KWANTLEN POLYTECHNIC UNIVERSITY
Senate

SENATE - REGULAR MEETING
Monday, October 26, 2026
4:00 p.m. – 7:00 p.m.
MS Teams

Attending:

Voting Members (28)

Allyson Rozell
Brett Favaro
Bryan Webber
Carlo Tala
Carley Hodgkinson
Catherine Schwichtenberg, Vice-Chair
Celia Brinkerhoff
David Burns
Diane Purvey, Chair
Jenna Smith
Jessica Bayntun
Laura Del Rio Torres
Laura McDonald
Leland Dieno
Melissa Cuthill
Michael Cober
Mike Larsen
Mike Mann
Navnoor Singh
Rajbir Gahir
Richard Popoff
Richi Taneja
Rob McTavish
Shelley Boyd
Tara Lyons
Winston Sayson
Zena Mitchell

Non-Voting Members

Amy Jeon
Anson Fong
Nadia Henwood

Presenters and Administrative Resources

Michelle Molnar
Nancy Train
Ruby Gupta

Regrets:
Christina Neigel

Agenda

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

AGENDA ITEM	PRESENTER	ACTION	TIME	PAGE
1. Call to Order and Opening Remarks	D. Purvey		4:00	
We at Kwantlen Polytechnic University respectfully acknowledge that we live, work and study in a region that overlaps with the unceded traditional and ancestral First Nations territories of the Kwantlen First Nation, which gifted its name to this university and the Musqueam, Katzie, Semiahmoo, Tsawwassen, Qayqayt, and Kwikwetlem.				
2. Adoption of Agenda	D. Purvey	M	4:05	1
MOTION: THAT the agenda be adopted as circulated.				
3. Consent Agenda	D. Purvey	M	4:07	4
3.1. Minutes of the September 28, 2026 Regular Senate Meeting				5
3.2. Course Revision: MRKT 1299				12
MOTION: THAT Senate approve the following items on the Consent Agenda:				

3.1 Minutes of the September 28, 2026 Regular Senate Meeting
3.2 Course Revision: MRKT 1299

4. Reports of Officers

4.1.	President and Vice-Chancellor Report to Senate	D. Purvey	I	4:10	16
4.2.	Provost and Vice-President, Academic Report to Senate	D. Burns	I	4:15	17
4.3.	Secretary of Senate				
4.3.1	October 2026 Graduate Report	N. Henwood	M	4:20	25

MOTION: THAT Senate approve the conferral of credentials on the students listed in the Graduation Report – October 2026.

4.3.2	Declaration of Senate Vacancy	N. Henwood	I	4:25	26

5. Senate Executive Committee

5.1.	SEC Chair's Report	D. Purvey	I	4:27	

6. Senate Governance and Nominating Committee

6.1.	SGNC Chair's Report	C. Schwichtenberg	I	4:30	28
6.2.	October Committee Nominations	C. Schwichtenberg	M	4:35	29

THAT Senate approve the following nominations:

Senate Standing Committee on Research
- **John Yang, Faculty Representative, Faculty of Health, Voting, October 27, 2026 – August 31, 2029**

Senate Standing Committee on Curriculum
- **Navnoor Singh, Student Senator, Voting, October 27, 2026 – August 31, 2027**

Senate Standing Committee on Program Review
- **Navnoor Singh, Student Senator, Voting, October 27, 2026 – August 31, 2027**

Senate Standing Committee on the Library
- **Rajbir Gahir, Student Senator, Voting, October 27, 2026 – August 31, 2027**

Senate Standing Committee on University Budget
- **Rajbir Gahir, Student Senator, Voting, October 27, 2026 – August 31, 2027**

Senate Executive Committee
- **Rishi Taneja, Student Senator, Voting, October 27, 2026 – August 31, 2027**

Senate Standing Committee on Teaching and Learning
- **Rishi Taneja, Student Senator, Voting, October 27, 2026 – August 31, 2027**

7. Joint Senate Standing Committee on Academic Planning and Priorities and University Budget					
7.1.	SSCAPP/UB Chair's Report	C. Schwichtenberg	I	4:40	31
7.2.	Preliminary Proposal for the Discontinuation of the Faculty of Academic and Career Preparation	C. Schwichtenberg	M	4:45	32
	MOTION: THAT Senate agrees that the Preliminary Proposal for the Discontinuance of the Faculty of Academic & Career Preparation warrants further consideration.				
8. Senate Standing Committee on Curriculum					
8.1.	SSCC Chair's Report	C. Schwichtenberg	I	5:00	70
8.2.	Program Revision: Certificate in Foundations in Entertainment Arts	C. Schwichtenberg	M	5:05	71
	MOTION: THAT Senate recommends the revisions to the Certificate in Foundations in Entertainment Arts program and related courses, effective September 1, 2027.				
8.3.	Program Revision: Diploma in 3D Animation and 3D Modelling	C. Schwichtenberg	M	5:10	74
	MOTION: THAT Senate recommends the revisions to the Diploma in 3D Animation and 3D Modelling program and related courses, effective September 1, 2027.				
8.4.	Program Revision: Diploma in Game Development	C. Schwichtenberg	M	5:15	77
	MOTION: THAT Senate recommends the revisions to the Diploma in Game Development program and related courses, effective September 1, 2027.				
9. Senate Standing Committee on Policy					
9.1.	SSCP Chair's Report	C. Schwichtenberg	I	5:20	80
10. Senate Standing Committee on Program Review					
10.1.	SSCPR Chair's Report	C. Schwichtenberg	I	5:25	82
11. Senate Standing Committee on Tributes					
11.1.	SSCT Chair's Report	C. Schwichtenberg	I	5:30	83
12. Any Other Business					
12.1.	Vice Chair of Senate Progression Planning	C. Schwichtenberg	D	5:35	84
12.2.	SSCTL Chair’s Report	Mike Larsen	I	5:45	87
13. Adjournment and Next Meeting		D. Purvey			

KWANTLEN POLYTECHNIC UNIVERSITY

SENATE
Agenda Number: *3*
Meeting Date: *Monday, October 26, 2026*
Presenter(s): *Diane Purvey*

AGENDA TITLE: CONSENT AGENDA

ACTION REQUESTED: Motion

THAT Senate approve the following items on the Consent Agenda:

3.1. Minutes of the September 28, 2026 Regular Senate Meeting

3.2. Revisions to MRKT 1299 – Consumer Behaviour

Attachments

1. Minutes of the September 28, 2026 Regular Senate Meeting
2. MRKT 1299 – Consumer Behaviour Course Outline

Prepared by	**Date submitted**
Michelle Molnar	October 14, 2026

KWANTLEN POLYTECHNIC UNIVERSITY
Senate

SENATE - REGULAR MEETING
Monday, September 28, 2026
4:00 p.m. – 7:00 p.m.
Cedar 1205, Surrey Campus & MS Teams

PRESENT:

Voting Members

Allyson Rozell
Brett Favaro
Bryan Webber
Carlo Tala
Catherine Schwichtenberg, **Vice-Chair**
Celia Brinkerhoff
Christina Neigel
David Burns
Diane Purvey, **Chair**
Jenna Smith
Jessica Bayntun
Landon Kleis
Laura Del Rio Torres
Laura McDonald
Leland Dieno
Michael Cober
Melissa Cuthill
Mike Larsen
Navnoor Singh
Rob McTavish
Shelley Boyd
Tara Lyons
Winston Sayson
Zena Mitchell

Non-Voting Members

Anson Fong, Board Member
Amy Jeon
Nadia Henwood

Administrative Resources

Michelle Molnar
Nancy Train
Ruby Gupta

Presenters

Lori McLroy
Meredith Haaf

NOT PRESENT:

Carley Hodgkinson
Mike Mann
Rajbir Gahir
Richard Popoff
Rishi Taneja

1. Call to Order and Opening Remarks

The chair called the meeting to order at 4.02PM.

The Chair acknowledged KPU's commitment to reconciliation and recognition that we live, work and study in a region that overlaps with the unceded traditional and ancestral First Nations territories of the Kwantlen First Nation, which gifted its name to this university and the Musqueam, Katzie, Semiahmoo, Tsawwassen, Qayqayt, and Kwikwetlem.

1.1. Welcome from Lekeyten

Elder Lekeyten was unable to join the meeting.

1.2. Introduction of New Senators

The chair welcomed the new senators, Jessica Bayntun, Faculty Senator, Wilson School of Design, Mike Mann, Faculty Senator, Faculty of Trades and Technology and the new Student Senators, Navnoor Singh, Rajbir Gahir, and Rishi Taneja.

1.3. Student Satisfaction Survey Results

Meredith Haaf, Director, Office of Planning and Accountability and Lori Mc Elroy, Associate Vice-President, Planning & Accountability, presented the Fall 2025 student satisfaction survey results. They highlighted the retention risks, financial and mental health pressures, food and housing insecurity, and modality preferences. They explained that some units use the findings to prioritize initiatives, while survey invitations increasingly describe actions taken from prior feedback.

Senators discussed how KPU can utilize the findings and improve student awareness of available supports by suggesting more direct classroom communication by instructors and coordinated resource information.

2. Adoption of Agenda

MOTION #S01-26/27

MOVED, SECONDED and CARRIED that Senate adopt the agenda as circulated.

3. Adoption of Minutes June 22,2026

MOTION #S02 -26/27

MOVED, SECONDED and CARRIED that Senate adopt the minutes as circulated.

4. Reports of Officers

4.1. President and Vice-Chancellor Report to Senate

Diane Purvey, President and Vice-Chancellor, pro tem, referred to the report as attached.

4.1.1 President’s Address

The President that new domestic and international student enrolment had increased; however, continuing international enrolment remained below forecast. As a result, overall revenue was lower than projected. She advised senators that the University's financial circumstances would require challenging discussions and encouraged members to engage respectfully, grounding deliberations and decisions in policy, Senate-approved plans, and Senate's mandate.

She reported that writs had been issued for a provincial election, placing the Province in a caretaker period. She noted that government actions would be limited during the election period and subsequent cabinet formation, creating uncertainty regarding ministerial appointments and the timing of the post-secondary sector review, which could be delayed into the following year.

She noted discussions at a recent Polytechnics Canada meeting in Ottawa, where federal ministers and deputy ministers expressed interest in partnering with polytechnic institutions to strengthen workforce capacity. Potential areas of collaboration included defense-related training, co-operative education and internships, health care, food security, housing, infrastructure, accounting, human resources, geography, and GIS. Diane noted that a dean from the Trades faculty was exploring opportunities relevant to KPU.

She also provided an update on the University's strategic planning process. Following employee feedback collected through a Thought Exchange exercise in May and June, work was underway to

develop a preliminary strategic plan. Student input would be gathered during the fall term, followed by an employee survey. The resulting draft plan would be presented to the appropriate governance bodies, including Senate, for discussion prior to the new year.

4.2. Provost and Vice-President, Academic Report to Senate

David Burns, Provost and Vice-president Academic, pro tem referred to his attached report. He clarified the policy distinctions and governance requirements for intake cancellations, program suspensions, discontinuances, and faculty or department changes, emphasizing teach-out obligations, Senate transparency, and the need to align academic complexity with KPU's smaller resource base.

4.2.1 Structural Academic Changes

The Provost explained the policy distinctions and governance requirements of AC10 – Development and Change of Senate-Approved Programs, for intake cancellations, program suspensions, discontinuances, and faculty or department changes, emphasizing teach-out obligations, Senate transparency, and the need to align academic complexity with KPU's smaller resource base.

4.3. Secretary of Senate

4.3.1 Report of Graduates

MOTION #S03-26/27

MOVED, SECONDED and CARRIED THAT Senate approve the conferral of credentials on the students listed in the Graduation Report, subject to final confirmation by the Registrar that all credential requirements have been met.

5. Senate Executive Committee

The Senate Executive Committee approved the September 28, 2026 Regular and Closed Senate agendas on September 18, 2026.

6. Senate Governance and Nominating Committee

6.1. SGNC Chair's Report

Catherine Schwichtenberg, Vice-Chair of Senate, presented her report and highlighted that the committee reviewed and provided feedback on a draft proposal for the merger of the Senate Governance and Nominating Committee with the Senate Standing Committee on Policy.

6.2. September Committee Nominations

The chair thanked faculty councils and nomination committees for their work in filling Senate committee and search advisory committee vacancies.

MOTION #S04-26/27

MOVED, SECONDED and CARRIED THAT Senate approve the following nominations:

<u>Senate Standing Committee on the Library</u>

- Dave Lyon, Faculty Representative, Faculty of Arts, Voting, Sept 29, 2026 – Aug 31, 2029

- Amanda Grey, Representative, Open Education, Non-Voting, Sept 29, 2026 – Aug 31, 2029

Senate Standing Committee on Policy

- Rachel Chong, Faculty Representative, Faculty of Educational Support and Development, Voting, Sept 29, 2026 – Aug 31, 2029
- Catherine Chow, Faculty Representative, Faculty of Science, Voting, Sept 29, 2026 – Aug 31, 2029

Senate Standing Committee on Program Review

- Krista Gerlich-Fitzgerald, Representative, Student Services, Voting, Sept 29, 2026 – Aug 31, 2029
- Daniel Benzimra, Representative, Centre for Educational Transformation, Voting, Sept 29, 2026 – Aug 31, 2029
- Heather Clark, Faculty Representative, Wilson School of Design, Voting, Sept 29, 2026 – Aug 31, 2027 (1 year term)

Senate Standing Committee on Teaching and Learning

- Emily Ginter, Faculty Representative, Faculty of Educational Support and Development, Voting, Sept 29, 2026 – Aug 31, 2029
- Charissa Steel, Faculty Representative, Faculty of Science, Voting, Sept 29, 2026 – Aug 31, 2029
- Nishan Perera, Representative, Centre for Educational Transformation, Non-Voting, Sept 29, 2026 – Aug 31, 2029

Senate Standing Committee on Research

- Paul Adams, Faculty Representative, Faculty of Science, Voting, Sept 29, 2026 – Aug 31, 2029

6.3. Faculty BYLAWS Revision: Educational Support and Development

MOTION #S05-26/27

MOVED, SECONDED and CARRIED THAT Senate approve the revised Faculty of Educational Support and Development bylaws.

6.4. Search Advisory Committee: Associate Dean, Faculty of Trades and Technology

MOTION #S06-26/27

MOVED, SECONDED and CARRIED THAT Senate approve the following member to the Search Advisory Committee for the appointment of the Associate Dean, Faculty of Trades and Technology

Regular faculty members (up to six):

- Collin Warren

6.5. Search Advisory Committee: Provost and Vice-President, Academic

MOTION #S07-26/27

MOVED, SECONDED and CARRIED THAT Senate approve the following members to the Search Advisory Committee for the appointment of the Provost and Vice-President:

Regular faculty members (up to three):

- Caja Blomley (Educational Support and Development)

- Catherine Schwichtenberg (Health)
- Mina Sahota (Business)

6.6. JOINT GOVERNANCE RETREAT 2026/2027

Keri Spindler, University Secretary informed senators about the Board of Governors and Senate's annual joint retreat that is organized to discuss topics of mutual interest and importance. The next retreat is scheduled for Friday, March 5th, 2027 at KPU Surrey.

7. Joint Standing Committee on Academic Planning and Priorities and University Budget

7.1. SSCAPP/UB Chair's Report

The Chair, Catherine Schwichtenberg, reported that the Joint Senate Standing Committee on Academic Planning and Priorities and University Budget held its first meeting on September 4,2026. Members reviewed committee policies, membership, and mandates, and engaged in productive discussions. The committee also discussed the proposed merger and reviewed academic schedules. Related items were noted as forthcoming for Senate consideration.

7.2. Program Suspension: Graduate Diploma in Business Management – Global Business Management

The proposals were primarily prompted by enrolment challenges associated with changes in international student enrolment. It was noted that a suspension would provide time to review the curriculum and program structure, explore options for a sustainable offering for working professionals, and assess the program's longer-term viability before considering discontinuance.

MOTION #S8-26/27

MOVED, SECONDED and CARRIED THAT Senate approve the Suspension of the Graduate Diploma Program in Business Management - Global Business Management for 2 years, effective January 1, 2027.

7.3. Program Suspension: Graduate Diploma in Business Management – Green Business Management and Sustainability

MOTION #S9-26/27

MOVED, SECONDED and CARRIED THAT Senate approve the Suspension of the Graduate Diploma Program in Business Management - Green Business Management and Sustainability for 2 years, effective January 1, 2027.

7.4. Program Suspension: Bachelor of Arts, Major in Philosophy; Bachelor of Arts (Honours), Major in Philosophy

Discussion acknowledged the broader institutional and educational value of philosophy alongside enrolment challenges within the major and upper-level courses. Philosophy offerings that support the minor and other programs, including health, business, arts, and technology, are expected to continue. Senators noted that the suspension period would allow time to review the program and explore opportunities for redesign.

MOTION #S10-26/27

MOVED, SECONDED and CARRIED THAT Senate approve the suspension of the Bachelor of Arts, Major in Philosophy and the Bachelor of Arts (Honours), Major in Philosophy, effective January 1, 2027.

7.5. Program Suspension: Bachelor of Arts, Major in Policy Studies

MOTION #S11-26/27

MOVED, SECONDED and CARRIED THAT Senate approve the suspension of the Bachelor of Arts, Major in Policy Studies, effective September 1, 2026.

7.6. Intake Cancellation Extension – Graduate Certificate in Sustainable Food Systems

Recruitment efforts, including targeted outreach and incentive funding, have not attracted sufficient students, and a discontinuation proposal is in progress. This extension prevents active recruitment and resource allocation to formally complete the program discontinuation.

MOTION #S12-26/27

MOVED, SECONDED and CARRIED THAT Senate approve the intake cancellation extension for the Graduate Certificate in Sustainable Food Systems and Security through Fall 2027.

7.7. Intake Cancellation Extension – Diploma in Advanced VFX (Virtual Production)

A program discontinuation proposal is being developed, but the broader Entertainment Arts area has a defined plan to be rejuvenated and refocused, with the VFX change treated as one component of that larger plan.

MOTION #S13-26/27

MOVED, SECONDED and CARRIED THAT Senate approve the intake cancellation extension for the Diploma in Advanced VFX (Virtual Production) through Spring 2027.

