion to approve the draft Policy and Procedure AC16 Academic Title Awards.

On February 11, 2025, the Senate Governance and Nominating Committee recommended that Senate establish a new Senate Standing Committee on Academic Title Awards in conjunction with the approval of AC16.

On February 3, 2025, the Senate Standing Committee on Policy recommend that Senate recommend that Board of Governors approve draft Policy and Procedure AC16 Academic Title Awards and draft Senate Standing Committee on Academic Title Awards Mandate and Membership Composition, effective September 1, 2025.

Context and Background

The draft Policy and Procedure AC16 Academic Title Awards was not approved at the Board of Governors in March 2025. As a result, the Senate Standing Committee on Academic Title Awards must be dissolved.

Submitted by

Michelle Molnar, Administrative Coordinator, University Senate

Date submitted

October 20, 2025



SENATE

Agenda Item: 12

Meeting Date: October 27, 2025

Presenter(s): Catherine Schwichtenberg

Chair's Report to Senate

Senate Standing Committee on Program Review

October 1, 2025

We began our first meeting of the academic year with introductions and a welcome to new committee members.

Dr Lori McElroy, AVP Planning & Accountability, presented for approval changes to the Quality Assurance Plan (QAP) template and guide, which will require programs to state how they will address at least two of the UN Sustainable Development Goals in their QAP. As was stated in the agenda package, "Given the great deal of overlap between the SDGs, the Academic Plan, VISION 2026, KPU's Climate Strategy, xé?elł Pathways Framework, KPU's Equity, Diversity, and Inclusion (EDI) Action Plan, KPU's Accessibility Plan, and KPU's Task Force on Anti-Racism's Final Report and Recommendations, the SDGs are being used as a framework for making progress in aligning programs with these plans." After some discussion, including a request for some flexibility in the new requirements, the committee voted in favor of the changes.

The following reports were discussed and approved:

- Journalism, First Annual Follow-up Report
- Marketing, Quality Assurance Plan
- Entrepreneurial Leadership, Self-Study Report

The Journalism program was commended for completing the vast majority of their QAP action items over the past year. All three programs were congratulated on completing their respective stages of the program review process.

Catherine Schwichtenberg, Senate Vice-Chair, conducted an election for committee chair. Fergal Callaghan was acclaimed to continue as chair.

The committee conducted its annual review of its mandate and membership. After some discussion of the mandate, it was noted that this will be examined more closely at a later date as part of a Senate-wide review of its standing committees. Regarding committee membership, it was noted that potential ways to increase the number of members are being looked at.

Melike Kinik-Dicleli (Manager, Quality Assurance, Office of Planning & Accountability) presented her monthly report on the status of program reviews across the university.

SENATE

Agenda Number: 13.1

Meeting Date: *Monday, October 27, 2025*

Presenter(s): *Catherine Schwichtenberg*

AGENDA TITLE: APPROVED QUALITY ASSURANCE PLANS

ACTION REQUESTED: Information

RECOMMENDED RESOLUTION: N/A

COMMITTEE REPORT

For Secretariat Use Only

Context and Background

To uphold our Provincial mandate as a public postsecondary institution, KPU maintains an internal program review process to ensure academic quality. This process is a faculty-led, systematic, evidence-based process and operates at KPU in accordance with AC3: Program Review Policy. The Senate Standing Committee on Program Review (SSCPR) has delegated authority to oversee and manage program review.

KPU's program review process has four phases:

- (1) Self-Study
- (2) External Review
- (3) Quality Assurance Plan
- (4) Annual Follow-Up Reporting

Since program review drives continued program progress and informs program and curricula changes, as well as curriculum development, the Policy AC3 requires that the Chair of SSCPR share approved Quality Assurance Plans with the larger University Senate.

Key Messages

1. KPU maintains an internal program review process to ensure academic quality and uphold its Provincial mandate.
2. This four-phase process follows AC3: Program Review Policy, and is overseen by the Senate Standing Committee on Program Review.
3. Approved program Quality Assurance Plans are shared with Senate.

Implications/Risks

A regular and rigorous Quality Assurance process is part of KPU's obligation to the Province as a public institution. Failing to maintain such a process would constitute a failure of our collective legislative mandate.

Consultations

Senate Standing Committee on Program Review (SSCPR)

Attachments

1. Criminology Quality Assurance Plan_Aproved by SSCPR June 25 2025
-

Submitted by

Fergal Callaghan, Chair, Senate Standing Committee on Program Review

Date submitted

October 13, 2025

Date submitted to SSCPR: May 26, 2025

Date Self-Study Report approved by SSCPR: November 29, 2023

Date of External Review: June 24 & 25, 2024

SUMMARY OF PROGRAM STRENGTHS, CHALLENGES AND OPPORTUNITIES FOR IMPROVEMENT

Strengths

The Program Review Self-Study Report and External Review Report identify a number of program strengths.

Criminology programs are large and popular, with good student performance measures and good student satisfaction indicators, as measured by both student and alumni surveys. Criminology courses are spread across the University scheduling matrix, across a range of instructional modalities, with generally strong fill rates. Many Criminology courses are sought-after electives for non-Criminology students.

The Criminology faculty is diverse, and Criminology programs and students benefit from Instructors with a mix of backgrounds, perspectives, and areas of expertise. The faculty is collegial, highly involved in Department and University governance, and actively engaged in research and community service. As noted by the External Reviewers, “we witnessed a faculty committed to care, concern, support and respect for their colleagues, and an overwhelming commitment to students”.

As part of this Program Review, Criminology drafted its first formal set of Program Learning Outcomes and completed a comprehensive curriculum mapping process. The process revealed that Criminology programs are well-aligned with our Program Learning Outcomes and Essential Skills, and ongoing course and program revisions continue to strengthen this alignment.

Criminology offers a good selection of experiential and applied learning opportunities, particularly at the upper level. Practicum, service learning, Honours and other applied research opportunities are consistently regarded as program highlights. They are engaging, effective in reinforcing learning outcomes, and they provide students with a bridge between theory and practice. As noted in the Self Study Report, “Our instruction resonates with our students when we are able to connect class content and learning outcomes to real-world applications, experiences, current events, and examples of practice”.

The Criminology Department was commended by the External Reviewers “for its diligence in [...] prioritizing the ongoing development of Indigenous content in their programs”. This work has been led by a dedicated departmental Indigenization and Decolonization Committee, and it has impacted all areas of department activity, from professional development and pedagogy to curriculum design.

Challenges and Opportunities

Recruitment and Retention are priorities. Criminology has dedicated considerable time and effort to responding to a rapid expansion in International student enrolment (particularly in lower-level elective courses) followed by a significant decline in International student enrolment driven by changes in Federal Government Immigration and Visa policies. The External Review report highlights the implication of this dynamic for faculty, International and domestic students, and Criminology Programs. The current context presents both challenges and opportunities, highlighting the importance of building Departmental recruitment and retention efforts, in partnership with other units at KPU (ex. Advising, Future Student Office). The Department will also need to prioritize flexibility and the removal of barriers to progression when planning program revisions. Expanding opportunities for students, alumni, and discipline sector professionals to connect, both inside and outside of the classroom, also has the potential to improve recruitment and retention.