7.8. Academic Schedules - 2027/28, 2028/29 and 2029/2030

Senate approved the three-year academic schedules after confirming policy compliance, while senators requested a separate policy review to address compressed marking periods and recurring disruptions caused by holidays that create too many Monday class cancellations.

MOTION #S14-26/27

MOVED, SECONDED and CARRIED THAT Senate approve the Academic Schedules for 2027/28, 2028/29 and 2029/2030

8. Senate Standing Committee on Curriculum

8.1. SSCC Chair's Report

Catherine Schwichtenberg presented her written report and highlighted that the first meeting of the academic year conducted review of the committee’s mandate and membership, structure, vacancies and coordination with other Senate committees.

8.2. Undergraduate Pathway Course recommendations

MOTION #S15-26/27

MOVED, SECONDED and CARRIED THAT Senate recommend that Faculties review the criteria and data, and remove the pathway designation for the listed courses through their usual governance process, that the respective Deans consult with OREG on implications, that plans be put in place to ensure there is course capacity for pathway students once the course list is reduced for Pathway 2 and Pathway 3, and that faculty have the necessary pedagogical supports for pathway courses. These changes should be completed in time for implementation for September 1, 2027.

9. Senate Standing Committee on Policy

9.1. SSCP Chair's Report

The Chair presented the attached report and noted that committee reviewed three policies currently undergoing Phase one review: GV 10, GV 8 and GV2 and members requested that all three return to SSCP for consultations, review and feedback

10. Senate Standing Committee on the Library

10.1. SSCL Chair's Report

The Chair informed the welcoming of the new University Librarian, Christina Neigel.

11. Senate Standing Committee on Program Review

11.1. SSCPR Chair's Report

Catherine Schwichtenberg presented the report on behalf of Fergal Callaghan, Chair of SSCPR. She noted that revisions to program review guides and templates were made by the Office of Planning & Accountability over the summer.

12. Senate Standing Committee on Teaching and Learning

12.1. SSCTL Chair's Report

Mike Larsen reported that the Senate Standing Committee on Teaching and Learning, a working group, and the Centre for Educational Transformation (CET) have developed guidance materials regarding AI-assisted technologies. The guidance has completed legal, privacy, and institutional reviews and is expected to be released the following week. Senators were encouraged to review the forthcoming CET announcement.

13. Items for Information

Landon Kleis, Faculty Senator, Melville School of Business, informed Senate of his resignation from Senate, effective September 29, 2026, noting that his seat has been included in the current election.

14. Any Other Items

None.

15. Adjournment and Next Meeting

The meeting adjourned at 6.45pm. The next Senate meeting is scheduled for October 26, 2026.

MRKT 1299: CONSUMER BEHAVIOUR

In Workflow

1. Marketing Chair (jaime.mah@kpu.ca; paul.leigh@kpu.ca)
2. ORegCurrConsult (oregcurrconsult@kpu.ca)
3. SB Curriculum Committee (ralph.ferens@kpu.ca)
4. SB Council (Benjamin.Kwan@kpu.ca)
5. SB Dean (bryan.webber@kpu.ca)
6. Senate Standing Committee on Curriculum (Catherine.Schwichtenberg@kpu.ca; Michelle.Molnar@kpu.ca)
7. Senate (Catherine.Schwichtenberg@kpu.ca; Michelle.Molnar@kpu.ca)
8. OReg-Courses (Course.Outlines@kpu.ca)
9. Banner (Course.Outlines@kpu.ca)

Approval Path

1. 2026-07-30T22:22:12Z
   Wayne Tebb (Wayne.Tebb): Approved for Marketing Chair
2. 2026-08-04T18:25:43Z
   Ashley Andrade Barajas (ashley.andradebarajas): Approved for ORegCurrConsult
3. 2026-09-17T16:27:14Z
   Ralph Ferens (Ralph.Ferens): Approved for SB Curriculum Committee
4. 2026-09-17T16:42:57Z
   Ben Kwan (Benjamin.Kwan): Approved for SB Council
5. 2026-09-17T23:18:17Z
   Bryan Webber (bryan.webber): Approved for SB Dean

History

1. Sep 11, 2023 by Ashley Andrade Barajas (ashley.andradebarajas)

Date Submitted: 2026-07-30T22:19:35Z

Viewing: MRKT 1299 : Consumer Behaviour

Last approved: Mon, 11 Sep 2023 16:50:01 GMT

Last edit: 2026-07-30T22:19:34Z

Changes proposed by: Ulrich Paschen (100391038)

Reviewer Comments

Ulrich Paschen (ulrich.paschen) (2026-07-30T22:21:23Z): CIM Courses change made to reflect change apssed at CurrCom Oct 2025

Ralph Ferens (Ralph.Ferens) (2026-09-16T21:01:18Z): Approved at Melville SoB Curr Comm October 2025

Academic Level
Undergraduate (UG)

Faculty
Business

Department
Marketing

Implementation Date
Fall 2027

Subject Code
MRKT - Marketing

Course Number
1299

Descriptive Title
Consumer Behaviour

Short Title
Consumer Behaviour

Fee Category 2.a.1?
Yes

Calendar Description
Students will explore the importance of buyer behavior and purchase decision making using key theories from various social sciences (including Anthropology, Sociology and Psychology). They will apply these theories to analyze contemporary marketing situations.

Credits
3

Lecture Hours
3,4

Lab Hours
0

Other Hours
0

Contact Hours
3,4

Is this course repeatable for additional credit?
No

Prerequisites
~~MRKT 1199~~

Schedule Types

Schedule Type
Class

Schedule Types

Schedule Type	Delivery Model	Class Size	Workload
Class		35	1
Exam			

Course Attributes

Course Registration Restrictions
Include Undergraduate

Course Learning Outcomes

	A student who successfully completes the course will have reliably demonstrated the ability to:
1	Examine people's consumer-related behaviour using tools of the social sciences
2	Apply key concepts of behaviour to marketing situations
3	Critically analyze marketing strategies intended to influence those behaviours

Content will include, but is not restricted to, the following:
• The purchasing environment (such as retail and online)

• Perception, learning and memory
• Motivation, values and involvement
• Attitudes and attitude change
• Personality, lifestyles, self-concept
• Individual decision-making
• The purchase decision and post purchase evaluation
• Group influence and opinion leadership
• Organizational and household decision-making
• Income and social class
• Ethnic, racial, age, gender identity, regional, and generational subcultures
• Cultural influences on consumer behaviour
• Lifestyles and global culture
• Trends affecting society, organizations and consumers
• Impact of social media and online communities
• Legal and ethical marketing decision making
• Sustainable and responsible consumption, production, and disposal
• Anti-consumerism, materialism, compulsive consumerism

Course Learning Activities

Learning activities should be appropriately related to learning outcomes. Activities may include, but are not restricted to, the following:
Engaging in the course by participating in discussions, group exercises, note taking, and projects
attending lectures, taking notes, listening to guest speakers and watching multimedia presentations
analyzing and discussing reading material, case studies, and issues in open class and smaller groups
comparing marketplace observations to the theoretical concepts discussed in class
completing out-of-class exercises, projects, and online research assignments
developing oral presentations to present in class and to smaller groups
presenting solutions to industry problems in both written and oral presentations
working individually and in a team environment
Reflective learning in journals and e-portfolios

Assessment

Assessment plans comply with KPU policy and may resemble the following:

Add the details about 1 assessment prior to W date, note that an assessment can evaluate multiple LO, ensure that each LO has been evaluated, should have multi modes of assessment (not all exam based for example)

Assessment Type 1
Individual Assessment / Test(s)
Type 1 Value
20

Assessment Type 2
Quizzes
Type 2 Value
15

Assessment Type 3
Project(s)
Type 3 Value
30

Assessment Type 4
Contribution to Learning Community

Type 4 Value
10

Assessment Type 5
Final Assessment / Exam
Type 5 Value
25

TOTAL
100

Additional Notes
Learning Contribution may include: class/small group/online discussions, note taking, peer feedback, homework assignments. Rubric provided to students by each instructor.

Grading System - default
Letter Grades (N)

Methods for Prior Learning Assessment
Challenge Exam
Interview
Self-Assessment

Required Learning Resources
Solomon et al., Consumer Behaviour, Latest Canadian Edition, Pearson Education or equivalent Additional articles and readings

Open Educational Resources (OER)
Introduction to Consumer Behaviour https://opentextbc.ca/introconsumerbehaviour/

Does this course require the use of animals?
No

Course Developer(s)
Pat Browne;Imran Raza;Amanda Bickell;

Course Reviser(s)
Wayne Tebb; Jimmy Choi;

Date for Next Review
2027-09-01

Key: 4594

SENATE
Agenda Item: *4.1*
Meeting Date: *October 26, 2026*
Presenter: Diane Purvey

President's Report to Senate
Dr. Diane Purvey
October 2026

1. President's Message

Given the timing of this meeting and the relatively short period since our last meeting, I will provide Senate with a more comprehensive written President's Report at our November meeting. In the meantime, I would like to share a few reflections on emerging themes and opportunities.

In September, I participated in meetings with Polytechnics Canada leaders from across the country. A clear theme emerged throughout our discussions: there are significant opportunities ahead for polytechnic institutions. Governments, industry, and community partners increasingly see polytechnics as responsive partners in addressing complex economic and social challenges.

One of the most notable observations was the strong interest from federal ministries and agencies in engaging with the polytechnic sector. There is growing recognition of the role polytechnics can play in workforce development, innovation, applied research, and economic growth. The level of engagement reinforced that institutions like KPU have an important contribution to make in supporting Canada's future prosperity.

National defence also emerged as an area of increasing focus. Governments are exploring how polytechnics can help strengthen domestic capacity through education, training, applied research, advanced manufacturing, and technology development. While these opportunities are still evolving, it is clear that polytechnics are increasingly viewed as important partners in advancing national priorities.

Skilled trades education also remains a significant focus. Across the country, governments and industry are looking for practical solutions to workforce shortages and skills gaps in sectors critical to Canada's future. Initiatives such as Team Canada Strong reinforce the importance of developing the capabilities needed to support current demand, strengthen economic resilience, and drive future growth.

These discussions were encouraging and instructive. They highlighted that while institutions across Canada face common challenges, polytechnics are particularly well positioned to respond to workforce needs, strengthen industry partnerships, and support learners and communities. As we work on planning for the future, these national conversations provide valuable context.

SENATE
Agenda Item: 4.2
Meeting Date: Monday, October 26, 2026
Presenter: David Burns

Report to Senate October 2026
Dr. David Burns
Provost and Vice President, Academic *pro tem*

Library

Service Enhancements

The provincial government has established a new crown agency titled: The BC Post-Secondary Services Corporation, merging the offices of *BC Electronic Library Network*, *BCCampus*, *BC Council on Admissions and Transfer*, and *EdPlanner BC*. University Librarian, **Christina Neigel**, will be one of the inaugural members of the board, assisting in the development of governance processes and working to ensure appropriate and sustainable supports exist for these service areas.

Locally, the library has been busy expanding cross-training across staff positions to increases our ability to provide consistent service and support, particularly during busy periods and/or staff absences. This added flexibility provides better quality assistance to a broader range of questions and service needs expressed by visitors.

Collections

In a continued effort to support zero-textbook costs, the library is now offering access to Canadian CourseReadings. This subscription provides access to course reading lists in undergraduate Social Sciences and Humanities (non-fiction ebook chapters, poetry, and short form literary works) that are, largely, not available online elsewhere. It is also worth noting that some of our Creative Writing instructors are represented in the Short Literary Works collection! Access is via the Library's A-Z list under the Short Literary Works Collection and the Social Sciences and Humanities Collection.

Instruction

There has been an increase in interest for short, drop-in library workshops that cover APA citation and Zotero (free reference manager) as well as a series on critical AI literacy that explore the strengths and weaknesses of AI tools and their ethical application to academic work. While aimed at students, these sessions are open to all of the KPU community and can be located at:
https://kwantlen.libcal.com/calendar/events

Technological Change

In June 2026, the library expanded its resource sharing network across 10,000+ libraries worldwide through a platform migration to WorldShare. This means that we are now part of a resource sharing network that spans across 10,000+ libraries worldwide. This already shows improvements to wait times and has expanded loaning activity.

The library upgraded KPU card printers, improving the reliability and efficiency of ID card production.

Scholarship

Work within the library continues to inform broader practice and, in a recent example, Librarian **Cleire Lauron** recently had a co-authored paper published with the International Federation of Library Associations and Institutions (IFLA) titled: *Training as Infrastructure: Building a National RDA Program Without a National Cataloguing Mandate.*

Annual Meeting

For the first time in many years, the library hosted a general meeting in July 2026. This event brought members of the unit together from all campuses to connect and explore important professional development topics. The image provides a snapshot of attendees and represents current members of the library.



Library General Meeting July 2026

Faculty of Trades & Technology

EllisDon CCW success

Construction Craft Worker is a nationally-designated Red Seal trade program that trains labourers for the construction industry, performing work such as setting up and taking down construction sites and collaborating with other tradespeople to build, maintain and remove structures.

Last year, EllisDon Corporation, the construction services company that is designing and building a new state-of-the-art hospital and cancer centre across the street from KPU Tech, partnered with the Faculty of Trades and Technology to offer a Construction Craft Worker (CCW) program for their employees. This year we built on that relationship and ran a level 1 program in the spring and are currently running a CCW level 2 program. Successful completion of this program along with the apprenticeship hours with the employers will allow these apprentices to acquire their Red Seal designation in the trade.

EMBERS Canada

EMBERS (the Eastside Movement for Business and Economic Renewal Society) is a registered Canadian charity whose mission is to create economic and employment opportunities for people by providing them with jobs, training, and support. We seek to empower individuals into economic self-sufficiency so that they can build their best future. The Faculty of Trades and Technology has partnered with EMBERS Canada to run four intakes of the Construction Craft Worker (CCW) program.

Squamish First Nation

The Faculty of Trades and Technology is running a Building Access: Intro to Carpentry class in partnership with the Squamish First Nation. The class, running from August 24 to October 16, 2026, is eight weeks in duration and prepares students to enter the Carpentry industry.

PICS Electrical Exploration Program

KPU has partnered with Progressive Intercultural Community Services Society (PICS) to deliver on and off the job training that helps individuals obtain skills supporting employment in the skilled trades. The Faculty of Trades and Technology has worked with PICS to introduce an Electrical Trades Exploration program. Topics covered in the program includes: Construction Safety; Math as it applies to Construction Trades; Basic Electrical Theory; Magnetism; Motor Control; Introduction to the Canadian Electrical Code; Practical hands-on training; and Preparation for Working as a Construction Electrician.

The goal of the program is to prepare participants for increased employability skills alongside an introduction to the trade. Our first intake of the Electrical Trades Exploration program ran from June 1 to July 24, 2026, and a second intake ran from July 20 to September 11, 2026. A final intake, focusing on female students, is currently running from September 8 to October 23, 2026. This intake focuses on introducing an under-represented population to the Electrical trades.

Orientation to KPU Faculty of Trades Orientations

With the start of our intakes in the months of August and September 2026, we have launched a number of initiatives to orient the students into the programs. The initiatives include in-class presentations from the Faculty of Trades and Technology's Deans' office, introducing new students to support services with members from the Learning Centre and Accessibility services, in class presentations by the KSA, presentations by SkilledTradesBC, welcome back week, and a presentation by Student Awards and Financial Assistance (SAFA) to assist students in applying for Canada Student Loans and Canada Apprenticeship Loans.

Wilson School of Design

Design Vancouver Festival

As a Festival Partner of the 2026 Design Vancouver Festival, the Wilson School of Design was represented through a range of faculty participation in activities and events. **Edita Hadravska** was a featured speaker at the opening night PechaKucha event, while Interior Design instructor **Seng Sengsavanh** served as Design Ambassador for the festival. Product Design instructor **Toby Barratt**, a principal designer at Vancouver lighting studio Propellor, also hosted an open studio during the festival. The festival highlighted the strength and diversity of Vancouver's design community, and the Wilson School of Design was delighted to have contributed to its success.



Edita Hadravska speaking at the Design Vancouver Festival's opening Pecha Kucha night.

Interior Design Students Recognized for Millwork Design



From left: Alyssa Flores, Parise Naylor, Carmen Accili

Interior Design students were recognized at the 35th Annual AWMAC BC Awards of Excellence, with **Parise Naylor** earning first place and a $500 prize for her outstanding millwork design and **Carmen Accili** and **Alyssa Flores** receiving honourable mentions. The awards celebrate excellence in architectural woodworking and highlight AWMAC BC's ongoing support of Wilson School of Design students through industry recognition and financial awards.

Graphic Design Students Success at RGD Student Awards

Graphic Design for Marketing students earned national recognition at the 2026 RGD Student Awards, with **Janina Joy Magat** and **Julianna Mayan** tying for first place in the Packaging Design category. The two winners, plus seven additional KPU graphic design students, received honourable mentions across categories including logo design, motion design, social good design, storytelling, placemaking design, and strategic design, highlighting the breadth of talent within the program.



"Shared Table" by Janina Joy Magat, "Field Day" by Julianna Mayan

Policy and Academic Affairs

Policy and Academic Affairs

KPU's Academic Plan (2024–2027) and Fiscal 2026 & Beyond Plan emphasize flexible learning pathways and increased access. The proposed revisions to AC6 Recognition of Prior Learning (RPL) Procedure reflect current practices and feedback from faculty, staff, and students, with the goal of improving operational efficiency and student experience. The revisions would also support a more accessible, equitable, and flexible RPL framework and create opportunities for innovative models such as Rapid PLAR, Indigenous PLAR, and partnerships with community, industry, and post-secondary organizations. On September 28, 2026 the proposed draft revisions in Procedure AC6 were sent to all Faculty Council Chairs for information, along with an opportunity to provide feedback to the Policy Developers (**Nadia Henwood, Nadine Siriban**). The proposed draft was also presented to the Senate Standing Committee on Policy for discussion and feedback on October 6, 2026. The Policy Developers plan to post the proposed draft on the KPU Policy Blog for broader consultation in late fall 2026.

In the coming weeks, a policy working group including KPU International, Risk, HR, Finance, and Policy and Academic Affairs will convene to review and propose revisions in Policy SR10 International Travel and Security. There is a need to incorporate travel safety plans and an emergency response framework for KPU-related international and domestic travels involving KPU employees and students. The University has a responsibility to safeguard its members and takes all reasonable measures to prevent harm to them as they participate in KPU-related travels.

Graduate Studies

The Graduate Studies Council (GSC) held a meeting on September 14, 2026, chaired by **Dr. Amy Jeon**, Dean *pro tem*, Faculty of Graduate Studies. The new council members will review the current bylaw in the coming months, including potential revisions related to committee term lengths. The proposed revisions would allow for staggered committee membership terms to support institutional continuity and help prevent complete turnover of committee membership at the same time in the future.

Curricular Support

A new page on KPU's website has been launched which provides information about all Digital Credentials that are available for current students, CPS learners, and employees: www.kpu.ca/digital-credentials. The Curricular Support Unit hosted a table at KPU Day on October 3, 2026 to provide information and answer questions about these offerings.

Continuing Professional Studies Team

On September 23, 2026, the CPS team hosted a StrongerBC future skills grant information session to share information about the KPU courses that are eligible for funding, as well as the application process. A total of 127 people expressed interest in the session. There were 44 participants in attendance (34% turn out rate) and were a mix of healthcare professionals and general interest.

The StrongerBC future skills grant term has also begun with 15 Health CPS courses eligible for funding. As of September 24, 2026, there are 36 Health sections being offered and 83 learners have applied for the funding.

CPS has had a strong start to the Fall 2026 term with 92 sections scheduled between Health, Trades and Science courses, with over 420 registrants amongst those sections.

Flexible Learning Office

The Flexible Learning Office has been conducting outreach to academic departments exploring the adoption of Rapid PLAR within their programs. This work comes at a time when KPU is seeing a gradual increase in mature learners over the past three years, particularly among individuals aged 23 to 29 and those aged 40 and older. This trend suggests growing demand for post-secondary education among mature learners, individuals seeking career advancement, and those pursuing lifelong learning opportunities.

KPU's partnership with Big Sisters of BC Lower Mainland was launched on October 8, 2026 at the Surrey campus. The collaboration is part of the *Pumped Up for Post-Secondary* program, through which students in Grades 9 to 12 will visit KPU on Thursdays during the Fall 2026 and Spring 2027 terms to participate in engaged learning and activity-based sessions alongside KPU student mentors. The initiative draws on the expertise of subject matter experts from across KPU's offices and departments. KPU student mentors will play an important role by sharing their post-secondary experiences, offering insights into student life, discussing pathways to success, and providing guidance and encouragement as mentees explore their educational and career goals. KPU students interested in becoming mentors are encouraged to visit this link.

Work Integrated Learning Team

Special Advisor, Strategic Initiatives, Work-Integrated Learning
Dr. Larissa Petrillo

The Practicum Meeting Group convened on September 28, 2026. This is an informal community of practice group, meeting once per term since 2021. There were 16 faculty members this term, including first-time attendees: **Charlotte Browning** (Technical Apparel Design), **Coleen Dunbar** (Public Relations), **Merwise Khalwati** (Business), and **Maria Anna Parolin** (Fine Arts).

Maria Anna Parolin (Fine Arts) shared the website which chronicles her Fine Arts applied research course from the summer term: https://wordpress.kpu.ca/finamaterialresearch/. It highlights the art of making, from found and natural materials.

The website showcases student research modules, as well as step-by-step Open Education guides for those who may want to learn from the class. For example, it provides a guide to making indigo dye. Website design was supported by Service Learning Assistant, **Batya** (Criminology), highlighting the strength of interdisciplinarity at KPU.

PEOPLE

Office of the Provost

- **Josephine Chan** has been promoted to the position of Director of Policy and Academic Affairs, effective September 3, 2026

Faculty of Health

- **Sharmen Lee**, Dean, Faculty of Health and CEO of the KPU Foundation, has left KPU effective September 18, 2026
- **Dr. Carlo Tala** will continue to serve as Dean, Faculty of Health *pro tem*
- **Sherilyn Sweeney**, Associate Dean, Faculty of Health, has retired effective August 31, 2026
- **Harmeet Olson** had been appointed to the position of Associate Dean from September 1 to December 31, 2026

Research

- **Amit Shukla**, has been extended in the role of Associate Vice President, Research and Innovation *pro tem*, to April 2027

Melville School of Business

- **Alia Somji,** former Dean pro tem, Melville School of Business, has returned to the position of Associate Dean, Melville School of Business, to March 31, 2027.

NOTABLE MEETINGS AND EVENTS ATTENDED BY THE PROVOST'S OFFICE

- On September 10, 2026, attended an information session on Call for Proposals for Supporting Work-Integrated Learning and the Provice of British Columbia's "Look West" strategic plan.
- Participated in a meeting with PACIU, (Pacific Association of Canadian Institutes and Universities) hosted by KPU at the Surrey campus on September 10, 2026
- Attended a meeting with KPU and PSEA, regarding planning of the Academic Leadership Professional Development sessions, to be held in on the Surrey campus later this year
- Attended the Richmond Farm Fest at the KPU Farm on September 13, 2026
- On September 18, 2026, attended the retirement celebration for Dr. Ann Marie Davison
- Hosted KPU Town Hall meetings for employees at the Surrey, Richmond campuses on September 16 and 21, 2026 respectively
- Hosted KPU Town Hall meetings for employees at the Cloverdale and Langley campuses on September 23, 2026
- On September 24, 2026, participated in the presentation and flag raising event in recognition of the National Day for Truth and Reconciliation, which takes place on September 30, 2026
- Hosted a virtual KPU Town Hall meeting on September 25, 2026
- Attended a Joint PACIU hosted VP Finance and VP Academic meeting at Capilano University in North Vancouver, BC on September 29, 2026
- Hosted an in-person "Provost Presents" speaker series event, with guest speaker **George Abbott, Ph.D.** on October 6, 2026
- Attended the Faculty of Trades and Technology's annual business meeting on October 7, 2026
- Attend the KPU-Big Sisters of BC Partnership launch event, held on the Surrey campus, October 8, 2026

KWANTLEN POLYTECHNIC UNIVERSITY
Senate

SENATE
Agenda Number: *4.3.1*
Meeting Date: *Monday, October 26, 2026*
Presenter(s): *Nadia Henwood*

AGENDA TITLE: OCTOBER 2026 GRADUATE REPORT

ACTION REQUESTED: Motion

RECOMMENDED RESOLUTION

THAT Senate approve the conferral of credentials on the students listed in the Graduation Report – October 2026.

Executive Summary

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. October 2026 Graduate Report

Submitted by	**Date submitted**
Nadia Henwood Associate Vice President, Enrolment Services, Registrar and Secretary of Senate	September 15, 2026

KWANTLEN POLYTECHNIC UNIVERSITY
Senate

SENATE
Agenda Number: *4.3.2*
Meeting Date: *Monday, October 26, 2026*
Presenter(s): *Nadia Henwood*

AGENDA TITLE: Declaration of Senate Vacancy

ACTION REQUESTED: Information

Executive Summary

University Act

Sec 36 (4) states: "If a vacancy arises on the senate, the vacancy must be filled, in the case of an elected member, in the manner specified by the senate."

Sec 36 (6) states: "The secretary of the senate must enter a declaration of the vacancy in the minutes of the senate."

Sec 36(7) states: "A declaration under subsection (6) is conclusive evidence of the vacancy."

University Board of Governors & Senate Rules and Regulations

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

If a vacancy occurs on senate, in the case of an elected member it shall be filled by the candidate who received the most votes among those who were nominated but not elected in the most recent election. In the event the seat was filled by acclamation, the following steps will occur:

1. If the seat is declared vacant before the end of the call for nominations period for the upcoming election, the seat will be attempted to be filled in the upcoming election.

2. If a seat is declared vacant after the call for nominations period for the upcoming election period has closed, the seat will be attempted to be filled in the subsequent election or byelection.

3. the outstanding months of the term remaining on the vacant seat will be added to term of office when a replacement is sought.

4. If all the seats in a given constituency are acclaimed, a random selection from the acclaimed candidates will occur to assign the remaining term of office. If more than one seat is being elected in this grouping, then the candidate who receives the most votes will be awarded the extended term of office. The seat will be filled in the upcoming election or byelection as appropriate.

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

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

Key Messages

1. Melville School of Business Senator, Landon Kleis, resigned from Senate, effective September 29, 2026, and a replacement will be sought in the fall 2026 byelection.

Submitted by	**Date submitted**
Nadia Henwood Associate Vice President, Enrolment Services, Registrar and Secretary of Senate	October 13, 2026

KWANTLEN POLYTECHNIC UNIVERSITY
Senate

SENATE
Agenda Number: *6.1*
Meeting Date: *Monday, October 26, 2026*
Presenter(s): *Catherine Schwichtenberg*

Chair's Report to Senate
Senate Standing Committee on Governance & Nominating

SGNC met via Teams on October 13, and discussed planning for the upcoming Senate Vice Chair election, including recruitment, succession planning, and ways to share information about the role with senators. The committee agreed that the Vice Chair position should be a discussion item at this Senate meeting.

Members also continued their review of the proposed Senate Bylaws. Feedback received from senators on attendance expectations, committee chair eligibility, remote participation, committee terminology, and the use of ex officio designates was discussed. Direction was provided on several revisions, and further drafting work will be brought back to SGNC before the bylaws are circulated more broadly for feedback and eventual consideration by Senate.

The committee approved recommendations for appointments to Senate committees and expressed concern regarding the number of vacancies remaining following the Senate election period. Work on both the bylaw review and Vice Chair recruitment will continue over the coming months.

Respectfully
Catherine Schwichtenberg
Chair, SGNC

KWANTLEN POLYTECHNIC UNIVERSITY

SENATE
Agenda Number: *6.2*
Meeting Date: *Monday, October 26, 2026*
Presenter(s): *Catherine Schwichtenberg*

AGENDA TITLE: OCTOBER 2026 SENATE COMMITTEE NOMINATIONS

ACTION REQUESTED: Motion

THAT Senate approve the following nominations:

Senate Standing Committee on Research
- **John Yang, Faculty Representative, Faculty of Health, Voting, Oct 27, 2026 – Aug 31, 2029**

Senate Standing Committee on Curriculum
- **Navnoor Singh, Student Senator, Voting, Oct 27, 2026 – Aug 31, 2027**

Senate Standing Committee on Program Review
- **Navnoor Singh, Student Senator, Voting, Oct 27, 2026 – Aug 31, 2027**

Senate Standing Committee on the Library
- **Rajbir Gahir, Student Senator, Voting, Oct 27, 2026 – Aug 31, 2027**

Senate Standing Committee on the University Budget
- **Rajbir Gahir, Student Senator, Voting, Oct 27, 2026 – Aug 31, 2027**

Senate Executive Committee
- **Rishi Taneja, Student Senator, Voting, Oct 27, 2026 – Aug 31, 2027**

Senate Standing Committee on Teaching and Learning
- **Rishi Taneja, Student Senator, Voting, Oct 27, 2026 – Aug 31, 2027**

Executive Summary

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

Governance Report

On October 13, 2026, the Senate Governance and Nominating Committee recommend that Senate approve the following nominations:

Senate Standing Committee on Research

- John Yang, Faculty Representative, Faculty of Health, Voting, Oct 27, 2026 – Aug 31, 2029

Senate Standing Committee on Curriculum

- Navnoor Singh, Student Senator, Voting, Oct 27, 2026 – Aug 31, 2027

Senate Standing Committee on Program Review

- Navnoor Singh, Student Senator, Voting, Oct 27, 2026 – Aug 31, 2027

Senate Standing Committee on the Library

- Rajbir Gahir, Student Senator, Voting, Oct 27, 2026 – Aug 31, 2027

Senate Standing Committee on the University Budget

- Rajbir Gahir, Student Senator, Voting, Oct 27, 2026 – Aug 31, 2027

Senate Executive Committee

- Rishi Taneja, Student Senator, Voting, Oct 27, 2026 – Aug 31, 2027

Senate Standing Committee on Teaching and Learning

- Rishi Taneja, Student Senator, Voting, Oct 27, 2026 – Aug 31, 2027

Prepared by	**Date submitted**
Michelle Molnar, Associate University Secretary	October 15, 2026

SENATE
Agenda Number: *7.1*
Meeting Date: *Monday, October 26, 2026*
Presenter(s): *Catherine Schwichtenberg*

Chair's Report to Senate
Joint Senate Standing Committee on Academic Planning & Priorities; and University Budget
October 2026

SSCAP and SSCUB met jointly on October 7, 2026 and received information on the development of KPU's First Strategic Enrolment Management (SEM)Plan. Members were pleased with the initiation of the plan and discussed enrolment trends, demographic changes, retention, financial sustainability, and the relationship between enrolment planning and future academic planning. The SEM Plan will return for further consultation.

The joint committee also received an update on financials as of July. Discussions and questions included enrolment assumptions, federal visa and study permit changes, government funding, budget pressures, and longer-term financial planning.

Senate Standing Committee on Academic Planning & Priorities
October 2026

Following the joint SSCAPP/SCUB session, SSCAP considered a preliminary GV9 proposal regarding the Faculty of Academic and Career Preparation. Members discussed the proposal, consultation process, student supports, governance implications, and the proposed integration of departments and services into other areas of the university. After a thorough discussion SSCAP voted to recommend that Senate consider the preliminary proposal and allow it to proceed to the next stage of the GV9 process for further review, consultation, and development. This recommendation does not approve discontinuance of the faculty but supports further exploration through the formal process.

Respectfully

Catherine Schwichtenberg

KWANTLEN POLYTECHNIC UNIVERSITY

SENATE
Agenda Number: *7.2*
Meeting Date: *Monday, October 26, 2026*
Presenter(s): *Amy Jeon*

AGENDA TITLE: GV9 PRELIMNARY PROPOSAL FOR THE DISCONTINUANCE OF THE FACULTY OF ACADEMIC & CAREER PREPARATION

ACTION REQUESTED: Motion

THAT Senate agrees that the Preliminary Proposal for the Discontinuance of the Faculty of Academic & Career Preparation warrants further consideration.

Executive Summary

In accordance with GV9 *Establishment and/or Discontinuance of Faculties and Departments* policy and procedure, this preliminary proposal is being brought forward to SSCAPP and Senate to determine whether it merits further consideration.

The Faculty of Academic and Career Preparation (ACP) is a small Faculty comprising three instructional departments—English Upgrading (EU), English Language Studies (ELS), and Employment and Community Studies (EACS, formerly the Access Program)—along with the Learning Centre. ACP's current structure is becoming increasingly difficult to sustain. Maintaining its Faculty Council committee structure, filling Senate seats, and completing program reviews in a timely manner have become challenging. In addition, there are opportunities to strengthen programmatic alignment with other Faculties. Integrating ACP's units into existing structures that are more closely aligned with their academic and operational functions could help address these challenges while providing stronger institutional support for the work of these units.

The preliminary plan is to explore integrating the academic departments currently governed by the ACP Faculty Council into the Faculty of Arts. The administrative group currently governed by the FESD Faculty Council would join the Library.

All actively enrolled ACP program students would remain enrolled in their respective programs and would transition to the Faculty of Arts. Their progression toward program completion would not be affected by the proposed structural change. Non-ACP students in English upgrading courses would not be affected by the proposed discontinuance of ACP as a Faculty.

The proposed discontinuance of the Faculty of ACP represents a structural realignment intended to strengthen academic coordination, clarify organizational alignment, and support the continued delivery of ACP's programs and services across the institution.

Key Messages

1. The preliminary proposal to discontinue the Faculty of Academic and Career Preparation is being presented to this committee to recommend to Senate that the preliminary proposal merits further consideration.

2. The preliminary plan is to explore integrating the academic departments currently governed by the ACP Faculty Council into the Faculty of Arts, while the administrative group currently governed by the FESD Faculty Council would join the Library.
3. Student will not be affected by the proposed structural change as a result of the discontinuance of Faculty of ACP.
4. The proposed discontinuance of Faculty of ACP represents a structural realignment intended to strengthen academic coordination, clarify organizational alignment, and support the continued delivery of existing ACP's programs and services.

Governance Review

On October 2, 2026, the Senate Standing Committee on Academic Planning and Priorities recommended to Senate that the Preliminary Proposal for the Discontinuance of the Faculty of Academic & Career Preparation merits consideration.

Consultations

1. David Burns, Provost and VP Academic, *pro tem*
2. Catherine Schwichtenberg, Vice Chair Senate
3. Rob McTavish, Faculty of ACP Dean, *pro tem*
4. Shelley Boyd, Faculty of Arts Dean
5. Christina Neigel, University Librarian
6. Lori McElroy, AVP, Planning and Accountability
7. Anjela Godber, ACP Faculty Council Chair
8. Josephine Chan, Director, Policy and Academic Affairs
9. Keri Spindler, University Secretary
10. Senate Office
11. David Connop Price, Director, Communications and Media Relations
12. Nadia Henwood, AVP, Enrolment Services and Registrar
13. Third Age Learning at Kwantlen
14. Faculty of ACP Dean's office
15. The Learning Centre
16. Employment and Community Studies
17. English Language Studies
18. English Upgrading
19. Four University Townhalls – two online, two in-person
20. Office of Policy and Academic Affairs

Attachments

1. Preliminary Proposal for the Discontinuance of the Faculty of Academic & Career Preparation
2. The Provost's Rationale for Acceptance of the Preliminary Proposal

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Prepared by

Amy Jeon, AVP Academic, *pro tem*

Date submitted

September 18, 2026

Preliminary Proposal for the Discontinuance of the Faculty of Academic & Career Preparation

i. List of current Faculties

Faculty of Academic and Career Preparation
Faculty of Arts
Faculty of Educational Support and Development
Faculty of Graduate Studies
Faculty of Health
Faculty of Science
Faculty of Trades and Technology
Melville School of Business
Wilson School of Design

ii. Name of Faculty to be considered for discontinuance

Faculty of Academic and Career Preparation (ACP)

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

Faculty Introduction and Structure

The Faculty of Academic and Career Preparation (ACP) is a small faculty comprising 39.6 FTEs, including 2 administrators, 25.6 faculty, and 12 staff FTEs, as of the September 1, 2026. The Faculty consists of three instructional departments, English Upgrading (EU), English Language Studies (ELS), and Employment and Community Studies (EACS), formerly known as the Access Program, and the Learning Centre.