As noted in the Self-Study Report, “Entry into sought-after career pathways and opportunities for further education is facilitated by the completion of BA-level programs. Students who complete Certificate, Diploma, and Associate of Arts programs are less certain about the relevance of the curriculum, and they have some difficulty entering into careers in areas related to Criminology. We need to do more to either connect these learners with career opportunities or support their entry into more advanced programs”.

Both the External Review Report and the Self-Study Report acknowledge the high quality and correspondingly high levels of student satisfaction with upper-level experiential learning opportunities, while also noting that student awareness of these opportunities and pathways to entry at earlier stages of study require improvement. Earlier and more sustained promotion of practicum, Honours, service learning, and other applied opportunities is essential.

The Self-Study Report and External Reviewer Report highlighted areas for improvement in the coverage of some Program Learning Outcomes and Essential Skills, with an emphasis on oral communication and presentation skills, collaboration, research methods, and problem-solving. The External Reviewers also advised the Department to revise our Program Learning Outcomes with a view to removing references to specific assessment types (for example “a long-form written report”) that might be constraining.

LIST OF RECOMMENDATIONS FROM THE SELF-STUDY REPORT AND EXTERNAL REVIEW REPORT

The list of recommendations from the Self-Study Report and External Review Report are provided below. Note that each recommendation needs to be addressed in the Quality Assurance Plan. Any recommendation that the program is unable to address should be documented in the next section titled RECOMMENDATIONS THE QUALITY ASSURANCE PLAN DOES NOT ADDRESS, along with a rationale for why it cannot be addressed.

Self-Study Report (SSR) Recommendations		Page Number
1.	Make a consideration of Generative Artificial Intelligence (GAI) and academic integrity a component of the course outline development and revision process.	66
2.	Maintain a 'living' curriculum map that informs updates to curriculum and programs and is in turn updated as course outlines are revised.	66
3.	Update Criminology programs to add recently-developed courses and courses originally associated with the BA CCJ to the 'groups' of courses that students must complete in order to progress through credentials.	66
4.	<p>Recommendations based on a Review of Program Learning Outcomes:</p> <p>4.1. Review Program Learning Outcomes (PLOs) and determine whether the current emphasis on criminological content is appropriate or limiting.</p> <p>4.2. Review the Program Learning Outcomes (PLOs) and consider introducing a PLO for information and research literacy. This might help to further differentiate CLOs between existing PLOs (particularly PLO#1 and PLO#8).</p> <p>4.3. Review the Program Learning Outcomes (PLOs) and consider steps to embed PLO#10 (Use interpersonal and professional skills in discussions about complex crime, legal system, or social justice topics) in the Minor, Diploma, and Certificate.</p>	66
5.	<p>Recommendations based on a Review of Program Requirements:</p> <p>5.1. Review the lists of courses that are currently listed in program groups (ex. 'choose x courses from the following group') and determine whether any of the current elective-only courses should become part of a grouping.</p> <p>5.2. Establish departmental committees to study particular program areas, and to make recommendations for curriculum / program changes:</p> <p style="padding-left: 40px;">5.2.1. A group should focus on Indigenization / decolonization. This group should, inter alia, consider whether INDG courses should be added as elective or required courses for Criminology programs, and advise the Department Co-Chairs and Search Committee regarding departmental teaching expertise gaps related to Indigenous content courses.</p> <p style="padding-left: 40px;">5.2.2. A group should focus on other Arts programs with thematic connections to Criminology (including Policy Studies). This group should, inter alia, consider whether courses from these programs should be added as elective or required courses for Criminology programs.</p>	66
6.	Recommendations based on Reviewing and Updating Course Outlines and Course Learning Outcomes:	67

Self-Study Report (SSR) Recommendations	Page Number
<p>6.1. Update Course Outlines to (1) emphasize connections between Course Learning Outcomes and Program Learning Outcomes and (2) move key assessment and content features into Course Learning Outcomes where appropriate.</p> <p>6.2. Update Course Outlines to further emphasize Program Learning Outcome #2 (BA: Plan and deliver an organized oral or digital media presentation on a topic related to criminology).</p> <p>6.3. Update Course Outlines to further emphasize Program Learning Outcome #10 (BA: Use interpersonal and professional skills in discussions about complex crime, legal system, or social justice topics).</p> <p>6.4. Update Course Outlines to further emphasize Program Learning Outcome #9 (BA: Reflect on personal contributions to a planned collaborative project through reflexive writing).</p> <p>6.5. Update Course Outlines to further emphasize Program Learning Outcome #3 (BA: Develop an original proposal to address a current or emerging social, political, or technological problem).</p> <p>6.6. Review the outlines and CLOs for upper-level courses, with a view to embedding PLO#7 (BA: Critically reflect on qualitative and quantitative data collection and analysis methods through planned research projects and coursework).</p>	
<p>7. Design and develop a 2000-level 'Current Issues in Crime and Justice' course to serve as a 'special topics' course that also focuses on the development of communications skills.</p>	67
<p>8. Establish departmental working groups or 'communities of practice' dedicated to the core 1000-level course areas (CRIM 1100, - Criminology CRIM 1101 - Criminal Justice, CRIM 1107 - Law) and develop consistent capstone assignments that will be associated with these courses. Ensure that assessment methods and capstone assignments directly connect to Program Learning Outcomes and Essential Skills, and consider the 'laddering' of skills through the 'Introduced', 'Developing', and 'Advanced' levels.</p>	67
<p>9. Update program materials, course presentations, and web assets to better emphasize why we are teaching what we are teaching, and how our learning outcomes connect to pathways for employment.</p>	68
<p>10. Complete a Program Revision for the BA Criminology (Honours) program to bring the program within the 120 credits required by the BA.</p>	68
<p>11. Develop recurring events (ex. career forums) that will allow students to connect with a diverse group of discipline sector representatives and showcase the range of career pathways associated with Criminology. Create opportunities for discipline sector representatives to serve as guest speakers in classes, and for Criminology faculty to visit discipline sector workplaces.</p>	68
<p>12. Update course outlines and / or develop new courses to (1) ensure coverage of key themes, including (inter alia) anti-racism, Truth and Reconciliation, and comparative and international criminology, and (2) incorporate sought-after content areas, including mental health and trauma, forensics, technology, and specialized areas of law.</p>	68
<p>13. Showcase existing experiential learning opportunities (Practicum, Honours, Service Learning, Co-Op) in lower-level courses, and provide incentives for students to declare into credentials that offer these opportunities.</p>	68
<p>14. Develop experiential learning opportunities for students enrolled in the Associate of Arts credential (and other < BA credentials). Opportunities could include service learning or a 'lite' practicum.</p>	68

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Self-Study Report (SSR) Recommendations	Page Number
15. Update the Ed Plan to ensure that required and high-demand courses are offered across the semesters.	68
16. Maintain small class sizes and take advantage of the Instructor : student ratio by incorporating pedagogical features such as discussions with guest speakers, iterative assignments, debates, and team-based learning in class designs.	68
17. Establish departmental working groups or ‘communities of practice’ dedicated to the core 1000-level course areas (CRIM 1100, - Criminology CRIM 1101 - Criminal Justice, CRIM 1107 - Law). Task groups with reviewing course outlines and course presentations in these areas, at different levels, to (1) eliminate unnecessary duplication of content, (2) ensure effective laddering and skills progression, (3) ensure that there is parity in the coverage of PLOs and CLOs across modalities, and (4) explore opportunities to embed more experiential and applied components in CLOs.	68
18. Continue to lead in the adoption of Open Educational Resources. Develop new OER texts for core courses / areas.	68
19. Support outreach to prospective students by ensuring that the Criminology Department website is updated, reviewed, and refreshed at least annually. Make more active use of Department social media platforms to showcase faculty and student work.	69
20. Foster and maintain faculty passion for teaching through planned collaborative activities (conferences, speaker series, team teaching, workshops). Establish a departmental working group or ‘community of practice’ to coordinate collaborative work on assignment design, weighting, and assessment standards (or task other working groups with this work).	69
21. Update the Ed Plan to ensure that required and high-demand courses are offered in a range of modalities.	69
22. Reframe ‘group work’ as team work and consistently incorporate team-based activities in core Criminology courses.	69
23. Increase the use of guest speakers and other practices that connect course content to the discipline sector and showcase the practical applications of learning.	69
24. Establish a departmental working group to study and make recommendations for curricular and instructional changes to meet the needs of International students, particularly at the 1000-level.	69
25. Reinvigorate the Criminology Student Association to provide students with a shared sense of community.	69
26. Working in partnership with the Alumni Association, improve communication and relationships with alumni, and offer alumni opportunities to connect with current students and with the discipline sector. Offer more alumni-focused events.	69
27. Update the Criminology Department student space to improve its usefulness to students.	69
28. Improve faculty familiarity with Career Services and Advising Services. Work on Criminology-focused Career and Advising materials, and inform students of Career Services and Advising opportunities. Improve faculty familiarity with KPU services intended to promote and support student mental health and wellbeing, and ensure that student mental health is supported in Department and course policies.	69
29. Explore opportunities within the current budget and procurement processes to acquire one or more laptops equipped with specialized software (GIS, qualitative and quantitative data analysis software) for use by students in the Criminology Department.	69

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Self-Study Report (SSR) Recommendations	Page Number
30. Explore opportunities to establish one or more classrooms commonly used by Criminology as a 'circle-first' space so that desks and chairs are oriented in a circle format by default.	70
31. Improve communication with students about the nature and usefulness of Library resources, with an emphasis on resources that are relevant to Criminology and to specific courses.	70

External Review Report (ERR) Recommendations	Page Number
32. The review team recommends the Criminology Department continue with their ongoing review and updates to program learning outcomes, course outlines, and course learning outcomes to ensure alignment. In particular, the ERT recommences review of special assessment descriptions "tagged" on to program learning outcomes.	4
33. The ERT recommends KPU and faculty in the Criminology Department reflect upon these comments and build upon their many strengths to address these challenges. One possibility might be a criminology foundations class that fills the gap for students who a) don't have a Law 12 equivalent, or b) international students without a basic understanding of Canadian criminal justice system could address increasing numbers of students without requisite skills for success in university. An elective course would be valuable for students interested in criminology and ensure that students with the requisite skills are taught at an appropriate level in the introductory criminology classes.	4
34. The ERT recommends KPU recognize faculty for their scholarship.	6
35. The ERT recommends earlier promotion of the honours program (first year and repeated in second and third year).	6
36. The review team also recommends that KPU consider including faculty as part of recruitment processes to better support the recruitment of domestic students.	6
37. The ERT recommends the Criminology Department continue to focus on improving upon opportunities for practicum students.	8
38. The ERT recommends that KPU explore a system that matches professorial ranks at other post-secondary institutions.	8
39. The ERT recommends that KPU consider making better use of, and increase the value of the research skills of its own faculty	8
40. Student surveys (see Self-Study Appendices) show that 76% of students reported that the approach to instruction supported their emotional safety. While this number is substantial, it would be valuable to explore why 24% did not support this finding. The rationale for this finding is unclear and could be further explored to ensure students are aware of available services and that existing services provide the support needed.	8

RECOMMENDATIONS THE QUALITY ASSURANCE PLAN DOES NOT ADDRESS

The Recommendations from the Self-Study Report and External Review Report that this Plan does not address as provided below, with a brief rationale for why these Recommendations cannot be addressed.

Recommendations	Indicate Self-Study Report (SSR) or External Review Report (ERR) and page number	Rationale for Not Addressing
16. “ Maintain small class sizes and take advantage of the Instructor: student ratio by incorporating pedagogical features such as discussions with guest speakers, iterative assignments, debates, and team-based learning in class designs.”	68	At KPU, class size policy is determined primarily through Collective Bargaining. The Department can and will promote the merits of small class sizes and take advantage of the instructor : student ratio, per the recommendation.
24. Establish a departmental working group to study and make recommendations for curricular and instructional changes to meet the needs of International students, particularly at the 1000-level.	69	<p>The Department has explored the prospects of a lower-level foundations course geared specifically towards International students, and has consulted with the Dean’s Office. Such a course does not seem viable at this time for a variety of reasons, including complications with degree progression and ed planning and scheduling. Primarily, though, this idea was a response to student population dynamics that have since undergone significant changes due to shifts in International student enrolment.</p> <p>Members of the Department have actively contributed to the work of the Arts Faculty Committee Standing Committee on Faculty and International Student Success, and this Committee is seen as a key resource. The Department does not wish to unnecessarily duplicate the work of this Committee.</p>
34. “The ERT recommends KPU recognize faculty for their scholarship. The ERT highlights the value in having instructors engaged in research that keeps them current in the discipline.”	6	The recognition, promotion, and funding of faculty scholarship by KPU is not within the Department’s direct control. Criminology faculty members are actively engaged in governance roles related to research and scholarship. Recognition and support opportunities connected to research are typically controlled by committees or administrative offices.