These operate within two distinct governance structures: the Faculty of Academic and Career Preparation Faculty Council and the Faculty of Educational Support and Development (FESD) Faculty Council, as illustrated in Figure 1. English Upgrading (EU), English Language Studies (ELS), and Employment and Community Studies (EACS) are represented as voting members on the ACP Faculty Council, which is chaired by the Dean of ACP. The Learning Centre is represented as a voting member on the FESD Faculty Council, which is chaired by the Dean of FESD. The ACP Faculty Council has six standing committees: Academic Planning and Priorities, Assessment and Testing, Communications, Curriculum, Nominations and Governance, and Research and Scholarship.



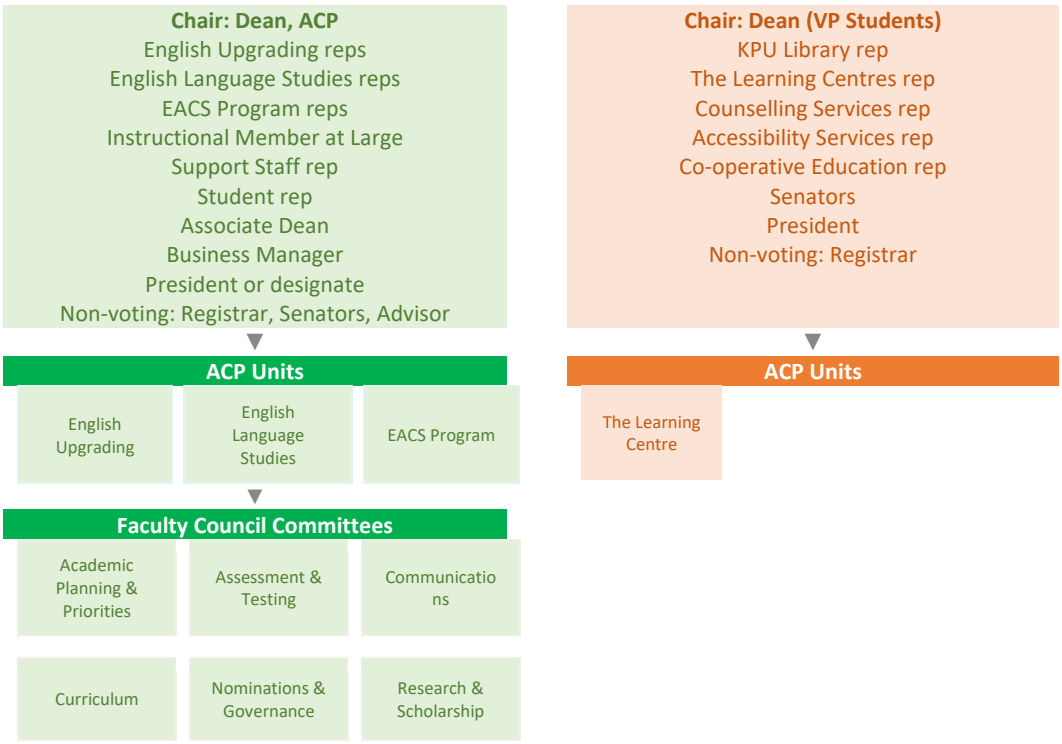


Figure 1. *ACP governance structure*.

Student Enrolments

The Faculty of ACP serves both ACP students, who are registered in EACS, Phoenix-Kwantlen Learning Centre (Phoenix), Tsawwassen First Nation English Upgrading (TFN), and Literacy for Students with Intellectual Disabilities (LCOM 0101), and non-ACP students, who are registered under Undergraduate, Pathway, or Vocational student categories. This also includes students taking English for Trades (ENGT 1015) and ELST 1010 for Professional Communication for Internationally Educated Nurses (PCIEN).

Between the 2021/22 and 2025/26 academic years, 23.3% of students were ACP program students, while 76.6% were non-ACP students (Table 1). The total headcount is further broken down into ACP and non-ACP students enrolled in ENGQ, ELST, and EACS (Table 2), as well as students enrolled in English Upgrading community-based programs and Service Courses (Table 3).

Table 1. Total *ACP Enrolment Headcount, 2021/22 - 2025/26 Academic Years.*

Student Category	2021/22	2022/23	2023/24	2024/25	2025/26	% of Students
ACP	174	244	209	184	204	**23.3%**
Non-ACP	681	593	758	679	636	**76.6%**
Total	**855**	**837**	**967**	**863**	**840**	

Table 2. *Unique headcount of students enrolled in ENGQ, ELST & EACS, 2021/22 - 2025/26 Academic Years.*

Student Category	2021/22	2022/23	2023/24	2024/25	2025/26
ACP	137	191	156	144	152
Non-ACP	658	574	705	584	567
Total	**795**	**765**	**861**	**728**	**719**

Table 3. *Unique headcount of students taking English Upgrading Community-based programs and Service Courses, 2021/22 - 2025/26 Academic Years.*

Student Category	ACP or non-ACP	2021/22	2022/23	2023/24	2024/25	2025/26
Phoenix-Kwantlen Learning Centre	ACP	17	20	20	15	30
Tsawwassen First Nation English Upgrading	ACP		15	19	11	6
Literacy for Students with Intellectual Disabilities (LCOM 0101)	ACP	20	19	18	20	20
English for Trades (ENGT 1015)	Non-ACP	23	19	40	47	43
Introduction to Professional Communication for Internationally Educated Nurses (ELST 1010)	Non-ACP	n/a	n/a	16	48	28
	Total ACP	**37**	**54**	**57**	**46**	**56**
	Total Non-ACP	**23**	**19**	**56**	**95**	**71**

Moreover, non-ACP students in the Pathway category take upgrading English courses (ENGQ and ELST) offered by ACP. During the 2025/26 academic year, 52% of these students were enrolled in the Faculty of Arts, 25% in the Faculty of Business, and 23% in the Faculty of Science (Table 4). It is noteworthy that, following IRCC's revision of its student visa policy in 2024, the number of Business students taking English upgrading courses decreased by 52% between the 2023/24 and 2025/26 academic years.

Table 4. *Unique headcount of students in Pathway, 2021/22 - 2025/26 Academic Years.*

Pathway Faculty	2021/22	2022/23	2023/24	2024/24	2025/26
Arts	261	211	312	274	271
Business	257	253	270	161	130
Science	81	84	100	95	119
Total	**599**	**548**	**682**	**530**	**519**

Rationales

Academic Rationale

The current structure of ACP is showing significant signs of strain, including challenges in sustaining the Faculty Council committee system, filling Senate seats, and concluding program review activities in a timely manner, as well as a lack of programmatic alignment with other

Faculties. Moving ACP units into aligned, existing structures elsewhere could reduce the need for some of these activities while more effectively supporting others.

Table 5 presents a list of scheduled ACP Curriculum Committee and ACP Academic Planning and Priorities (AP&P) Committee meetings from the 2023/24 to 2025/26 academic years. Of the 35 scheduled Curriculum Committee meetings, the committee met four times during this three-year period. Similarly, of the 22 scheduled AP&P Committee meetings, the committee met 15 times. The Curriculum Committee has not met during the 2025/26 academic year, while the AP&P Committee has not met to date in 2026.

***Table 5**. ACP Curriculum Committee and Academic Planning and Priorities (AP&P) Committee Meetings, 2023/24 - 2025/26 Academic Years.*

ACP Curriculum

	Academic Year	Committee	Date	Start	Finish	Occurrence
1	2023/24	ACP Curriculum	29-Sep-23	11:00 AM	12:30 PM	Monthly
2	2023/24	ACP Curriculum	20-Oct-23	Cancelled		Monthly
3	2023/24	ACP Curriculum	17-Nov-23	Cancelled		Monthly
4	2023/24	ACP Curriculum	8-Dec-23	Cancelled		Monthly
5	2023/24	ACP Curriculum	19-Jan-24	Cancelled		Monthly
6	2023/24	ACP Curriculum	2-Feb-24	Cancelled		Monthly
7	2023/24	ACP Curriculum	16-Feb-24	Cancelled		Monthly
8	2023/24	ACP Curriculum	1-Mar-24	Cancelled		Monthly
9	2023/24	ACP Curriculum	15-Mar-24	9:00 AM	10:30 AM	Monthly
10	2023/24	ACP Curriculum	19-Apr-24	Cancelled		Monthly
11	2023/24	ACP Curriculum	17-May-24	Cancelled		Monthly
1	2024/25	ACP Curriculum	23-Aug-24	Cancelled		Monthly
2	2024/25	ACP Curriculum	20-Sep-24	Cancelled		Monthly
3	2024/25	ACP Curriculum	18-Oct-24	Cancelled		Monthly
4	2024/25	ACP Curriculum	15-Nov-24	12:00 PM	12:40 PM	Monthly
5	2024/25	ACP Curriculum	13-Dec-24	Cancelled		Monthly
6	2024/25	ACP Curriculum	17-Jan-25	Cancelled		Monthly
7	2024/25	ACP Curriculum	7-Feb-25	Cancelled		Monthly
8	2024/25	ACP Curriculum	21-Feb-25	Cancelled		Monthly
9	2024/25	ACP Curriculum	7-Mar-25	Cancelled		Monthly
10	2024/25	ACP Curriculum	28-Mar-25	9:00 AM	10:30 AM	
11	2024/25	ACP Curriculum	25-Apr-25	Cancelled		Monthly
12	2024/25	ACP Curriculum	16-May-25	Cancelled		Monthly
1	2025/26	ACP Curriculum	22-Aug-25	Cancelled		Monthly
2	2025/26	ACP Curriculum	19-Sep-25	Cancelled		Monthly
3	2025/26	ACP Curriculum	17-Oct-25	Cancelled		Monthly
4	2025/26	ACP Curriculum	21-Nov-25	Cancelled		Monthly
5	2025/26	ACP Curriculum	16-Jan-26	Cancelled		Monthly
6	2025/26	ACP Curriculum	30-Jan-26	Cancelled		Monthly
7	2025/26	ACP Curriculum	6-Feb-26	Cancelled		Monthly
8	2025/26	ACP Curriculum	20-Feb-26	Cancelled		Monthly
9	2025/26	ACP Curriculum	6-Mar-26	Cancelled		Monthly
10	2025/26	ACP Curriculum	20-Mar-26	Cancelled		Monthly
11	2025/26	ACP Curriculum	17-Apr-26	Cancelled		Monthly
12	2025/26	ACP Curriculum	15-May-26	Cancelled		Monthly

ACP Academic Planning and Priorities (AP&P)

	Academic Year	Committee	Date	Start	Finish	Occurrence
1	2023/24	ACP AP&P	29-Sep-23	9:00 AM	10:30 AM	Every 2 m
2	2023/24	ACP AP&P	24-Nov-23	1:00 PM	2:30 PM	Every 2 m
3	2023/24	ACP AP&P	23-Feb-24	9:00 AM	10:30 AM	Monthly
4	2023/24	ACP AP&P	22-Mar-24	1:00 PM	2:30 PM	Monthly
5	2023/24	ACP AP&P	19-Apr-24	1:00 PM	2:30 PM	Monthly
1	2024/25	ACP AP&P	27-Sep-24	Cancelled		Monthly
2	2024/25	ACP AP&P	25-Oct-24	1:00 PM	2:30 PM	Monthly
3	2024/25	ACP AP&P	1-Nov-24	3:00 PM	4:30 PM	Monthly
4	2024/25	ACP AP&P	22-Nov-24	1:00 PM	2:30 PM	Monthly
5	2024/25	ACP AP&P	24-Jan-25	1:00 PM	2:30 PM	Monthly
6	2024/25	ACP AP&P	28-Feb-25	1:00 PM	2:30 PM	Monthly
7	2024/25	ACP AP&P	28-Mar-25	Cancelled		Monthly
8	2024/25	ACP AP&P	25-Apr-25	1:00 PM	2:30 PM	Monthly
9	2024/25	ACP AP&P	23-May-25	1:00 PM	2:30 PM	Monthly
10	2024/25	ACP AP&P	27-Jun-25	Cancelled		Monthly
1	2025/26	ACP AP&P	10-Oct-25	9:00 AM	10:30 AM	Monthly
2	2025/26	ACP AP&P	31-Oct-25	2:00 PM	3:30 PM	Ad Hoc
3	2025/26	ACP AP&P	28-Nov-25	11:00 AM	12:30 PM	Monthly
4	2025/26	ACP AP&P	12-Dec-25	Cancelled		Monthly
5	2025/26	ACP AP&P	13-Feb-26	Cancelled		Every 2 m
6	2025/26	ACP AP&P	10-Apr-26	Cancelled		Every 2 m
7	2025/26	ACP AP&P	5-Jun-26	Cancelled		Every 2 m

The proposed discontinuance of ACP as a Faculty is not intended to diminish ACP's specialized pedagogical approaches or relational learning environment. Rather, it represents a structural realignment intended to strengthen academic coordination across the institution. This distinction matters, in particular, for the program review findings below: the long-term challenge in completing program reviews illustrate the limitations of operating as a small, dually-governed Faculty.

According to Policy *AC3 Program Review*, "all degree and non-degree programs will be scheduled for review at least once every five (5) years." The absence of regular program reviews limits opportunities to systematically evaluate program quality, relevance, student outcomes, curriculum, and alignment with institutional priorities.

Currently, one of the ACP programs is undergoing program review after a significant gap in the review cycle. The program's previous review was completed in June 2012. This extended period without formal program review highlights the need for more sustainable governance structures and clearer academic coordination to ensure that ACP programs benefit from the same quality assurance processes as all other KPU programs.

The integration of ACP academic programs into academically and administratively aligned Faculties will strengthen governance and improve alignment with related credentialed programs. Receiving Faculties should be encouraged to work collaboratively with the programs to further explore the supports that characterize ACP programming. This approach is expected to strengthen pathways into diploma and degree programs while positioning developmental and pathway programming as an integrated component of the institution's broader academic framework. Importantly, the proposed structural change seeks to preserve the distinctive strengths of ACP while addressing the challenges documented here.

Reputational Rationale

Discontinuing ACP as a named Faculty may initially be perceived as a reduction in the institution's commitment to access, developmental education, and community-responsive programming. However, the discontinuance of the Faculty does not represent the discontinuance of program or a reduction in the institution's commitment to the students and communities we serve. Rather, positioning ACP programs within academically Faculties will strengthen their integration into the broader academic mission and reinforce the institution's commitment to student access, mobility, and success. The Faculty structure of the University is more salient, it should be noted, *inside* KPU than to members of the general public.

The proposed change also provides an opportunity to clarify and strengthen the institutional positioning of ACP programs. Program identity, visibility, and community recognition can be maintained independently of Faculty structure, ensuring that the distinctive purposes and contributions of these programs remain visible to current and prospective students, community partners, and other stakeholders. This approach is consistent with the institution's broader marketing strategic shift toward specific program-focused visibility and engagement, rather than reliance on Faculty-based generic branding.

To support a smooth transition, consistent and proactive communication will be planned prior to the proposed implementation date. Communications will affirm the institution's ongoing commitment to community-responsive programming, while clearly communicating that the structural change is intended to strengthen academic integration and governance rather than reduce the importance. This approach will help maintain stakeholder confidence, preserve community relationships, and reinforce the continued institutional value of access and upgrading programming.

Operational Rationale

The proposed discontinuance of ACP supports the goals outlined in KPU's VISION 2026:

Experience

- Goal A1: Enhance the experience of our students

Sustainability

- Goal B2: Integrate planning to sustain institutional health by aligning KPU operations with our resources
- Goal B3: Ensure financial sustainability for KPU through long-term financial and enrolment planning

Creativity:

- Goal C3: Embolden creative problem solving across KPU's operations

Quality

- Goal E3: be accountable and transparent to our friends, communities, partners and governments

The current governance structure of ACP creates operational inefficiencies. Units operating across two Faculty Councils are subject to different processes, timelines, and priorities, resulting in duplication of effort, coordination challenges, and, at times, unclear decision-making authority. In addition, the relatively small administrative scale of ACP limits its capacity to support the full range of governance and administrative responsibilities expected of a Faculty. This places a disproportionate concentration of governance responsibilities on a limited number of individuals and constrains ACP's overall operational capacity.

ACP's Senate representation further illustrates these structural challenges. During the 2025/26 academic year, one of ACP's two allocated Senate seats was vacant. For the 2026/27 academic year, no nominations were received for ACP Senate representation during either the Fall 2025 election or the subsequent Spring 2026 byelection. As a result, as of September 1, 2026, ACP will have no Faculty Senator serving on Senate.

The absence of Senate representation limits the Faculty's ability to participate directly in institutional governance and contribute to decision-making on matters affecting academic policy, programs, and governance. It also creates a gap in the Faculty's ability to fulfill its formal governance responsibilities and maintain a consistent voice at the institutional level.

The proposed structural change will address these challenges by providing clearer lines of governance, decision-making authority, and accountability through the integration of ACP units into appropriately aligned units. As part of larger units with established governance structures, ACP units will have greater access to faculty colleagues and additional academic expertise when addressing matters of academic importance. This model will also reduce the burden on units to navigate governance and committee processes with limited resources and personnel. In turn, it will improve coordination between academic and administrative functions and create stronger opportunities for consistent participation in institutional governance.

Overall, the proposed model is intended to reduce duplication, strengthen coordination and accountability, and establish a more sustainable, coherent, and effective operational framework for the Faculty.

iv. Preliminary plan for realignment of academic Departments and/or programs within other Faculties

The preliminary plan is to explore integrating the academic departments currently governed by the ACP Faculty Council into the Faculty of Arts, while the administrative group currently governed by the FESD Faculty Council would join the Library.

The proposed alignment of ACP's academic departments with the Faculty of Arts is supported by strong student pathways, academic affinity, and shared approaches to community-engaged learning. A majority of pathway students are registered in the Faculty of Arts, which also offers programs closely aligned with ACP's three academic departments. The Faculty of Arts is home to the Departments of English, Educational Studies, and Creative Writing, providing existing academic connections and opportunities for collaboration in areas related to access, English upgrading, and undergraduate education. The Faculty also supports community engagement initiatives such as the Including All Citizens Pathway (IACP), which supports students with intellectual, developmental, and/or learning disabilities.