Recommendations	Indicate Self-Study Report (SSR) or External Review Report (ERR) and page number	Rationale for Not Addressing
36. The review team also recommends that KPU consider including faculty as part of recruitment processes to better support the recruitment of domestic students.	6	SSCPR Memo dated October 4, 2024: The recommendation is outside the scope of program review.
38. “Based on conversations with Criminology faculty, the ERT recommends that KPU explore a system that matches professorial ranks at other post- secondary institutions. The differences between KPU faculty and other post-secondary institutions are unnecessarily confusing and may devalue the commitment and qualifications of KPU faculty. Addressing this discrepancy may also prove useful in recruitment materials. ”	8	KPU’s Rank and Title policy is not within the Department’s direct control. Criminology faculty members have participated in all of the recent policy consultations and governance processes related to rank and title, but the Department does not have the authority or mandate to unilaterally change these things.
39. “Many faculty in the KPU Criminology Department conduct research but they reported challenges with the bureaucratic structures that impede research. Faculty specifically highlighted challenges with hiring of research assistants.”	8	The Department has been advised that the recruitment of research assistants is governed by HR policies. While the Department can - and has - made its views on current Research Assistant policies and procedures known, it does not have the authority to change them. The Department supports student and faculty research collaborations by allocating a portion of our annual budget to the hiring of student research assistants.

QUALITY ASSURANCE FIVE-YEAR ACTION PLAN

The Quality Assurance **Goals** for improving or maintaining program quality over the next five years are:

MONTH/YEAR WHEN THE FIVE-YEAR ACTION PLAN BEGINS: June 2025

GOAL 1: Increase student retention and degree progression by updating and streamlining the Program Learning Outcomes and course requirements for Criminology BA and Honours.

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
3. Update Criminology programs to add recently-developed courses and courses originally associated with the BA CCJ to the 'groups' of courses that students must complete in order to progress through credentials.	SSR #3, p. 66
<p>Recommendations based on a Review of Program Learning Outcomes:</p> <p>4.1. Review Program Learning Outcomes (PLOs) and determine whether the current emphasis on criminological content is appropriate or limiting.</p> <p>4.2. Review the Program Learning Outcomes (PLOs) and consider introducing a PLO for information and research literacy. This might help to further differentiate CLOs between existing PLOs (particularly PLO#1 and PLO#8).</p>	SSR #4.1 and 4.2, p. 66
<p>Recommendations based on a Review of Program Requirements:</p> <p>5.1. Review the lists of courses that are currently listed in program groups (ex. 'choose x courses from the following group') and determine whether any of the current elective-only courses should become part of a grouping.</p> <p>5.2. Establish departmental committees to study particular program areas, and to make recommendations for curriculum / program changes:</p> <p>5.2.1. A group should focus on Indigenization / decolonization. This group should, inter alia, consider whether INDG courses should be added as elective or required courses for Criminology programs, and advise the Department Co-Chairs and Search Committee regarding departmental teaching expertise gaps related to Indigenous content courses.</p> <p>5.2.2. A group should focus on other Arts programs with thematic connections to Criminology (including Policy Studies). This group should, inter alia, consider whether courses from these programs should be added as elective or required courses for Criminology programs.</p>	SSR #5.1 and 5.22, p. 66

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
10. Complete a Program Revision for the BA Criminology (Honours) program to bring the program within the 120 credits required by the BA.	SSR #10, p. 68
32. “The review team recommends the Criminology Department continue with their ongoing review and updates to program learning outcomes, course outlines, and course learning outcomes to ensure alignment. In particular, the ERT recommends review of special assessment descriptions “tagged” on to program learning outcomes. For example, one PLO is “Critically evaluate theories and perspectives about crime, legal systems, and social justice in a long-form written report.” This expectation may limit and constrain instructors from developing diverse assessment methods that recognize and reward creative thinking and processes.”	ERR #32, p.4

Actions(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
<p>Pursue a series of structural changes to the BA Criminology and BA Criminology (Honours) program requirements through the Faculty Council and Senate governance processes that will emphasize laddering, flexibility, and retention.</p> <ul style="list-style-type: none"> Revise the BA Criminology and BA Criminology (Honours) program to <ul style="list-style-type: none"> Where appropriate, add ‘unattached’ elective courses to the ‘X of the following courses’ groupings recognized as program requirements. update Program Learning Outcomes to, <i>inter alia</i>, eliminate references to specific assessment modalities, incorporate an information / research literacy outcome. ensure that program prerequisites / corequisites, and requirements are consistent with Program Learning Outcomes and facilitate degree progression. Revise the BA (Honours) program to bring the total credits for completion in line with the 120 credits required by the BA. Renumber Honours courses to reflect current numbering protocols. 	Carroll Boydell	September 2024	February 2027	<p>Work on this goal is already underway. Honours credit hour changes and course re-numbering have been approved through the governance process.</p> <p>Note that completion date reflects implementation for the September 2027 intake cycle.</p>

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Actions(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Arrange for Faculty members involved in program and curricular revisions related to the BA and BA Honours Programs to attend workshops and complete training activities (including opportunities provided by the Provost's Office, Office of Planning and Accountability, and Teaching & Learning Commons) related to KPU's current CIM and PLO / CLO development and revision processes.	Carroll Boydell & Mark Vardy	September 2025	April 2026	

Resource Requirements (if applicable)
Resources required to achieve this Goal: N/A
When resources will be required: N/A
Faculty and/or Institutional support required: Criminology faculty will need to dedicate time and resources to implementing these actions.



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GOAL 2: Update and streamline the Program Learning Outcomes and course requirements for the Criminology Diploma, AA, Minor, and Certificate.

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
2. Maintain a 'living' curriculum map that informs updates to curriculum and programs and is in turn updated as course outlines are revised.	SSR #2, p. 66
Recommendations based on a Review of Program Learning Outcomes: 4.3. Review the Program Learning Outcomes (PLOs) and consider steps to embed PLO#10 (Use interpersonal and professional skills in discussions about complex crime, legal system, or social justice topics) in the Minor, Diploma, and Certificate.	SSR #4.3, p. 66
32. "The review team recommends the Criminology Department continue with their ongoing review and updates to program learning outcomes, course outlines, and course learning outcomes to ensure alignment. In particular, the ERT recommends review of special assessment descriptions "tagged" on to program learning outcomes. For example, one PLO is "Critically evaluate theories and perspectives about crime, legal systems, and social justice in a long-form written report." This expectation may limit and constrain instructors from developing diverse assessment methods that recognize and reward creative thinking and processes."	ERR #32, p.4

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Build a 'Living Curriculum Map' that supports program development and alignment between PLOs and CLOs and ensure that this map is updated to reflect any program changes or course outline changes that move through the governance process. Note that this Action Item will also advance Goal #1.	Mike Larsen	July 2025	December 2028	Initial work to be completed in 2025, at which time the curriculum map will be updated as part of the standard course outline revision process.