The Faculty of Arts' emphasis on community-engaged learning, sustainability, and social justice also aligns well with ACP's commitment to creating educational and career opportunities through transformative learning. This alignment is particularly evident in the experiential and community-focused approaches embedded in EACS and other community-associated offerings. Integrating ACP's academic departments into the Faculty of Arts would therefore build on existing academic and community connections while maintaining the distinctive pedagogical approaches and student-centred supports that characterize ACP programs.

Overall, the proposed alignment would create opportunities for greater academic collaboration and more coherent connections among access, upgrading, and undergraduate programs. It would also strengthen pathways for students transitioning from ACP programs into further academic study within the Faculty of Arts, while providing a more integrated academic and governance structure.

v. Initial assessment of the impact on students, staffing, facilities, operating and capital budgets as a result of the discontinuance of the Faculty

As this proposal represents a change to the governance structure, there will be some operational and organizational impacts. Nevertheless, current ACP students enrolled in academic programs will be able to continue their studies without interruption, and faculty and staff will be administratively transferred to their respective receiving units.

With the discontinuance of the Faculty, the current Dean and Associate Dean positions would be eliminated, resulting in permanent operational savings. In addition, duplicated and vacant administrative positions may be eliminated through attrition and organizational restructuring, where appropriate. The consolidation of administrative support with the receiving unit would also eliminate the need for dedicated resources and staffing to support the day-to-day operations of a separate Dean's Office and Faculty governance committees, resulting in additional institutional savings in both labour and operating costs.

Given the institution's current budget status, the proposed discontinuance of ACP as a Faculty would provide an opportunity to achieve permanent operational savings while maintaining the delivery of access and upgrading programs. It will also contribute to reducing the institution's overall operating costs and support the institution's broader efforts to establish a more sustainable financial and operational model.

vi. Initial assessment of the impact on existing Faculties and Departments resulting from the discontinuance of the Faculty

In response to the recent decline in international student enrolment, the Faculty of Arts has undergone significant organizational changes, including an overall reduction in faculty positions between Spring 2024 and Fall 2026. The reduction within the Faculty of Arts exceeded the number of ACP faculty who would be transferred under this proposal. Therefore, the Faculty of Arts has sufficient capacity to accommodate the three ACP academic departments and their personnel within its existing organizational and governance structure.

The Learning Centre is proposed for integration into the Library. The Learning Centre is already physically located within the Library in most campuses and operates under the same FESD governance structure, providing an existing foundation for closer organizational integration. During the preliminary consultation, representatives from the Learning Centre expressed a preference for the Centre to return to the Library should the proposal be approved. This proposed alignment would further formalize the existing operational relationship between the two units.

Representatives from the Faculty of Arts and the Library participated in preliminary consultation meetings and town halls and provided feedback on the proposal. Their input will continue to inform feasibility and implementation planning should the proposed structural changes proceed.

vii. Proposed effective date

Proposed effective date of the discontinuance: September 1, 2027

viii. Transition plan

The transition will be guided by the principles of continuity, transparency, and minimal disruption, with particular attention to maintaining student progress and ensuring the continuity of academic and student support services.

The majority of students taking ACP courses are enrolled in Pathway programs. These students are registered within the Faculties of Arts, Business, and Science while taking ACP upgrading courses and will not be affected by the proposed discontinuation of ACP as a Faculty.

All actively enrolled ACP program students will remain enrolled in their respective programs and will transition to the Faculty of Arts. Student progression toward program completion will not be affected by the structural change.

Upon approval of the proposed change, ACP faculty and staff will be transferred to their respective receiving units. Transition planning will include coordination with the receiving Faculties and units to ensure continuity of academic, administrative, and other necessary supports.

Prior to implementation, affected students, faculty, and staff will receive clear and timely communication regarding the transition, including any changes to governance structures, administrative processes, and reporting relationships. The receiving units will work collaboratively with ACP programs and the Provost's office to ensure that appropriate resources and supports are in place.

ix. Implementation and communication plan

Prior to the ACP Faculty council meeting to present the preliminary proposal, the initiation of GV9 process was communicated to various stakeholders, including current ACP students, ACP faculty and staff, ACP Faculty Council, University Community via Today@, Vice-Chair of Senate, Registrar, University Secretary, and others.

The preliminary consultations were scheduled between March 19 to June 29 to engage the KPU community (Table 6). As the preliminary proposal focus on assessing the merit to progress to the full proposal stage, the communication and preliminary consultation focused on the members of ACP and Arts. If the proposal moves on the full proposal stage, the task force will be established and additional university-wide consultations will be conducted to discuss the details of the proposal.

Table 6. *Schedule of Group Preliminary Consultations and Townhalls, March 19 – June 28, 2026.*

	Date	Location	Group
1	March 19	Surrey, Cedar 3010	Third Age Learning at Kwantlen
2	March 23	Surrey, Cedar 1015	ACP Dean's Office
3	March 24	Surrey, Maple 2840	The Learning Centre
4	March 25	Surrey, Cedar 3010	Employment and Community Studies
5	March 24	Surrey, Cedar 3060	English Language Studies & English Upgrading
6	April 8	Online Teams	Townhall #1 ACP – Online
7	April 10	Surrey, Fir 128	Townhall #2 ACP – In-person
8	June 23	Online Teams	Townhall #3 Arts – Online
9	June 28	Surrey, Fir 128	Townhall #4 ACP with Arts Dean – In-person

x. Recommendations, feedback and responses collected by the Proponent from key interested parties of the University, including Faculty Council, students and members of the University community

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

Faculty of ACP

Discontinuance Preliminary Consultations

Table of Contents

Preliminary Consultation 1 2

Preliminary Consultation 2 4

Preliminary Consultation 3 6

Preliminary Consultation 4 9

Preliminary Consultation 5 12

Preliminary Consultation 6 – Town Hall #1 14

Preliminary Consultation 7 – Town Hall #2 16

Preliminary Consultation 8 – Town Hall #3 18

Preliminary Consultation 9 – Town Hall #4 20

ACP Response to Preliminary Proposal 21

Preliminary Consultation 1

March 19, 2026, Thursday
12:30 pm–1:30 pm
In-person, Surrey Cedar 1140

Key Interested Parties: Faculty of ACP / TALK members

Facilitator: Aimee Begalka, ACP Dean

1. Governance, Process, and Transparency

Participants sought clarity about the status of the proposed discontinuance of ACP and emphasized the importance of transparency throughout the process.

- Participants asked for reassurance that no final decision had been made regarding the discontinuance of ACP. The proponents clarified that the consultation was a listening and feedback phase, rather than an approval process.
- Questions were raised about how consultation feedback would be incorporated into the governance process and communicated to the Board of Governors.
- Participants also asked whether external stakeholders would be consulted, noting the importance of communicating with people outside KPU who have an interest in ACP and its programs.
- The consultation process was described as including department-level consultations followed by two town halls, with a preliminary proposal subsequently proceeding through the Provost, Senate, and Board of Governors.

2. Operational Efficiency and the Role of ACP

Participants questioned whether discontinuing ACP would necessarily result in meaningful operational efficiencies.

- Some participants strongly disagreed with the premise that reducing the number of faculties would improve KPU's operations.
- ACP was described as an important part of KPU's role in the region, particularly through English-language upgrading and preparation for further studies.
- Participants questioned whether reducing the number of faculties would genuinely reduce bureaucracy or whether it might instead create additional complexity elsewhere.
- Some participants expressed the view that KPU's priorities should include maintaining and strengthening programs that respond to regional upgrading and educational needs.

3. TALK's Future Placement and Operational Continuity

TALK participants sought greater clarity about the future location should ACP be discontinued.

- Participants asked when TALK would know where it would be housed and how its operations would be managed during a transition.
- TALK highlighted that its membership system had taken approximately **1.5 years to establish** and expressed concern about having to adapt to a different administrative system.

- Questions were raised about who would handle membership inquiries and other operational responsibilities if TALK moved to another unit.
- Participants also expressed a desire for TALK representatives to remain involved in future consultations and town halls so that members could stay informed.

4. Academic Preparation and Program Visibility

Participants emphasized the importance of ACP's academic preparation and upgrading functions.

- ACP was described as providing important preparation for students entering undergraduate programs.
- Participants expressed concern that changes to ACP could affect students who rely on upgrading programs to prepare for further study.
- The visibility of upgrading programs was identified as an important consideration, particularly for students who may not yet see themselves as university students.
- Participants asked whether KPU could examine how other institutions organize and maintain the visibility of comparable upgrading programs. While the response noted that institutional structures differ, participants suggested that comparisons could still be useful, including for identifying approaches KPU may wish to avoid.

5. Student, Community, and Equity Impacts

Participants emphasized the importance of ACP's role in providing access to education and serving community needs.

- English-language upgrading was described as highly meaningful and important to the communities served by KPU.
- Participants expressed concern about the potential impact of changes to ACP on students requiring upgrading, community learners, and TALK members.
- There was a broader concern that the value of ACP and TALK was not being fully recognized in discussions about restructuring.
- Participants emphasized that ACP contributes to access and educational opportunity for learners who may require additional preparation before entering undergraduate studies.

6. Timeline and Next Steps

The proponents provided information about the anticipated process.

- A preliminary proposal concerning the potential discontinuance of ACP was expected to be developed.
- The proposal would proceed to the Provost, Senate, and ultimately the Board of Governors.
- Participants understood that the overall process could extend through at least one academic year.
- Questions remained about when TALK would receive greater clarity regarding its future placement and how information would be communicated throughout the process.

Preliminary Consultation 2

March 23, 2026, Thursday
9:00 am–10:00 am
In-person, Surrey Cedar 1021

Key Interested Parties: Faculty of ACP / Dean's Office

Facilitators: **Aimee Begalka, Dean**
Rob McTavish, Associate Dean

1. Student Support and Specialized Needs

A central concern was the potential impact of discontinuing ACP on students who require more individualized and intensive support.

- Participants described ACP students as having diverse and sometimes complex support needs, including students with limited English proficiency and students requiring disability-related or other specialized support.
- ACP's faculty, staff, and Dean's Office were described as being familiar with these needs and able to provide individualized and holistic support.
- Participants expressed concern that students could become less visible or receive less specialized support if they were moved into larger faculties.
- EACS students were specifically identified as requiring substantial support and care.
- Participants also described ACP as providing a second chance and gateway to education for students who may have previous educational or professional experience but require additional preparation before continuing their studies.

2. Administrative Structure and Student Experience

Participants questioned whether administrative streamlining would necessarily benefit students.

- While discontinuing a faculty could reduce administrative structures, participants expressed concern that this could result in additional work and complexity for other units.
- Participants described ACP's Dean's Office as accessible, responsive, and able to understand the different needs of its departments and students.
- The concern was that administrative efficiencies at the institutional level could make the student experience more complicated if specialized support structures were reduced.
- Participants also questioned whether positions such as department assistants would remain if ACP departments were absorbed elsewhere. At the time of the consultation, this was not yet clear.

3. ACP's Community Role and Institutional Identity

Participants emphasized that ACP's role extends beyond individual students to the wider community.

- ACP was described as supporting families, case managers, community partners, and other individuals who help students access education.
- Participants expressed concern that discontinuing ACP could affect KPU's relationships with community advocates and potential employer partners.

- ACP was described as contributing to KPU's identity as an institution that provides accessible, community-focused and second-chance educational opportunities.
- Participants expressed concern that removing ACP as a distinct faculty could be perceived as reducing the importance placed on community engagement.

4. Academic Support and Student Belonging

Participants emphasized that ACP provides support that extends beyond formal academic advising.

- The Dean's Office was described as a safe and accessible place where students can seek assistance navigating university systems, processes, and expectations.
- Participants noted that some students arrive with limited familiarity with university terminology and procedures and may require additional guidance to understand prerequisites, registration, and other processes.
- ACP's smaller environment was described as helping students develop a sense of belonging and receive individualized attention.
- Participants expressed concern that placing students into larger institutional structures could make it more difficult for some students to find the support and sense of belonging they currently experience.

5. Staff Support and Organizational Culture

Participants also discussed the impact of a potential restructuring on staff.

- Staff described feeling supported by the ACP Dean's Office, which they felt enabled them to respond effectively to students.
- There was concern that ACP programs and staff might receive less attention or prioritization if they became part of a larger faculty or department.
- ACP's small size, accessibility, and collaborative culture were identified as strengths.
- Participants repeatedly used terms such as “sense of place,” “unique,” “community,” “nimble,” “support,” and “holistic” to describe the current environment.

Preliminary Consultation 3

March 24, 2026, Tuesday
4:00 pm–5:27 pm
In-person, Surrey Cedar 3060

Key Interested Parties: Faculty of ACP/ EU/ELS

Facilitators: **Aimee Begalka, Dean**
Rob McTavish, Associate Dean

1. Governance, Process, and Decision-Making

The consultation included discussion of the GV9 process and the stage at which the proposed discontinuance currently sits.

- The Dean explained that the consultation was taking place at the preliminary stage, with the purpose of gathering questions, concerns, and feedback.
- The proposed process was described as involving a preliminary proposal, followed by consideration by the Provost, Senate, and ultimately the Board of Governors.
- It was clarified that the GV9 process is separate from the layoff process.
- Participants asked whether an Arts Faculty Council would need to endorse the proposal if ACP departments were absorbed into Arts.
- Participants also raised concern that discontinuing ACP could result in the loss of its distinct representation within KPU's governance structures, including Senate.

2. Rationale, Financial Sustainability, and Operational Efficiency

Participants sought greater clarity about why ACP had been identified for discontinuance and what "operational" reasons meant in practice.

- The Dean explained that the rationale included cost reduction, administrative savings, and governance simplification.
- Participants questioned whether these changes would create genuine efficiencies or instead result in the loss of specialized support, advocacy, and program coordination.
- Several participants asked for more concrete financial information, including the actual costs associated with ACP and the anticipated savings from discontinuing the faculty.
- The broader financial context was discussed, including declining international enrolment and increasing institutional costs.
- Participants acknowledged that KPU faces financial pressures but expressed concern that financial considerations should not be the only basis for evaluating ACP's future.

3. Student Support and Access to Developmental Education

Student impact was one of the most prominent concerns raised.

- Participants described ACP students as among those requiring the most specialized support.
- ACP advising was described as more individualized, with advising sessions of approximately 45 minutes, compared with shorter advising appointments elsewhere.

- Participants expressed concern that discontinuing ACP could weaken pathways into further education and reduce access to developmental programming.
- The Dean's Office was described as playing an important role in helping students register for courses and navigate pathways.
- Participants shared examples of students experiencing significant personal and financial challenges and emphasized the importance of maintaining accessible supports for these learners.

4. Program Quality, Specialized Expertise, and Institutional Knowledge

Participants emphasized that ACP programs, particularly EU/ELS, require specialized knowledge and coordination.

- ACP was described as nimble and responsive, with quality assurance processes developed over time.
- Participants expressed concern that other faculties may not have the same specialized expertise or understanding of the student population served by EU/ELS.
- The Dean's Office was identified as having played an important role in supporting program quality and maintaining these processes.
- Participants were concerned that transferring programs could make it more difficult to maintain developmental funding and ensure that resources continue to support the intended programs.

5. Community Role and KPU's Institutional Mandate

Participants strongly connected ACP's work to KPU's broader community mandate.

- ACP was described as having established strong relationships with community organizations and external support networks.
- Participants expressed concern that discontinuing ACP could affect these relationships and KPU's reputation within the community.
- Several participants emphasized KPU's distinctive role in providing access to education and community-oriented programming, distinguishing it from larger research-intensive institutions.
- Participants questioned whether absorbing ACP into Arts would preserve this emphasis on accessibility and community service.

6. Concerns About Absorption into the Faculty of Arts

Participants raised specific concerns about a possible transition of ACP departments into Arts.

- The Faculty of Arts was described as much larger, raising concerns that ACP programs and students could lose visibility.
- Participants noted that many ACP students may be preparing for programs outside Arts, including health-related programs, and therefore may not naturally identify with Arts as their academic destination.
- There was concern that Arts may have different priorities and may not have the same specialized understanding of ACP students and developmental education.

- At the same time, participants expressed interest in Arts understanding ACP's work more fully and potentially advocating for the continued strength of its programs.

7. Transparency, Institutional Awareness, and Communication

Participants repeatedly raised concerns about whether decision-makers fully understand ACP and EU/ELS.

- Some participants felt that individuals involved in institutional decision-making may not have sufficient understanding of the programs and students affected.
- Participants asked why ACP had been specifically identified and why similar cost considerations might not apply elsewhere.
- There were requests for greater transparency about the financial rationale and the anticipated benefits of discontinuance.
- Participants also emphasized the need to communicate ACP's role more broadly within KPU.

8. Staff Support and Uncertainty

Participants expressed concern about the effect of restructuring and possible layoffs on ACP's ability to function.

- There was concern that reductions in staffing could leave ACP with insufficient capacity to operate effectively, potentially creating a situation where discontinuance became difficult to avoid.
- The Dean reassured participants that the process would be lengthy and that the offices would not simply be left empty.
- It was indicated that advisors and department assistants would remain, although staffing levels could be reduced.

9. Student Participation and Advocacy

Participants asked whether students would be able to participate directly in the town halls.

- The Dean and Associate Dean expressed strong support for student participation.
- Participants viewed student voices as an important part of the consultation, particularly given the potential impact on students who rely on ACP programs and supports.

Preliminary Consultation 4

March 24, 2026, Thursday
9:30 am–10:30 am
In-person, Surrey Maple 3840

Key Interested Parties: Faculty of ACP / TLC

Facilitators: **Aimee Begalka, Dean**
Rob McTavish, Associate Dean

1. Governance Process, Timeline, and TLC's Status

The consultation began with clarification of the GV9 process and questions about how the Learning Centre (TLC) fits within the potential discontinuance of ACP.

- The process was described as having two stages: a preliminary proposal followed by a full proposal.
- The preliminary proposal was expected to proceed through Faculty Council, the Provost, Senate, and ultimately the Board of Governors.
- Participants noted some confusion about why TLC was participating in a GV9 consultation if its future placement might be determined separately from the full discontinuance process.
- The Dean clarified that all ACP departments were included in the consultation.
- Participants emphasized the importance of knowing when and where TLC would be placed.

2. TLC's Future Placement and Continuity

Participants sought reassurance that TLC would continue regardless of the outcome for ACP.