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Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
<p>Pursue a series of structural changes to the Diploma, AA, Minor, and Certificate program requirements through the Faculty Council and Senate governance processes that will emphasize laddering, flexibility, and retention.</p> <ul style="list-style-type: none"> Revise the Diploma, AA, Minor, and Certificate programs to <ul style="list-style-type: none"> ensure that program prerequisites / corequisites, and requirements are consistent with Program Learning Outcomes and facilitate degree progression and laddering between credentials. update Program Learning Outcomes to, <i>inter alia</i>, eliminate references to specific assessment modalities and ensure alignment between PLOs and CLOs. 	Mike Larsen & Carroll Boydell	September 2026	February 2027	Note that completion date reflects implementation for the September 2027 intake cycle.
Arrange for Faculty members involved in program and curricular revisions related to the Diploma, Certificate, Minor, and AA Programs to attend workshops and complete training activities (including opportunities provided by the Provost's Office, Office of Planning and Accountability, and Teaching & Learning Commons) related to KPU's current CIM and PLO / CLO development and revision processes.	Carroll Boydell & Mark Vardy	September 2025	April 2026	

Resource Requirements (if applicable)
Resources required to achieve this Goal: N/A
When resources will be required: N/A
Faculty and/or Institutional support required: Criminology faculty will need to dedicate time and resources to implementing these actions.

GOAL 3: Review and revise course outlines to ensure that key skills necessary for discipline sector entry and advanced studies are developed through laddering.

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
1. Make a consideration of Generative Artificial Intelligence (GAI) and academic integrity a component of the course outline development and revision process.	SSR #18, p. 66
<p>Recommendations based on Reviewing and Updating Course Outlines and Course Learning Outcomes:</p> <p>6.1. Update Course Outlines to (1) emphasize connections between Course Learning Outcomes and Program Learning Outcomes and (2) move key assessment and content features into Course Learning Outcomes where appropriate.</p> <p>6.2. Update Course Outlines to further emphasize Program Learning Outcome #2 (BA: Plan and deliver an organized oral or digital media presentation on a topic related to criminology).</p> <p>6.3. Update Course Outlines to further emphasize Program Learning Outcome #10 (BA: Use interpersonal and professional skills in discussions about complex crime, legal system, or social justice topics).</p> <p>6.4. Update Course Outlines to further emphasize Program Learning Outcome #9 (BA: Reflect on personal contributions to a planned collaborative project through reflexive writing).</p> <p>6.5. Update Course Outlines to further emphasize Program Learning Outcome #3 (BA: Develop an original proposal to address a current or emerging social, political, or technological problem).</p> <p>6.6. Review the outlines and CLOs for upper-level courses, with a view to embedding PLO#7 (BA: Critically reflect on qualitative and quantitative data collection and analysis methods through planned research projects and coursework)</p>	SSR #6, p. 66
7. Design and develop a 2000-level 'Current Issues in Crime and Justice' course to serve as a 'special topics' course that also focuses on the development of communications skills.	SSR #7, p. 67
8. Establish departmental working groups or 'communities of practice' dedicated to the core 1000-level course areas (CRIM 1100, - Criminology CRIM 1101 - Criminal Justice, CRIM 1107 - Law) and develop consistent capstone assignments that will be associated with these courses. Ensure that assessment methods and capstone assignments directly connect to Program Learning Outcomes and Essential Skills, and consider the 'laddering' of skills through the 'Introduced', 'Developing', and 'Advanced' levels.	SSR #8, p. 67

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Recommendation(s) this Goal Addresses	Indicate Report & Page Number
12. Update course outlines and / or develop new courses to (1) ensure coverage of key themes, including (inter alia) anti-racism, Truth and Reconciliation, and comparative and international criminology, and (2) incorporate sought-after content areas, including mental health and trauma, forensics, technology, and specialized areas of law.	SSR #12, p. 68
17. Establish departmental working groups or ‘communities of practice’ dedicated to the core 1000-level course areas (CRIM 1100, - Criminology CRIM 1101 - Criminal Justice, CRIM 1107 - Law). Task groups with reviewing course outlines and course presentations in these areas, at different levels, to (1) eliminate unnecessary duplication of content, (2) ensure effective laddering and skills progression, (3) ensure that there is parity in the coverage of PLOs and CLOs across modalities, and (4) explore opportunities to embed more experiential and applied components in CLOs.	SSR #17, p. 68
22. Reframe ‘group work’ as team work and consistently incorporate team-based activities in core Criminology courses.	SSR #22, p. 69

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Ask the Program Advisory Committee for input on key entry-level skills and knowledge required for fields in the discipline sector. The consultation should address both subject matter areas and competencies, including <i>inter alia</i> interpersonal and professional skills, collaborative skills, digital literacy skills (including generative artificial intelligence), and familiarity with trauma, mental health, and Indigenous knowledge. Share this input with the Department as a whole and with committees working on program and curriculum development.	Carroll Boydell	July 2025	December 2025	An initial presentation on this was made to the Program Advisory Committee at its May 2025 meeting.

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Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
<p>Create three working groups dedicated to core program areas. Ensure that each working group has a Chair or Co-Chairs, and add the Chair and members to the Department Service Plan:</p> <p>A. Criminology (with CRIM 1100 Instructors and faculty teaching theory-oriented courses invited to join)</p> <p>B. Criminal Justice (with CRIM 1101 Instructors and faculty teaching justice system-oriented courses invited to join)</p> <p>C. Law (with CRIM 1107 Instructors and faculty teaching law-oriented courses invited to join).</p> <p>Working Groups should report to the Department during regular Department Meetings. They should establish mandates that include the following:</p> <ul style="list-style-type: none"> Participate in course outline revisions that are informed by the goals of the QAP (ex. by having a member serve as Course Developer and by consulting on outline revisions). Advising the Department on curricular revisions that would support skills progression (laddering) and reduce content duplication, and providing related mutual support for course presentations. Advising the Department on opportunities for experiential learning and applied research. Developing shared designs and resources for major capstone assignments (particularly in Introductory courses). <p>Working groups should identify priorities for curricular change within six months of formation.</p> <p>Note that this Action Item will also advance goal #7.</p>	Mike Larsen	June 2025	July 2026	<p>Each working group will be led by a Chair or Co-Chairs, with one faculty member performing a broader coordination role.</p> <p>Working group work will be ongoing, with annual reports, but the indicated completion date is consistent with the timeline for program and course revisions planned under Goals 1, 2, and 3.</p>

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
<p>As course outlines come up for review and revision, changes will be made through the standard curricular governance processes. The Department and Course Developers will keep the following objectives in mind when revising outlines:</p> <ul style="list-style-type: none"> • Outline revisions should be an opportunity to advance Indigenization and Decolonization objectives. Note that this Action Item also advances Goal #5. • Where appropriate, course outline revisions should incorporate sought-after topics identified in the SSR, including <i>inter alia</i> mental health, trauma, technology, and specialized areas of law. • Outline revisions should be informed by the SSR's findings regarding areas where coverage of Program Learning Outcomes could be deepened and extended, including: presentation skills, in-depth discussions that require applied interpersonal skills, reflections on collaborative learning activities, the development of original proposals related to current issues, and critical reflections on research design and methodology. • Collaborative and team-based learning assessments should be highlighted. 	Andrea Curman	September 2025	April 2027	<p>Goals 1 & 2 focus on program revisions. This timeline is intended to synchronize course revisions with the program revision cycle.</p> <p>Work on outline revisions related to Indigenization and Decolonization objectives will involve coordination with the Department's Indigenization and Decolonization Committee</p>

Resource Requirements (if applicable)
Resources required to achieve this Goal: N/A
When resources will be required: N/A
Faculty and/or Institutional support required: Criminology faculty will need to dedicate time and resources to implementing these actions.

GOAL 4: Extend and enrich connections between the Department, students, alumni, and the discipline sector.

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
11. Develop recurring events (ex. career forums) that will allow students to connect with a diverse group of discipline sector representatives and showcase the range of career pathways associated with Criminology. Create opportunities for discipline sector representatives to serve as guest speakers in classes, and for Criminology faculty to visit discipline sector workplaces.	SSR #11, p. 68
23. Increase the use of guest speakers and other practices that connect course content to the discipline sector and showcase the practical applications of learning.	SSR #23, p. 69
25. Reinvigorate the Criminology Student Association to provide students with a shared sense of community.	SSR #25, p. 69
26. Working in partnership with the Alumni Association, improve communication and relationships with alumni, and offer alumni opportunities to connect with current students and with the discipline sector. Offer more alumni-focused events.	SSR #26, p. 60
27. Update the Criminology Department student space to improve its usefulness to students.	SSR #27, p. 69

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Ask the Program Advisory Committee for input on opportunities for increased involvement for discipline sector representatives, including guest speakers, field visits, and participation in events. Bring this input back to the Department. Seek advice from the Department on ways to expand the membership of the PAC to support enriched student-discipline sector connections.	Carroll Boydell	June 2025	December 2025	An initial presentation on this was made to the Program Advisory Committee at its May 2025 meeting.

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Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
At an upcoming meeting, review the processes for bringing in guest speakers. As part of this meeting, update faculty on available gift and honorarium supports.	Mark Vardy	June 2025	September 2025	
Apply for funds to support a refresh of the Criminology student 'pod' and meeting room in Surrey Maple. Promote these as student spaces in course presentations and announcements.	Carroll Boydell & Mark Vardy	June 2025	December 2025	This is largely complete, with IT resources remaining (installing computer connected to the screens in the common area and conference room).
Add 'Criminology Student Association Support' to the Criminology Department service plan, and assign two or more faculty members to this role. Faculty in this role will lead Department efforts to support and promote the CSA, including through student recruitment and (where applicable) assistance organizing events.	Carroll Boydell & Mark Vardy	November 2025	April 2026	This timeline reflects initial efforts. Ongoing reporting will take place as part of the Department's annual service plan review.
Refresh the exterior cabinets in Surrey Maple to showcase Criminology programs and recent and exciting faculty research and scholarship. Make the updating of these spaces a part of the Departments annual Service Plan.	Mark Vardy	September 2025	June 2026	
Participate in and / or organize (given available resources) KPU career events that connect students with discipline sector representatives. When planning such events, seek to promote career opportunities for students graduating from Diploma, AA, Minor, and Certificate programs.	Carroll Boydell & Stephanie Ashton	June 2025	December 2028	
Send a department update letter to the Alumni Association once per semester that includes opportunities for alumni participation in Criminology activities, guest speaker events, and requests for information to distribute in the regular Criminology Newsletter. Share these updates with members of the Program Advisory Committee as part of the routine meeting package.	Carroll Boydell & Mark Vardy	September 2025	December 2025	This timeline reflects initial efforts. Subsequent Alumni letters will be sent on a semester basis.

Resource Requirements (if applicable)
Resources required to achieve this Goal: N/A
When resources will be required: N/A
Faculty and/or Institutional support required: Criminology faculty will need to dedicate time and resources to implementing these actions. Note that the resources to refresh the Criminology student pod and meeting room have already been allocated.

GOAL 5: Continue and extend Equity, Diversity, Inclusion, Indigenization, and Decolonization work

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
<p>Recommendations based on a Review of Program Requirements:</p> <p>5.2. Establish departmental committees to study particular program areas, and to make recommendations for curriculum / program changes:</p> <p>5.2.1. A group should focus on Indigenization / decolonization. This group should, inter alia, consider whether INDG courses should be added as elective or required courses for Criminology programs, and advise the Department Co-Chairs and Search Committee regarding departmental teaching expertise gaps related to Indigenous content courses.</p>	SSR #5.22, p. 66
12. Update course outlines and / or develop new courses to (1) ensure coverage of key themes, including (inter alia) anti-racism, Truth and Reconciliation, and comparative and international criminology, and (2) incorporate sought-after content areas, including mental health and trauma, forensics, technology, and specialized areas of law.	SSR #12, p. 68
30. Explore opportunities to establish one or more classrooms commonly used by Criminology as a 'circle-first' space so that desks and chairs are oriented in a circle format by default.	SSR #30, p. 70
40. Finally, student surveys (see Self-Study Appendices) show that 76% of students reported that the approach to instruction supported their emotional safety. While this number is substantial, it would be valuable to explore why 24% did not support this finding. The rationale for this finding is unclear and could be further explored to ensure students are aware of available services and that existing services provide the support needed.	ERR #40, p. 8

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Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
<p>Establish and support a departmental Indigenization and Decolonization Committee. Ensure that the Committee has a Chair or Co-Chair, and that the Committee is added to the Department Service Plan. The mandate of this committee should include, <i>inter alia</i>:</p> <ul style="list-style-type: none"> Providing advice in support of program revisions and course outline revisions, including advice about possibilities for the incorporation of INDG courses as elective or required program elements. 	Isabel Scheunema n Scott & Alana Abramson	June 2025	January 2027	Note that this timeline is consistent with the timeline for program changes associated with Goals 1 & 2.
<ul style="list-style-type: none"> Advising the Program Chairs and Search Committee, as appropriate, regarding teaching and expertise gaps related to Indigenous content areas. Organizing opportunities for professional development related to decolonizing and Indigenizing curriculum, Indigenous ways of knowing, and pedagogy. 				
Lobby the Dean's Office and appropriate Faculty of Arts governance bodies regarding the development of 'circle-first' classroom formats. Report back to the Department regarding the feasibility of this idea.	Carroll Boydell & Mark Vardy	June 2025	October 2025	A request was made at the March 2025 Arts Chairs meeting that a dedicated circle format classroom be considered as part of the upcoming regular renovations of space at the university. Multiple Arts departments were in favour of this. Faculty of Arts DBM Christina Fung has communicated with the University Space Committee and also connected with Scheduling; these areas are looking into the feasibility of a circle classroom. An update should be forthcoming for Fall 2025.