- The Dean confirmed that TLC would continue to exist and that the director position would remain with TLC wherever it was housed.
- Student Affairs and the Library were identified as possible locations.
- Participants expressed a clear preference for the Library, citing its accessibility, learning environment, resources, and history of successful collaboration with TLC.
- The Library was viewed as a natural fit that could maintain a comfortable and supportive learning environment for students.
- Participants also asked whether previously lost positions could be restored following a move.

3. Relationship with the Learning Commons

The possibility of creating greater synergy between TLC and the Learning Commons was discussed.

- The Dean asked whether integration with the Learning Commons might provide benefits.
- Participants noted that previous attempts at collaboration had not produced the desired result.
- They explained that TLC and the Learning Commons have different teaching and learning strategies and that creating a successful integration would require significant work.

- The Library itself was viewed as a stronger fit because of the existing relationship and history of collaboration.

4. Placement of EU/ELS and EACS

Participants also sought clarification about the future of the other ACP departments.

- The Dean indicated that EU/ELS and EACS could potentially move to the Faculty of Arts, although no final decision had been made.
- The departments would potentially remain as distinct department within Arts.
- Participants expressed concern that Arts is a much larger faculty and that ACP programs could become less visible within it.
- They noted that many ACP students are preparing for programs outside Arts and may not see Arts as their intended academic destination.
- Participants were also concerned that the specialized support currently provided to ACP students might be more difficult to maintain within a larger faculty.
- Questions were raised about department assistants and academic advisors. The Dean indicated that department assistants would continue to be important, although the precise structure remained unclear, and that advising would likely be integrated with existing faculty advising structures.

5. Student Access, Equity, and Specialized Support

Participants emphasized that ACP serves a diverse student population, including domestic multilingual learners and students requiring foundational academic or language support.

- Participants stressed that English-language learners are not limited to international students and that many domestic students also require language-development support.
- ACP was described as having specialized strategies and approaches for supporting these students.
- Participants expressed concern that the loss of ACP's distinct structure could make it more difficult to maintain this specialized support.
- The concern was not limited to the academic programs themselves; participants emphasized the importance of the relational and individualized support provided around those programs.

6. Institutional Awareness and Visibility of ACP

A recurring concern was that the broader KPU community may not fully understand ACP's role.

- Participants stated that many people within KPU do not have a clear understanding of what ACP is, who it serves, and the work involved in supporting its students.
- There was a strong desire for greater internal education and awareness before decisions are made.
- Participants emphasized that some of ACP's most important contributions are small, ongoing interventions that may not be visible in high-level institutional discussions.
- The phrase “it's the little things that make the difference” captured the view that student support often depends on detailed, relationship-based work.

7. Overall Uncertainty and Need for Communication

The consultation reflected a combination of optimism about TLC's potential placement and uncertainty about the broader future of ACP.

- TLC participants were generally positive about the possibility of being housed in the Library.
- At the same time, there was uncertainty about the timing of any move, the implications for staffing, and the future placement of other ACP departments.
- Participants sought earlier clarity and transparent communication as the process develops.
- The Dean and Associate Dean emphasized that decisions had not yet been made and that feedback from the consultation would be valuable.

Preliminary Consultation 5

March 25, 2026 (Wednesday)
11:00 a.m. – 12:00 p.m.
In person – Surrey Cedar 1140

Key Interested Parties: Faculty of ACP/EACS

Facilitators: Aimee Begalka, Dean
Rob McTavish, Associate Dean

1. ACP Identity, Mission, and Values

Participants emphasized that ACP is a distinctive, mission-driven unit centred on access, belonging, and support for diverse learners.

- ACP was described as a close-knit "village" in which students and faculty know one another well. Participants viewed this sense of community as an important part of the Faculty's ability to support students.
- There was concern that moving ACP into a much larger faculty could dilute its identity, visibility, and commitment to access-focused education.
- Participants noted the importance of leadership that understands and advocates for ACP's mission and expressed concern about losing that dedicated leadership structure.

2. Student Experience and Support for Vulnerable Learners

- Participants described students as requiring substantial assistance with advising, registration, navigating university systems, and progressing toward their educational goals.
- There was concern that students could become "lost" within a larger faculty if the specialized support currently available through ACP were not maintained.
- Participants also raised concerns about the impact on families who rely on ACP as a clear and supportive point of connection with the university.
- EACS was specifically described as providing a safe environment in which students with learning differences and other barriers can develop skills and confidence.

Participants stressed that these supports are not simply additional services but are integral to enabling some students to participate successfully in post-secondary education.

3. Operational Efficiency and Governance

Participants recognized that discontinuing ACP could have operational advantages.

- A minority perspective suggested that integrating ACP into Arts could provide access to broader resources, standardized processes, and potentially lower administrative costs.
- However, others questioned whether administrative streamlining would result in meaningful savings and whether efficiencies at the governance level might create additional barriers for students and faculty.
- Participants wanted greater clarity about how ACP programs would be governed and supported if placed within Arts.

4. Strategic Alignment and Future Positioning

Participants questioned where ACP programs would fit within the strategic priorities of Arts and KPU following a move.

- There was concern that ACP could be overshadowed by the priorities of a much larger faculty.
- Participants wanted to understand what the proposed “opportunities” within Arts would mean in practical terms, including potential pathways, collaborations, and curricular connections.
- Some participants saw the potential move as an opportunity for EACS to reconsider and strengthen its mission and differentiate itself from similar programs at other institutions.

5. Academic Impacts and Opportunities

Potential benefits included:

- Greater proximity to related Arts programs.
- New academic pathways for ACP graduates.
- Broader academic networks and resources.
- An opportunity to reconsider and strengthen the mission of EACS.

Potential risks included:

- Loss of ACP's specialized academic environment.
- Reduced visibility within Arts.
- Potential erosion of developmental education.
- Reduced intake and staffing affecting students and program viability.

6. Richmond Campus and Community Access

The Richmond campus was identified as an important component of ACP's community role.

- Participants emphasized that Richmond serves students who continue to experience barriers to accessing education.
- There was concern that campus-specific needs could become less visible if ACP were absorbed into a larger faculty.
- Maintaining ACP's presence and ability to serve students at Richmond was considered important.

7. Process and Transparency

The Dean explained that the consultation was at the preliminary stage and that the process could continue into early 2027.

Participants were seeking greater clarity about:

- what the transition would look like;
- how students and programs would be affected;
- how ACP would fit within Arts;
- and how the consultation feedback would influence subsequent proposals.

Preliminary Consultation 6 – Town Hall #1

April 8, 2026 (Wednesday)
9:30 a.m. – 11:00 a.m.
Teams – Online

Key Interested Parties: Faculty of ACP, KPU Community

Facilitators: Amy Jeon, AVPA *pro tem*
Rob McTavish, Dean *pro tem*

1. Financial Rationale and Transparency

Participants stated that they understood the proposal to have a significant financial rationale but had not been provided sufficient financial information to evaluate it.

- Participants asked where the anticipated savings would come from and how significant those savings would be.
- Some questioned whether reducing a Faculty Council would produce meaningful financial savings.
- There was concern that any savings might come at the expense of developmental education rather than being reinvested in the programs.
- Participants expressed concern that the financial rationale might be developed after the decision to restructure had effectively been made.

The AVPA explained that savings would arise from reducing administrative structures and associated resources and costs.

2. Relationship Between ACP Discontinuance and Layoffs

Participants repeatedly challenged the assertion that the discontinuance process was separate from layoffs.

- Faculty noted that significant faculty reductions had already occurred and found it difficult to assess the proposed restructuring independently of those reductions.
- Participants were concerned that reduced staffing could lead to fewer courses and reduced student support, which could then affect enrolment and further staffing.
- Questions were raised about whether increased enrolment could reverse or prevent layoffs.

3. Student Advising and Support

Participants strongly emphasized that ACP students require a different level and type of advising.

- ACP advisors were described as providing longer appointments and more intensive support.
- Participants questioned whether Arts advisors would have the expertise and capacity to support ACP students.
- Concerns included registration difficulties, navigating university systems, and the possibility that students could lose access to the tailored support that helps them succeed.

Participants emphasized that a reduction in support could have consequences beyond administration, including students leaving programs or being unable to progress.

4. ACP Identity and Developmental Education

Participants described ACP as an important and recognized part of KPU's identity.

- There was concern that developmental education would not be a priority within Arts.
- Participants feared that the Faculty's mandate could gradually be reduced or its programs "whittled down."
- ACP's reputation and distinct role in supporting developmental learners were seen as important assets that could be weakened through restructuring.

5. Governance, Process, and Trust

Participants expressed significant concern about the GV9 process.

- Some felt that faculty input might not meaningfully influence the eventual decision.
- Questions were raised about the role of Faculty Council, Senate, and other governance bodies.
- Participants referred to the previous 2019 process and expressed frustration at having to justify ACP's continued existence again.
- There was a desire for greater clarity about what had changed since 2019.

6. Efficiency and Workload

Participants questioned whether combining ACP with Arts would actually improve efficiency for students and faculty.

- One concern was that the proposed arrangement might be more efficient administratively at the senior level but create additional complexity at the student and faculty level.
- Participants also questioned whether Arts had sufficient capacity to absorb ACP while managing its existing workload.
- Questions were raised about chair responsibilities, release time, and departmental administration.

7. Community and External Stakeholders

Participants asked whether ACP's community partners would be consulted.
AVPA indicated that external consultation was not currently planned because the proposal was considered an internal institutional reorganization.

8. Alternative Approaches

Participants questioned whether moving ACP into Arts was the only or best solution.
Suggestions and questions included:

- reconsidering ACP as a standalone faculty;
- exploring other governance arrangements;
- considering whether other faculties could be reorganized instead;
- and developing a new structure that preserves ACP's distinct mandate.

Preliminary Consultation 7 – Town Hall #2

April 10, 2026 (Friday)
9:30 a.m. – 11:00 a.m.
Surrey Fir 128

Key Interested Parties: Faculty of ACP, KPU Community

Facilitators: Amy Jeon, AVPA *pro tem*
Rob McTavish, Dean *pro tem*

1. Governance, Process, and Decision-Making

Participants sought greater clarity about the governance process and the extent to which faculty input could influence the outcome.

- The governance sequence was described as Faculty Council → Senate → Board of Governors.
- Participants questioned whether a proposal could proceed even without Faculty Council endorsement.
- There was continued interest in seeing the financial and operational rationale before the proposal advanced.

2. Faculty Identity, Leadership, and Voice

Participants emphasized the importance of ACP's leadership structure and institutional voice.

- Long-serving staff described intricate processes that support recruitment, retention, and student success.
- There was concern that removing ACP's leadership structure would reduce the Faculty's ability to advocate for students and could make decision-making more cumbersome within a larger faculty.
- Participants were concerned that ACP's voice could become less visible within Arts.

3. Developmental Education and KPU's Mandate

- Participants stated that ACP's purpose includes providing upgrading and pathways for students who face barriers to post-secondary education.
- They questioned whether the proposed restructuring would support growth in developmental education or instead result in gradual reduction.
- Participants emphasized that losing the support structures surrounding developmental programs could result in students losing access to education.

4. Student Experience and Anxiety

A student participated directly in the consultation and expressed anxiety about losing instructors and support systems.

- The student described the existing program as the first educational environment that had worked for them.
- Concern about instructor layoff and program uncertainty was expressed as a significant source of distress.

- The response from participants demonstrated strong support for maintaining continuity for students.

5. Advising and Specialized Student Support

Participants again emphasized that ACP advising is substantially more intensive than advising in many other areas.

- Advisors have longer appointments because of the needs of ACP students.
- Faculty and Dean's Office staff also provide additional assistance to students.
- Participants questioned whether advisors outside ACP would understand the specific circumstances and pathways of these students.

6. Admissions and Student Pathways

Participants identified concerns about the way ELS students access university programs.

- Many ELS students are interested in Business, Health, or other programs rather than Arts.
- Participants questioned why students should be directed to Arts when it is not their intended destination.
- Longstanding efforts to modify admissions pathways were cited as an unresolved issue.

7. Capacity, Demand, and Staffing

Participants described a mismatch between community demand and ACP's current capacity.

- Students are reportedly waiting for access to programs while staffing reductions limit the number of students who can be served.
- Participants questioned the value of marketing programs when staffing constraints prevent the university from meeting demand.
- The situation was particularly emphasized for ELS and students seeking pathways into further education.

8. Financial Concerns

Participants continued to request clearer financial information.

- Questions were raised about how savings would be calculated.
- Participants noted that ACP's Dean's Office had already been significantly reduced.
- They questioned whether administrative savings would outweigh potential costs associated with reduced student support and program capacity.

9. Alternatives to Integration

Participants proposed considering alternatives to simply moving ACP into Arts.
One suggestion was to develop a reimagined, leaner standalone ACP with new pathways and structures rather than treating integration into Arts as the default solution.

10. Capacity of Arts

Participants asked whether Arts had sufficient capacity to absorb ACP without compromising the quality of its programs and services.

Preliminary Consultation 8 – Town Hall #3

June 23, 2026 (Tuesday)
10:00 a.m. – 11:00 a.m.
Teams – Online

Key Interested Parties: Faculty of Arts, KPU Community

Facilitators: Rob McTavish, Dean *pro tem,*
Shelley Boyd, Dean, Arts

1. Program Continuity and ACP's Identity Within Arts

Leadership clarified that:

- ACP programs would continue rather than be discontinued as academic offerings.
- The Learning Centre would move to the Library.
- The three principal academic units would move to Arts.
- ACP would become a distinct department within Arts, with its programs continuing to operate as their own unit.

Arts leadership acknowledged concerns about loss of identity and indicated that maintaining a distinct ACP department was intended to address those concerns.

2. Financial Pressures and Administrative Efficiency

The financial rationale continued to be an important issue.

- Arts leadership described opportunities to eliminate duplication and simplify administrative structures.
- Participants emphasized that ACP had already become very lean.
- It was noted that ACP had experienced significant reductions in the previous year and had aligned faculty and staffing closely with enrolment.
- Participants therefore questioned where further savings could realistically be achieved.

Arts dean indicated that Arts had capacity to host ACP because of declining enrolments in recent years.

3. Governance and Faculty Representation

Participants remained concerned about representation after integration.

- Teaching faculty representation in university governance was described as already limited.
- Questions were raised about ACP's voice within Arts and Senate.
- Participants wanted assurance that restructuring would not further reduce faculty participation in decision-making.

Leadership indicated that discussions with the University Secretariat were underway regarding faculty representation.
It was also clarified that the Faculty Council process would involve an information vote rather than a blocking vote.

4. Advising and Student Pathways

The consultation continued to focus heavily on student transitions.

- Participants asked where ACP graduates typically continue their studies and whether they would continue to receive specialized advising.
- Arts leadership indicated that Arts is a major destination for ACP graduates.
- At the same time, it was acknowledged that some students intend to continue in other faculties.

Arts proposed intentionally providing information sessions and pathways for students who intend to continue outside Arts. ACP dean acknowledged that ACP advising is longer and more hands-on than standard advising and stated that exploring appropriate support would be an important part of the transition planning.

5. Relationship Between ACP and EDST

Participants asked about potential duplication between ACP courses and courses in Educational Studies (EDST), particularly courses related to university preparation, career preparation, and student transition.

Arts dean stated that:

- existing EDST courses would remain in EDST;
- ACP would become a separate department within Arts; and
- consultation would be used to identify and avoid unnecessary duplication.

6. Staffing and Administrative Capacity

Participants emphasized that the Faculty was already operating with limited administrative capacity. Arts dean indicated that its existing structure and capacity could support ACP, while recognizing that the details of the transition would require further planning.

7. EACS and Program Sustainability

EACS received particular attention.

ACP dean explained that ACP programs do not generate tuition revenue from domestic students and that some courses have low enrolment. This creates financial challenges in the current environment. The discussion therefore connected the proposed restructuring with the broader financial sustainability of developmental education programs.

8. Layoffs and Future Staffing

Participants asked whether joining Arts would expose ACP to further layoffs.

ACP dean stated that ACP was already very lean, and had strong enrolment. He expressed the view that there was limited scope for further cuts. Arts dean indicated that establishing ACP as an independent department within Arts could help insulate it from potential Arts restructuring and layoffs.

9. Timeline and Consultation

Leadership emphasized that the proposal remained preliminary.

- A full decision was expected to take at least a year.
- The Board of Governors would ultimately make the decision.
- Further consultation with ACP members was planned.

Preliminary Consultation 9 – Town Hall #4

June 29, 2026 (Monday)
3:00 p.m. – 4:00 p.m.
Surrey Fir 128

Key Interested Parties: Faculty of ACP, KPU Community

Facilitators: Rob McTavish, Dean *pro tem,*
Shelley Boyd, Dean, Arts

1. Student Pathways, Access, and Developmental Education

Participants continued to identify student pathways as a major unresolved issue.

- Faculty noted that EU/ELS had already identified problems with pathways and developed suggestions, but that these had not yet received a response.
- Participants questioned whether the restructuring process could be used to address pathway problems proactively.
- Concern was raised that students sometimes end up in Arts by default rather than because it is their intended destination.
- Participants also identified gaps in developmental science and mathematics pathways.

Arts dean agreed that pathway issues required attention and referred to discussions about creating a task force or other mechanism to address them.

2. Capacity and Access to Developmental Education

Participants expressed concern that the current reduction in staffing is already limiting access.

- One participant reported that ELS/EU was operating with five instructors compared with twelve previously.
- Participants stated that demand remained high and that students were unable to access courses because of capacity limitations.
- Concern was expressed that this was inconsistent with KPU's broader access and developmental education mandate.

Arts dean acknowledged the financial challenge of running domestic, tuition-free programs and noted that operating programs at full capacity can create deficits under current funding conditions.

3. ACP Identity, Visibility, and Community Role

Participants questioned whether ACP's programs would remain visible and meaningful within Arts.

- ACP students often do not yet identify themselves as traditional university students and may not navigate Arts through conventional major/minor structures.
- Participants emphasized that ACP's work involves substantial community coordination in addition to teaching.
- Concern was raised that simply promoting ACP programs through Arts communications would not address the specialized coordination required to operate them.

Arts dean emphasized that Arts has communications capacity and experience promoting programs and could help increase visibility. She also acknowledged that it would need to learn the detailed operational requirements of ACP.