Criminology Quality Assurance Plan

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
<p>As course outlines come up for review and revision, changes will be made through the standard curricular governance processes. The Department and Course Developers will keep the following objectives in mind when revising outlines:</p> <ul style="list-style-type: none"> Outline revisions should be an opportunity to advance Indigenization and Decolonization objectives. Note that this Action Item also advances Goal #3. Where appropriate, course outline revisions should incorporate sought-after topics identified in the SSR, including <i>inter alia</i> mental health, trauma, technology, and specialized areas of law. Note that this Action Item also advances Goal #3. 	Carroll Boydell & Isabel Scheuneman Scott	September 2025	January 2027	
<p>Add a Department meeting agenda item, in the first month of each semester, for a review of KPU resources related to student mental health and wellbeing. As part of this, develop a shared list of resources and links that can be added to course presentations and websites.</p>	Carroll Boydell & Mark Vardy	June 2025	December 2025	
<p>Task Department Introductory-course working groups with discussing opportunities for improving student emotional safety in major course areas, and establish a Department-level process to study student emotional safety and recommend appropriate faculty PD activities.</p>	Carroll Boydell & Mark Vardy	September 2025	April 2025	

Resource Requirements (if applicable)
Resources required to achieve this Goal: Capital budget/Facilities funds, funding supports for Indigenizing and decolonizing
When resources will be required: Over the next three years.
Faculty and/or Institutional support required: Criminology faculty will need to dedicate time and resources to implementing these actions.

GOAL 6: Enhance Applied, Experiential, and Research-based opportunities for students

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
13. Showcase existing experiential learning opportunities (Practicum, Honours, Service Learning, Co-Op) in lower-level courses, and provide incentives for students to declare into credentials that offer these opportunities.	SSR #13, p. 35
14. Develop experiential learning opportunities for students enrolled in the Associate of Arts credential (and other < BA credentials). Opportunities could include service learning or a 'lite' practicum.	SSR #14, pp. 36, 51
15. Update the Ed Plan to ensure that required and high-demand courses are offered across the semesters.	SSR #15, pp. 21, 36
16. Maintain small class sizes and take advantage of the Instructor : student ratio by incorporating pedagogical features such as discussions with guest speakers, iterative assignments, debates, and team-based learning in class designs.	SSR #16, p. 35,
21. Update the Ed Plan to ensure that required and high-demand courses are offered in a range of modalities.	SSR #21, p. 69
29. Explore opportunities within the current budget and procurement processes to acquire one or more laptops equipped with specialized software (GIS, qualitative and quantitative data analysis software) for use by students in the Criminology Department.	SSR #29, p. 62
35. "The ERT recommends earlier promotion of the honours program (first year and repeated in second and third year). Current students and alumni reported that they wished they had learned about the honours program earlier so that they could have made strategic decisions to work towards an honour's degree. They noted that by the time they learned about the program, when their instructors encouraged them to pursue honours, it was too late. Students specifically suggested more posters around campus to promote the honours program as well as info sessions with a panel of alumni who have completed the Honours program would increase awareness. [ML: Note that this recommendation appeared under program relevance / student demand]"	ERR #35, p. 6
37. "The ERT recommends the Criminology Department continue to focus on improving upon opportunities for practicum students. This recommendation came out of conversations with current students and KPU criminology alumni. Students discussed wanting more practicum opportunities. KPU and the department should continue to explore professional placements that provide student with maximum opportunities to learn skills relevant to field, open doors for employment, and strengthen KPU connections with the larger community."	ERR #37, p. 8

Criminology Quality Assurance Plan

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Investigate opportunities to develop micro-credentials and Continuing and Professional Studies offerings that recognize and promote research and experiential learning and / or other key thematic clusters. For example, consider a micro-credential in criminological research based on a cluster of existing courses, and a micro-credential based on practicum, service learning, and interpersonal skills.	Mike Larsen	December 2025	July 2026	
Work with appropriate KPU offices, including Marketing, Advising, the Future Students Office, and the Teaching & Learning Commons to develop effective promotional and information materials related to experiential learning opportunities (including Practicum and Honours), as well as Criminology's small class sizes. Incorporate content that addresses possible Criminology career paths and the benefits of program declaration (ex. access to program-restricted courses and possible earlier registration dates). Ensure that these materials are showcased at KPU, made available to Arts Communications teams, circulated during declaration events, and shared with students.	Carroll Boydell, Mark Vardy, Petra Jonas, & Jeffrey Meyers	June 2025	September 2026	
Identify one or more courses required for the Diploma, AA, Minor, and Certificate programs that could support expanded experiential learning or service learning components, and undertake course revisions to support these changes.	Carroll Boydell	June 2025	September 2026	
Submit a capital budget request to the Dean's Office regarding the purchase of laptops and / or specialized research software licenses for use by Criminology students. Report back to the Department regarding the feasibility of this idea.	Carroll Boydell & Mark Vardy	June 2025	July 2026	
Update the Criminology Ed Plan to ensure that required and sought-after courses are offered across the scheduling matrix and in a mix of modalities, as appropriate.	Carroll Boydell & Mark Vardy	June 2025	July 2025	

Resource Requirements (if applicable)

Resources required to achieve this Goal: N/A

When resources will be required: N/A

Faculty and/or Institutional support required: If a new experiential learning course is created, collaboration may be required with other departments to create experiential learning courses for 1-2 year programs, as individual programs are sometimes small and may not be able to sustain offering such a course frequently enough that students would not be delayed in the completion of their degree.

Criminology Quality Assurance Plan

GOAL 7: Foster and sustain connections and opportunities for collaboration between Criminology faculty

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
18. Continue to lead in the adoption of Open Educational Resources. Develop new OER texts for core courses / areas.	SSR #18, p. 19
20. Foster and maintain faculty passion for teaching through planned collaborative activities (conferences, speaker series, team teaching, workshops). Establish a departmental working group or 'community of practice' to coordinate collaborative work on assignment design, weighting, and assessment standards (or task other working groups with this work). Note: This recommendation is related to this Goal, but addressed in the Action Plan for Goal # 3.	SSR #20, p. 69

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
<p>Support the work of the Collegial Commitment Coordinator, Wellness Committee, and Retreat Committee. These Committees are part of the Department Service Plan.</p> <ul style="list-style-type: none"> The Collegial Commitment Coordinator should work with the Co-Chairs and Department to identify departmental service opportunities for Department colleagues. The Wellness Committee should coordinate occasional social gatherings for faculty, including welcoming and farewell events for incoming and departing colleagues. The Retreat Committee should organize an annual Department Retreat that focuses on collaboration, team-building, and deepening connections between faculty. 	Shereen Hassan	June 2025	December 2028	

Criminology Quality Assurance Plan

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Support efforts by colleagues to develop OER resources and ensure that all faculty members are aware of these resources. Where appropriate, encourage the adoption of OER texts across multiple course sections. At a future Department meeting, discuss opportunities for new OER resource development.	Shereen Hassan	June 2025	December 2028	
Incorporate brief presentations and teach-in activities that highlight faculty research, teaching, and service in Department meeting agendas.	Carroll Boydell & Mark Vardy	June 2025	December 2028	
Revitalize the Criminology 'Voices' speaker series that brought together external speakers and faculty respondents to discuss current and emerging issues. Develop a plan to organize, promote, and host regular events in this series. Encourage attendance by faculty, students, and KPU community partners.	Mike Larsen	September 2025	September 2026	
In consultation with the Teaching & Learning Commons, plan and host a facilitated workshop on Generative Artificial Intelligence, academic integrity, and assessment design, with an emphasis on online teaching. The workshop should be 'hands-on' and practical, allowing faculty to work on assessments for their courses.	Mike Larsen	June 2025	December 2025	

Resource Requirements (if applicable)
Resources required to achieve this Goal: N/A
When resources will be required: N/A
Faculty and/or Institutional support required: Criminology faculty will need to dedicate time and resources to implementing these actions. Note that the resources to refresh the Criminology student pod and meeting room have already been allocated.

GOAL 8: Enhance student and community access to information about programs, resources, activities, and opportunities.

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
9. Update program materials, course presentations, and web assets to better emphasize why we are teaching what we are teaching, and how our learning outcomes connect to pathways for employment.	SSR #9, p. 68
19. Support outreach to prospective students by ensuring that the Criminology Department website is updated, reviewed, and refreshed at least annually. Make more active use of Department social media platforms to showcase faculty and student work	SSR #19, p. 69
28. Improve faculty familiarity with Career Services and Advising Services. Work on Criminology-focused Career and Advising materials, and inform students of Career Services and Advising opportunities. Improve faculty familiarity with KPU services intended to promote and support student mental health and wellbeing, and ensure that student mental health is supported in Department and course policies.	SSR #28, p. 69
31. Improve communication with students about the nature and usefulness of Library resources, with an emphasis on resources that are relevant to Criminology and to specific courses.	SSR #31, p. 70

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Work with appropriate KPU offices, including Career Services, Advising, and Marketing, to update the Criminology Department website.: <ul style="list-style-type: none"> Provide clear descriptions of program offerings, career pathways, and advising resources for current and prospective students. 	Carroll Boydell & Mark Vardy	June 2025	December 2028	

Criminology Quality Assurance Plan

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
<ul style="list-style-type: none"> Highlight program strengths and assets. Showcase experiential learning opportunities, including Honours and Practicum. Showcase faculty and student successes. <p>As part of this effort, update print marketing material for distribution at career fairs, open houses, and other in-person events.</p>				
Update and maintain the Department's social media accounts, and make regular posts about program opportunities, events, student and faculty successes, and key dates and deadlines.	Alicia Spidel	June 2025	December 2028	
Invite the Criminology Liaison Librarian to deliver a presentation on Library resources at an upcoming Department meeting. Provide the Liaison Librarian with regular space, as needed, on Department Meeting agendas to update the Department on Library resources related to Criminology.	Carroll Boydell & Mark Vardy	June 2025	December 2025	
Draw on Department faculty expertise to organize one or more professional development activities, to be held during Department meetings, focusing on student emotional safety and trauma-informed pedagogy.	Alana Abramson	January 2026	July 2026	

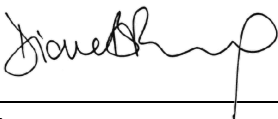
Resource Requirements (if applicable)
Resources required to achieve this Goal: N/A
When resources will be required: N/A
Faculty and/or Institutional support required: Significant updates to the Criminology Department website and electronic / print informational materials will require support from Marketing.



Criminology Quality Assurance Plan


PLAN SUPPORTED BY: *The Provost and Dean recommend the Criminology program’s Quality Assurance Plan for consideration by the SSCPR.*

Diane Purvey
Provost’s Name


Provost’s Signature

September 18, 2025
Date

Shelley Boyd
Dean’s Name


Dean’s Signature

September 16, 2025
Date

Fergal Callaghan
Name of SSCPR Chair/Vice Chair


SSCPR Chair/Vice Chair Signature

August 27th, 2025
Date approved by SSCPR:



Chair's Report to Senate
Senate Standing Committee on Teaching and Learning
October 2nd, 2025

SSCTL opened the academic year with a full agenda and lively discussion. The meeting started with a roundtable of introductions, and the agenda incorporated a review of the committee's mandate and membership. Discussion focused on the relationship between SSCTL and Senate (an advisory role), the relationship between SSCTL and the Teaching & Learning Commons, and the role of SSCTL as a conduit of information to faculties and departments. The committee decided that a full review of the SSCTL mandate should wait until direction is provided by Senate, and that this would likely coincide with the development of KPU's new Vision / strategic plan.

The Chair presented a workplan proposal for 2025-2026. A major focus of this year will be the preparation of a **Report to Senate on Plans informing Teaching and Learning Strategy**. The report will consolidate the University's existing commitments related to teaching and learning, which are currently distributed across multiple strategic documents, and present them in a clear, accessible format for Senate review. By providing this overview, the Committee seeks to enable informed discussion at Senate, clarify the foundation for institutional priorities in teaching and learning, and request Senate's guidance on next steps. The process will involve review of an initial overview document prepared by the Teaching & Learning Commons, committee deliberation, and potential consultation with KPU community members. The final advisory report will be presented to Senate by June.

SSCTL received a report on the current activities of the Teaching & Learning Commons, covering a wide range of Summer and Fall initiatives. Discussion focused on an in-process capital budget request for learning spaces, including an outdoor learning space and special-purpose seminar room, and on new sustainability pedagogy partnerships with George Brown College and the Irish Higher Education Association. This report was followed by a presentation on directions and plans informing teaching & learning strategy at KPU, prepared by the Teaching & Learning Commons. This report was connected to the aforementioned workplan objective for SSCTL. Committee members will review this material – and the strategic documents that it is based on – before the next SSCTL meeting.

The Committee received a presentation from Nina Jauering, Faculty Champion for the Say the Course pilot project. This project is aimed at increasing retention among first-year domestic students in open intake programs. The project is currently in-progress. Discussion focused on opportunities for

program expansion, opportunities for tracking program impact, and suggestions for increasing faculty participation in (and knowledge of) the program.

The meeting concluded with a discussion of preferred names in Moodle, brought forward by an SSCTL member. Moodle class lists, which are pulled from the Banner system, are inconsistent with the presentation of student surnames, particularly in relation to International students. Examples include the use of ‘.’, ‘,’ or (surname). SSCTL discussed the reasons for this and the implications for teaching. The committee will follow up on this issue prior to its December meeting.



SENATE

Agenda Number: 17.1

Meeting Date: *Monday, October 27, 2025*

Presenter(s): *Nadia Henwood*

AGENDA TITLE: Fall byelection Report

ACTION REQUESTED: Information

Context and Background

The University Act Sec 16 (1) states: The registrar must report the results of the election to the senate at its first meeting following the election.

Senate Election Results, October 21, 2025

Faculty Results

Faculty of Academic & Career Preparation	No candidate Term: November 1, 2025 - August 31, 2028
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Faculty of Trades & Technology	No candidate Term: November 1, 2025 – August 31, 2028
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Melville School of Business	No Candidate Term: November 1, 2025 – August 31, 2027
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Support Staff Results

Leland Dieno (<i>Elected</i>) Term: November 1, 2025 – August 31, 2028

Submitted by

Nadia Henwood, Chief Returning Officer

Date submitted

October 21, 2025