4. Financial Rationale and Resource Allocation

Participants continued to question where savings from restructuring would go.

- ACP was described as already having a very small Dean's Office and limited administrative staffing.
- Participants questioned whether there were other areas of the university where larger administrative savings might be achieved.
- There was concern that savings generated through restructuring might not return to developmental education programs.

Arts dean reiterated that the university is facing significant financial pressure and that restructuring is intended to simplify administration and make better use of available resources.

5. Staffing, Workload, and Student Support

Participants stressed that ACP students require substantially more time and support than students in many conventional programs.

- Advising appointments are longer and often require more hands-on assistance.
- Faculty and staff also undertake significant coordination and community-facing responsibilities.
- Participants questioned whether Arts would have sufficient capacity to absorb this workload.

Arts dean acknowledged these concerns and stated that the transition would require careful planning to ensure appropriate accommodations and support.

6. Advocacy and Inter-Faculty Collaboration

Participants asked whether Arts would advocate for developmental education programs before any restructuring was completed.

Arts dean indicated that Arts was willing to advocate and collaborate with ACP, emphasizing shared commitments to students and community service.

ACP dean similarly emphasized the importance of collaboration between faculties and stated that the focus should be on supporting KPU students rather than competing between units.

7. Governance and Consultation Process

Participants remained concerned about the timing and sequencing of the governance process.

- They wanted to know whether the operational details of the proposed transition would be developed before the proposal advanced through governance.
- Participants expressed concern about repeating the lengthy 2019 process.
- Questions were raised about whether previous experience had resulted in improvements to the current process.

Facilitators stated that the proposal was still at a very early stage and that the intention was to incorporate the concerns raised during consultations into the preliminary proposal.

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MEMORANDUM

TO: **Senate Standing Committee on Academic Planning and Priorities**

FROM: Gillian Sudlow, Chair, ACP Faculty Council

DATE: September 24, 2026

SUBJECT: Response to GV9 Preliminary Proposal

A Preliminary Proposal ("Proposal") for the Discontinuance of the Faculty of Academic and Career Preparation (ACP) was presented at the September 18, 2026, ACP Faculty Council meeting. SSCAPP is being asked to consider the merits of this Proposal. Based on the information presented in the Proposal, the case for discontinuing ACP has not been made. In particular, early in the consultation process, ACP faculty members were told that the proposed discontinuation was driven by budget constraints (see, for example, Preliminary Consultation 3, p. 6). However, limited information has been provided in the Proposal regarding the projected cost savings of this discontinuance, and it remains unclear whether any anticipated savings would outweigh the potential costs and consequences associated with eliminating the Faculty. While Senate does not evaluate proposals on financial grounds, the proposal's academic and operational rationales are not supported by accurate evidence.

1. Senate Representation and Governance

The Proposal claims that ACP has had challenges filling Senate seats, limiting the Faculty's ability to participate in institutional governance. While it is true that ACP experienced a recent period without Senate representation, the argument presents an incomplete picture.

Over the years, ACP has had consistent participation in Senate despite reductions in faculty. Since 2017, these representatives have included Diane Van der Gucht, Ian Stanwood, Melissa Swanink, Randal Thiessen, Denise Nielson, and Chris Traynor (two terms). For the upcoming Senate term, Helen Bourgeois and Angela Godber have been nominated.

It is disappointing that the Proposal focuses on a brief period during which ACP was managing significant upheaval, including layoff notifications to approximately half of ACP faculty positions. Using this exceptional moment to argue that ACP is fundamentally unable to fulfill its governance responsibilities is neither fair nor persuasive. We feel that despite being a relatively small Faculty, ACP makes a positive contribution to KPU governance—and even larger Faculties can have challenges filling Senate seats.

The Proposal also overlooks an important consequence of discontinuing ACP. The Faculty's two dedicated Senate seats would be eliminated. Rather than strengthening faculty participation in governance, the Proposal would eliminate two faculty voices. If faculty representation is genuinely a concern, eliminating ACP's Senate seats appears to undermine rather than advance that objective.

2. Alignment with Student Goals

The Proposal claims that discontinuing ACP and moving to the Faculty of Arts supports KPU's Vision 2026 Goal A1, "Enhance the experience of our students," and would strengthen pathways for ACP students transitioning into programs within the Faculty of Arts. As support, the Proposal cites data indicating that 52% of Pathway students are enrolled in the Faculty of Arts. However, this does not provide a complete picture of students' intended goals.

Currently, students in English Upgrading (EU)and English Language Studies (ELS) do not have the option of selecting ACP as their Faculty when they apply. Instead, they need to register as a Pathway student in another Faculty (such as the Faculty of Arts, Melville School of Business, etc.). Students who have not yet determined their eventual academic destination are commonly assigned to the Faculty of Arts by default. As a result, the fact that a majority of Pathway students are registered in Arts does not necessarily indicate that Arts is their intended area of study.

For example, evidence from the current ELS Program Review provides a more direct measure of student intentions. When students were asked about their academic goals after completing ELS, only approximately 36% identified disciplines within the Faculty of Arts. The majority indicated plans to pursue studies in other areas, including business, health, science, or design, while others reported being undecided. Other students, who may already come with a university degree, are upgrading their English to enter the workplace. According to the most recent ACP Student Profile (2025-26), although the majority of EU students are registered as Pathway students within the Faculty of Arts (51%), approximately 26% are Pathway students in the Melville School of Business, and 23% are Pathway students in the Faculty of Science. Similarly, EACS graduates transition into a range of education pathways, including IACP and EU, which support progression into further studies, which may or may not be in FA. These findings suggest that ACP students go onto studies in various Faculties at KPU and assigning ACP students to the Faculty of Arts does not accurately reflect the goals of many students.

3. Program Review Compliance

The Proposal identifies the "absence of regular program reviews" as evidence of structural weaknesses within ACP, stating that programs are required to undergo review every five years. This characterization is misleading. Until relatively recently, ACP programs operated under a seven-year review cycle. The proposal fails to acknowledge this historical context and implies non-compliance. All three ACP departments are currently engaged in program review activities and are transitioning to the university's newer five-year review cycle.

For example, ELS completed a program review in 2012, 2017, and is currently undertaking another review. Employment and Community Studies (EACS) was required to begin their review process within the first 4 years of launching their new program in 2022, which they have started. Prior to EACS' current PR cycle, they completed program reviews in 2012 and 2018 as Access Programs for People with Disabilities. The Academic and Career Preparation Department had been scheduled to initiate its program review in 2019. However, as a result of the previous GV9 process in 2019, the ACP department was significantly restructured, with the result that all ACP Qualifying math and science courses, along with the ACP faculty teaching those courses, were moved into the Faculty of Science. Consequently, the department became the EU Department in 2021.

This restructuring, which included the loss of key courses, faculty members, the loss of a co-chair time release (in addition to the pivot to online teaching during COVID-19 pandemic in 2020/21), contributed to delays in completing the program review. However, EU has completed its Program Review Self-Study and External Review, which have already been approved by SSCPR, and will be submitting its Quality Assurance Plan (QAP) in Fall 2026. Despite these delays, we feel it important to note that EU's Program Review Self-Study was positively received by SSCPR reviewers and the external reviewers.

These reviews are expected to result in program and curricular renewal over the coming year. To suggest that ACP departments have been unwilling or unable to participate in Program Review is inaccurate and does not provide a rationale for discontinuing an entire Faculty.

4. Loss of Support from Dean's office

ACP is distinguished by its strong community-building focus and the collaborative, reciprocal relationships it has developed with a wide range of community organizations. The ACP Dean's Office serves as an essential conduit to systems that support recruitment, community outreach, and student success. This was brought up frequently in the preliminary consultations. This includes supporting faculty and FSO connections, developing and maintaining outreach materials relevant to the vulnerable communities served, providing AUG funding support and education, as well as attending to the many basic but time-consuming tasks that support students, such as accompanying them to meetings and liaising with parents and caregivers. There is concern that moving ACP to the Faculty of Arts may impact these relationships, potentially diminishing an important and distinctive strength of the program.

5. Other Considerations

In Spring 2019, a previous GV9 process was initiated proposing the discontinuance of the Faculty of Academic and Career Advancement (now called the Faculty of ACP), and a task force was struck to "carry out a thorough consultative process with stakeholders leading to a full written proposal . . ." This task force consisted of 14 members—which included faculty, staff, students, and senior administrators—who met regularly in the Spring 2019 semester to carry out its mandate, and its final recommendations to the Provost were: "After careful consideration, the GV9 Task Force recommends the continuance of the Faculty of Career and Advancement with its current departments: English Language

Studies (ELST), Academic and Career Preparation (ACP), and Access Programs for People with Disabilities (APPD). In their support of this recommendation, the faculty, staff, and student representatives from ACA felt that this allows for 'a centralized and coordinated structure for developmental education that includes current leadership's knowledge of ACA programs and well established working relationships with faculty of ACA, Administration, and across the institution . . ."

We recommend that SSCAP and other KPU governance bodies consider and honour the work of this task force and its central recommendation as they review this Preliminary Proposal.

Furthermore, the next phase, a task force and full proposal, entails a considerable investment of time and energy and should not be initiated unnecessarily. In light of KPU's budget challenges, we understand the need to look for efficiencies. However, this Preliminary Proposal does not adequately and convincingly address these issues.

The departments within ACP are operating at nearly 100% enrollment, and despite the recent significant cuts to ACP, we are confident that our departments—and, as a result, our Faculty—have the opportunity to grow. There is a need for even greater access in the communities KPU serves, and we feel that faculty and institutional energy would be better served by continuing to work to improve access to KPU and working to better support students—those in ACP and elsewhere in the institution. This Preliminary Proposal is not a viable way to do so.

Respectfully,

EU	EACS	ELS
Gillian Sudlow	Angela Godber	Melissa Swanink
Sean Conway	Kari MacDougall	Elizabeth Spalding
Chris Traynor	Simon Driver	Lesley Hemsworth

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MEMORANDUM

TO: **Catherine Schwichtenberg, Vice Chair Senate**
Amy Jeon, Associate Vice President Academic *pro tem*

FROM: **David Burns, Provost and Vice President Academic *pro tem***

DATE: **September 17, 2026**

SUBJECT: **Faculty of Academic and Career Preparation Preliminary Proposal for Discontinuance**

I have reviewed the preliminary proposal for the Discontinuance of the Faculty of Academic and Career Preparation (ACP), as well as the recommendations, feedback, and responses from members of the University community during the University-wide consultation period from March 19, 2026 to June 29, 2026.

Based on the consultation feedback attached to the preliminary proposal and with the following evidence-based supporting rationale, I am writing to you to indicate my full acceptance and endorsement of the preliminary proposal, which should now be submitted to the Senate Standing Committee on Academic Planning and Priorities (SSCAPP) for recommendation to Senate for consideration.

Academic Rationale

As evidenced in the preliminary proposal, the current structure of ACP is showing significant strain, including challenges in sustaining the Faculty Council committee system, filling Senate seats, concluding program review activities, and aligning academic activities with those of other Faculties. Moving ACP units into aligned, existing structures elsewhere could reduce the need for some of these activities while more effectively supporting others.

Reputational Rationale

As stated in the preliminary proposal, the proposed discontinuance of the Faculty does not represent a reduction in the institution's commitment to any particular area of study – it is, rather, an organizational change that enables savings in time and administrative resources. The need to make such savings is the subject of wide agreement in our community – as seen in conversations at recent listening tours, townhalls, Faculty meetings and surveys.

It is also important to our reputation to show, particularly to Government, that we are willing and able to make significant changes to our administrative structures to adjust to the environment into which we now are emerging.

Operational Rationale

As stated under "Faculty Introduction and Structure", the current governance structure of ACP presents operational inefficiencies, including ACP departments that operate under two Faculty Councils that have unique timelines, priorities, and processes. This has a negative impact on ACP's overall operational and governance capacity and puts increased responsibilities and administrative strain on what is already a small number of staff and faculty. This is further exemplified by challenges in maintaining Senate and Senate Committee representations from ACP. At the time of writing ACP does not have a Faculty Senator serving on the University Senate.

It is also the case that, with recent cuts to administrative spending in ACP, it is likely that we would need to invest heavily from other areas to maintain service levels. Rather than using our deeply limited resources to sustain this additional administrative and governance structure, it would be more effective to organize ACP activities under the auspices of existing structures that can support this important work without requiring substantial governance and administrative systems.

Consultation Feedback

During the University-wide consultation period from March 19, 2026 to June 29, 2026, the preliminary proposal received feedback from faculty, administrators, staff, Faculty of ACP and ACP units, Faculty of Arts, as well as four (4) University-wide Townhalls. Thoughtful questions and suggestions raised during consultation have led to the development of the preliminary proposal, including clarifications on mechanisms for realizing the stated goals, the necessary operational processes and structures to support this preliminary proposal, and a clearer transition, implementation and communication plan.

I would also like to note one additional area of comment. It is clear, both from these consultations and my own conversations around the University, that Faculty structures speak to academic identity and culture in an often profound way. While this proposal speaks to urgent operational and resource needs, as it must, we should also keep in mind the value of that identity and culture, and should ensure that the newly proposed structure truly does enable its ongoing support.

Based on these rationales and the consultation feedback received, I confirm my full acceptance and endorsement of the preliminary proposal for submission to SSCAPP for recommendation to Senate for consideration.

David Burns,
Provost & VP,
Academic pro tem

Digitally signed by David Burns, Provost & VP, Academic pro tem
Date: 2026.09.17 11:02:35 -07'00'

David P. Burns, Ph.D.
Provost and VP Academic *pro tem*

SENATE
Agenda Number: *8.1*
Meeting Date: *Monday, October 26, 2026*
Presenter(s): *Catherine Schwichtenberg*

Chair's Report to Senate
Senate Standing Committee on Curriculum
October 7, 2026

Senate Standing Committee on Curriculum met on Teams on October 7, 2026 and approved appointments to the Subcommittee on Writing-Intensive Courses. Heather Cyr (Faculty of Arts) and Mark Pritchard (Wilson School of Design).

The committee approved a revision to MRKT 1299 Consumer Behaviour course, removing the course prerequisite as part of broader efforts across the university to review barriers to student access and ensure prerequisites are necessary to support student success.

The committee considered and approved significant revisions to the Entertainment Arts suite of programs, including the Certificate in Foundations in Entertainment Arts, the Diploma in 3D Animation and Modelling, and the Diploma in Game Development, all effective September 1, 2027. Discussion focused on aligning the programs with industry needs, improving curriculum flow, reducing excessively high credit requirements, increasing flexibility for students, and ensuring graduates continue to develop the competencies sought by employers. Members heard that the revisions were informed by extensive consultation with faculty, students, alumni, industry partners, and Program Advisory Committees, and reflected the need for KPU to remain responsive to rapidly changing industry conditions. Committee members acknowledged the substantial work undertaken by faculty and staff in redesigning the programs and unanimously supported forwarding the proposed revisions to Senate for approval.

Respectfully

Catherine Schwichtenberg

Chair, SSCC

KWANTLEN POLYTECHNIC UNIVERSITY

SENATE
Agenda Number: *8.2*
Meeting Date: *Monday, October 26, 2026*
Presenter(s): *Catherine Schwichtenberg*

AGENDA TITLE: PROGRAM REVISION: CERTIFICATE IN FOUNDATIONS IN ENTERTAINMENT ARTS

ACTION REQUESTED: Motion

THAT Senate approve the changes to the Certificate in Foundations in Entertainment Arts program and associated courses, effective September 1, 2027.

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 Click or tap to enter a date.

☒ Other issue See attached.

Executive Summary

This proposal outlines revisions to the Certificate in Foundations in Entertainment Arts as part of a broader set of changes to three programs within the Entertainment Arts suite. Introduced in 2022 in partnership with an external educational provider, the Entertainment Arts programs are being revised to reflect lessons learned through their delivery at KPU and changes in student demographics.

The proposed revisions remove overlapping course content, reorganize foundational content from the diploma into the certificate, and broaden the certificate while maintaining its alignment with diploma-level studies. As a result, the certificate will be reduced from three terms to two, from 48 to 32 credits, and from 12 to 10 courses.

The changes focused on streamlining prerequisites, increasing learner flexibility, creating a more focused program by eliminating redundancies, improving access through more affordable programs, and introducing special topics to support future expansion and industry responsiveness.

Together, these revisions create a more learner-centered and accessible pathway into Entertainment Arts, with the goal of increasing student intake, supporting retention, and providing greater flexibility as students' progress through the programs.

Governance Review

On October 7, 2026, the Senate Standing Committee on Curriculum recommended that Senate approve the changes to the Certificate in Foundations in Entertainment Arts program and associated courses, effective September 1, 2027.

September 18, 2026 – approved by Faculty of Arts Faculty Council

September 18, 2026 – approved by Faculty of Arts Standing Committee Curriculum

September 17, 2026 – approved by Faculty of Arts Academic Planning & Priorities Committee

Consultations

1. David Burns, Provost and Vice President, Academic, pro tem
2. Amy Jeon, Associate Vice-President, Academic, pro tem
3. Shelley Boyd, Dean, Faculty of Arts
4. Nadia Henwood, Associate Vice President, Enrolment Services and Registrar
5. Lori McElroy, Associate Vice President, Planning and Accountability

Attachments

1. Program Revision for Certificate in Foundations in ENTA
2. Certificate in Foundations in Entertainment Arts Curriculum Map
3. Current Program: https://nextcalendar.kpu.ca/programadmin/?key=58
4. Proposed Program: https://nextcalendar.kpu.ca/programadmin/?key=217
5. Related Courses

Term 1	ENTA 1104	Photography in Entertainment Arts	NEW
	ENTA 1105	Interactive Design 1	NEW
	ENTA 1106	Sketching for Communication in Entertainment Arts	NEW
	ENTA 1107	Intro to Sculpting in Entertainment Arts	NEW
	ENTA 1150	Intro to Entertainment Arts	NEW
Term 2	ENTA 1204	Visual Storytelling in Entertainment Arts	NEW
	ENTA 1205	Interactive Design 2	NEW
	ENTA 1206	Dynamic Sketching in Entertainment Arts	NEW
	ENTA 1207	Digital Craft in Entertainment Arts	NEW
	ENTA 1250	Research, Design & Development in Entertainment Arts	NEW

Prepared by	**Date submitted**
Michelle Molnar, Associate University Secretary	October 14, 2026

Certificate in Foundations in Entertainment Arts Program Revisions

The certificate is being reduced in length and in the number of credits as shown in the table below.

	Original	Revised
Number of terms	3	2
Number of credits	48	32

Rationale for Changes: Redundancies in the original program have been removed, streamlining the curriculum to have a clearer focus. The reduction in the length of the program ensures the certificate will align with the length of other certificate programs in BC.

Original Program Learning Outcomes:

1. Produce a body of work suitable for use in an application to advanced study in entertainment arts
2. Observe visual phenomena to gather data for use in creative production
3. Describe and execute 2D and 3D workflows
4. Improve creative work with visual decision-making skills
5. Use industry standard software to implement designs

Revised Program Learning Outcomes:

1. Demonstrate foundational skills in observation, visual communication, design, storytelling, and creative expression through a variety of traditional and digital media.
2. Apply research, critical inquiry, prototyping, experimentation, playtesting, and iterative development processes to creative and technical projects.
3. Apply appropriate tools, technologies, and production methods to create, refine, and communicate creative work while demonstrating adaptability and technological awareness.
4. Analyze historical and contemporary creative practices, communicate ideas effectively, and evaluate creative work within entertainment arts contexts using appropriate terminology and evidence-based reasoning.

KWANTLEN POLYTECHNIC UNIVERSITY

SENATE
Agenda Number: *8.3*
Meeting Date: *Monday, October 26, 2026*
Presenter(s): *Catherine Schwichtenberg*

AGENDA TITLE: PROGRAM REVISION: DIPLOMA IN 3D ANIMATION AND 3D MODELLING

ACTION REQUESTED: Motion

THAT Senate approve the revisions to the Diploma in 3D Animation and 3D Modelling program and associated courses, effective September 1, 2027.

Executive Summary

This proposal outlines revisions to the **Diploma in 3D Animation and 3D Modelling** as part of a broader set of changes to three programs within the Entertainment Arts suite. Introduced in 2022 in partnership with an external educational provider, the Entertainment Arts programs are being revised to reflect lessons learned through their delivery at KPU and changes in student demographics.

The changes focused on streamlining prerequisites, increasing learner flexibility, creating a more focused program by eliminating redundancies, improving access through a more affordable diploma program, and introducing special topics to support future expansion and industry responsiveness.

The proposed changes reduce the diploma from 96 to 64 credits, bringing it closer to other KPU diploma structures.

Together, these revisions create a more learner-centered and accessible pathway into Entertainment Arts, with the goal of increasing student intake, supporting retention, and providing greater flexibility as students' progress through the programs.

Governance Review

On October 7, 2026, the Senate Standing Committee on Curriculum recommended that Senate approve the revisions to the Diploma in 3D Animation and 3D Modelling and associated courses, effective September 1, 2027.
September 18, 2026 – approved by Faculty of Arts Faculty Council
September 18, 2026 – approved by Faculty of Arts Standing Committee Curriculum
September 17, 2026 – approved by Faculty of Arts Academic Planning & Priorities Committee

Consultations

1. David Burns, Provost and Vice President, Academic, pro tem
2. Amy Jeon, Associate Vice-President, Academic, pro tem
3. Shelley Boyd, Dean, Faculty of Arts
4. Nadia Henwood, Associate Vice President, Enrolment Services and Registrar
5. Lori McElroy, Associate Vice President, Planning and Accountability

Attachments

1. Program Revision for Diploma in 3D Animation and 3D Modelling
2. Diploma in 3D Animation and 3D Modelling Curriculum Map

3. Current Program: https://nextcalendar.kpu.ca/programadmin/?key=62
4. Proposed Program: https://nextcalendar.kpu.ca/programadmin/?key=216
5. Related Courses:

Term 1	ENTA 1120	3D Animation 1: Motion Principles & Visual Storytelling	Revised
	ENTA 1124	Technical Arts 1	NEW
	ENTA 1211	Visual Effects for 3D	Revised
	ENTA 1221	Assets 1	Revised
Term 2	ENTA 1220	3D Animation 2: Body Mechanics & Locomotion	Revised
	ENTA 1224	Technical Arts 2	NEW
	ENTA 1253	3D Animation Project: Pre-production	NEW
	ENTA 1321	Assets 2	Revised
Term 3	ENTA 2121	Technical Arts 3	Revised
	ENTA 2122	Assets 3	Revised
	ENTA 2128	3D Animation 3: Acting for Animators Principles & Pantomime	NEW
	ENTA 2322	3D Animation Project: Production	NEW
Term 4	ENTA 2221	Look Development and Lighting in Entertainment Arts	Revised
	ENTA 2323	3D Animation Project: Production Finals	Revised
	ENTA 2334	Portfolio in Entertainment Arts	Revised
	ENTA 2920	Applied Special Topics in 3D	NEW

Prepared by
Michelle Molnar, Associate University Secretary

Date submitted
October 14, 2026

Diploma in Advanced 3D Animation and 3D Modelling Program Revisions

The name is being changed to: Diploma in 3D Animation and 3D Modelling

The program is being reduced in length and in the number of credits as shown in the table below.

	Original	Revised
Number of terms	6	4
Number of credits	96	64

Rationale for Changes: Redundancies in the original program have been removed, streamlining the curriculum to have a clearer focus. Foundational level knowledge covered in the Foundation program has also been eliminated from the diploma. The reduction in the length of the program ensures the diploma will align with the length of other diploma programs in BC.

Original Program Learning Outcomes:

1. Produce production ready elements and shots suitable for a career in 3D animation, 3D modelling, visual effects and game development.
2. Utilize critical thinking, troubleshooting, and problem-solving skills in their animation and modelling.
3. Communicate artistic and technical challenges and workflows effectively, in both written and oral media.
4. Utilize industry standard software to implement their designs.
5. Implement their 3D animation (both of characters and creatures), rigging, modelling, sculpting, surfacing and texturing, and look development skills in a production setting.
6. Collaborate successfully in a team environment in demanding production scenarios.

Revised Program Learning Outcomes:

1. Demonstrate foundational visual understanding through the application of animation principles, 3D asset creation tools, and lighting techniques in 3D production software.
2. Apply 3D animation industry standard methodologies, workflows, and production pipelines to technical and creative 3D animation projects.
3. Solve technical and creative problems in 3D animation projects by using critical thinking and studio-based artistic iterative development.
4. Integrate relevant current and emerging technologies into the 3D animation production process to maintain an effective production environment.
5. Produce industry and market relevant 3D content that meets professional standards in terms of visual storytelling.
6. Present and defend a critique of creative and technical 3D animation work using appropriate professional 3D animation terminologies and industry benchmarks.

KWANTLEN POLYTECHNIC UNIVERSITY

SENATE
Agenda Number: *8.4*
Meeting Date: *Monday, October 26, 2026*
Presenter(s): *Catherine Schwichtenberg*

AGENDA TITLE: PROGRAM REVISION: DIPLOMA IN GAME DEVELOPMENT

ACTION REQUESTED: Motion

THAT Senate approve the revisions to the Diploma in Game Development and associated courses, effective September 1, 2027.

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 Click or tap to enter a date.

☒ Other issue See attached

Executive Summary

This proposal outlines the revisions to the **Diploma in Game Development** as part of a broader set of changes to three programs within the Entertainment Arts suite. Introduced in 2022 in partnership with an external educational provider, the Entertainment Arts programs are being revised to reflect lessons learned through their delivery at KPU and changes in student demographics.

The changes focused on streamlining prerequisites, increasing learner flexibility, creating a more focused program by eliminating redundancies, improving access through a more affordable diploma program, and introducing special topics to support future expansion and industry responsiveness.

The proposed changes reduce the diploma from 96 to 64 credits, bringing it closer to other KPU diploma structures.

Together, these revisions create a more learner-centered and accessible pathway into Entertainment Arts, with the goal of increasing student intake, supporting retention, and providing greater flexibility as students' progress through the programs.

Governance Review

On October 7, 2026, the Senate Standing Committee on Curriculum recommended that Senate approve the revisions to the Diploma in Game Development and associated courses, effective September 1, 2027.
September 18, 2026 – approved by Faculty of Arts Faculty Council
September 18, 2026 – approved by Faculty of Arts Standing Committee Curriculum

September 17, 2026 – approved by Faculty of Arts Academic Planning & Priorities Committee

Consultations

1. David Burns, Provost and Vice President, Academic, pro tem
2. Amy Jeon, Associate Vice-President, Academic, pro tem
3. Shelley Boyd, Dean, Faculty of Arts
4. Nadia Henwood, Associate Vice President, Enrolment Services and Registrar
5. Lori McElroy, Associate Vice President, Planning and Accountability

Attachments

1. Program Revisions for the Diploma in Advanced Game Development
2. Diploma in Game Development Curriculum Map
3. Current Program: https://nextcalendar.kpu.ca/programadmin/?key=66
4. Proposed Program: https://nextcalendar.kpu.ca/programadmin/?key=215
5. Related Courses:

Term 1	ENTA 1130	Game Design	Revised
	ENTA 1131	Technical Design in Game Development	Revised
	ENTA 1132	Environment Art in Game Development	Revised
	ENTA 1133	Introduction to Game Programming	Revised
Term 2	ENTA 1230	Level Design	Revised
	ENTA 1232	Character Art in Game Development	Revised
	ENTA 1233	Intermediate Game Programming	Revised
	ENTA 1254	Project: Survey, Research, and Design	NEW
Term 3	ENTA 2130	Systems Design in Game Development	Revised
	ENTA 2138	Character Animation in Game Development	NEW
	ENTA 2230	Storytelling and Narrative Design in Game Development	Revised
	ENTA 2332	Project: Development 1	Revised
Term 4	ENTA 2132	Technical Art in Game Development	Revised
	ENTA 2333	Project: Development 2	Revised
	ENTA 2334	Portfolio in Entertainment Arts	Revised
	ENTA 2930	Applied Special Topics in Game Development	NEW

Prepared by
Michelle Molnar, Associate University Secretary

Date submitted
October 14, 2026

Diploma in Advanced Game Development Program Revisions

The program name is being changed to: Diploma in Game Development

The program is being reduced in length and in the number of credits as shown in the table below.

	Original	Revised
Number of terms	6	4
Number of credits	96	64

Rationale for Changes: Redundancies in the original program have been removed, streamlining the curriculum to have a clearer focus. Foundational level knowledge covered in the Foundation program has also been eliminated from the diploma. The reduction in the length of the program ensures the diploma will align with the length of other diploma programs in BC.

Original Program Learning Outcomes:

1. Produce a body of work suitable for a career in game design, art, programming or production.
2. Utilize industry standard software to create and implement their work.
3. Creatively problem solve difficult challenges in game development.
4. Communicate designs and ideas effectively, in both written and oral media.
5. Collaborate with teammates in demanding production scenarios.

Revised Program Learning Outcomes:

1. Show comprehensive Game Development skills through the application of game design principles, game engine navigation skills, asset creation tools, and back-end programming techniques.
2. Produce effective, interactive gameplay media through Game Development industry standard ideation, documentation, and quality assurance processes for multifaceted and collaborative projects.
3. Solve technical and design issues during the Game Development process using critical thinking and iterative development while maintaining focus on player experience.
4. Integrate current and evolving Game Development tools to ensure player experience aligns with the system performance.
5. Develop interactive gameplay media that meets industry expectations in game genres, playability, and visual identity.
6. Present player-ready, interactive media by demonstrating engaging gameplay, functional systems, and overall quality.

SENATE
Agenda Number: *9.1*
Meeting Date: *Monday, October 26, 2026*
Presenter(s): *Catherine Schwichtenberg*

Chair's Report to Senate
Senate Standing Committee on Policy

Senate Standing Committee on Policy (SSC)
Meeting Date: October 6, 2026
Reporting to Senate: October 2026

For Information

1. FM10 Cash Acceptance, Handling, and Anti-Money Laundering Policy

The Committee received an update on the development of the proposed **FM10 Cash Acceptance, Handling, and Anti-Money Laundering Policy**, which has completed its Phase One posting period.

Committee discussion focused on ensuring that consultation includes all areas of the university where cash transactions may occur. Members identified several areas for consideration, including:

- Horticulture plant sales and farmers' market activities;
- Student-run sales associated with Arts programs;
- TALK program activities;
- The KPU Brewery (to confirm current payment practices);
- Other occasional cash-handling activities across the institution.

The Policy and Academic Affairs team agreed to forward these suggestions to the policy developer for consideration during the consultation process.

For Discussion

2. AC6 Recognition of Prior Learning (RPL) Procedure Revisions

The Committee reviewed proposed revisions to the **AC6 Recognition of Prior Learning Procedure**. The revisions are intended to improve consistency, clarity, and flexibility for students seeking recognition of prior learning through transfer credit and Prior Learning Assessment and Recognition (PLAR).

Committee members generally expressed support for the proposed revisions and noted that the revised document provides greater clarity than the current procedure.

Discussion included:

- Clarification regarding the requirement that students wait at least one semester before seeking PLAR for a course previously attempted at KPU;
- Consideration of whether recognized Indigenous educational institutions and organizations should be more explicitly reflected within the procedure;
- Opportunities to ensure trades-related learning and experience are clearly represented within the language of the procedure;
- Questions regarding definitions and terminology that will be provided directly to the procedure developers as feedback.

The Committee was advised that consultation with Faculty Councils and other stakeholders is ongoing and that feedback continues to be collected. As AC6 is a procedure rather than a policy, final approval will proceed through the established policy governance process and will not require Senate approval.

Other Business

Committee members welcomed new voting members **Rachel Chong** and **Catherine Chow** to the Committee.

The Committee also received a brief update regarding ongoing discussions about the potential future merger of the Senate Standing Committee on Policy and the Senate Governance and Nominating Committee. Further consultation and discussion with committee members will occur before any recommendations are brought forward.

Respectfully

Catherine Schwichtenberg

SENATE
Agenda Number: *10.1*
Meeting Date: *Monday October 26,2026*
Presenter(s): *Catherine Schwichtenberg*

Chair's Report to Senate
Senate Standing Committee on Program Review
October 14th, 2026

We met on Teams and were delighted to welcome new members to the committee and to have other members renewing their membership for another term. Efforts to recruit new members to the remaining vacant seats are continuing.

The following reports were discussed and approved by the committee:

- Horticulture Technology (Diploma), Quality Assurance Plan.
- Sociology (BA Major; BA Minor; Associate of Arts), Self-Study Report.
- Psychology (BA Major in Psychology; BSc Applied Psychology; BA Major in Human Behaviour and Applied Psychology), Self-Study Report.

The authors of all three were commended for the quality of their reports.

Melike Kinik-Dicleli (Manager, Quality Assurance, Office of Planning & Accountability) presented the monthly report on the status of program reviews across the university, noting that 40 programs are currently at various stages of the process, including 16 in the self-study phase.

SENATE
Agenda Number: *11.1*
Meeting Date: *October 26, 2026*
Presenter(s): *Catherine Schwichtenberg*

Chair's Report to Senate
Senate Standing Committee on Tributes
October 26, 2026

The Committee first reviewed its mandate and membership and then moved into the agenda items. These included a series of proposed revisions to nomination documents for KPU university awards and recognitions. Members were lead through a detailed review of the Distinguished Teaching Award nomination guidelines, forms, and supporting documentation, focusing on eligibility requirements, evidence expectations, and alignment with institutional priorities. These had been discussed in May/June 2026 and so the committee was pleased to see the revised forms. Discussion included the role of student evaluations, recognition of inclusive and accessible teaching practices, and the incorporation of equity, diversity, inclusion, Indigenization, experiential learning, and universal design for learning principles. The documents will return to the committee for further review once feedback has been incorporated.

The Committee also reviewed proposed revisions to the Emeriti Appointment and Honorary Degree nomination materials. Discussion focused on dossier requirements, recognition of significant and lasting contributions, expectations regarding future engagement with KPU, and approaches to broadening nomination pools. Members were satisfied with the proposed Emeriti materials and requested no further amendments.

Members supported holding an additional working meeting before November to finalize outstanding revisions and prepare updated nomination documents.

Respectfully
Catherine Schwichtenberg

KWANTLEN POLYTECHNIC UNIVERSITY

SENATE
Agenda Number: *12.1*
Meeting Date: *Monday, October 26, 2026*
Presenter(s): *Diane Purvey*

AGENDA TITLE: Vice-Chair of Senate Vacancy and Succession Planning

ACTION REQUESTED: Discussion

Executive Summary

At the October 13 meeting of the Senate Governance and Nominating Committee (SGNC), the current Vice-Chair of Senate, Catherine Schwichtenberg, advised that she will not be seeking re-election for another term as Vice Chair. Her term as a Senator will continue until August 31, 2028, allowing her to provide support during the transition to a new Vice Chair.

In accordance with the Senate Bylaws, any voting member of Senate is eligible to be elected as Vice-Chair of Senate. The position is elected in April of each year by Senate.

The Vice-Chair of Senate position is an opportunity to develop broader leadership and governance experience while contributing to the effective functioning of Senate. The role carries a 50% workload allocation and includes participation in Senate and committee work, follow-up on Senate matters, engagement with Faculty Councils, curriculum and program review activities, issue resolution, and coordination with other university governance leaders.

Senators are encouraged to consider whether they may be interested in standing for election as Senate Vice-Chair or to encourage other eligible Senators who may be well suited for the opportunity.

If you have specific questions or would like more information about this role, please reach out to Catherine.Schwichtenberg@kpu.ca.

Attachments

1. Position Description: Vice-Chair, Senate

Prepared by	**Date submitted**
Michelle Molnar	October 15, 2026

POSITION DESCRIPTION: VICE-CHAIR, SENATE

DATE: November 26, 2012

GENERAL ACCOUNTABILITIES

1. In accordance with the *University Act,* the Vice Chair substitutes for the President in the role of Chair at Senate meetings which the President cannot attend. The Vice Chair also assists the Chair with duties associated with Senate role.
2. The Vice Chair acts as liaison between Faculty Councils, Faculty, Senate Standing Committees and Senate and where requested, Board of Governors, and ensures that Chair has clear overview of the matters under discussion at any particular time, and:
   - 2.1. Attends Faculty of the Whole meetings and Faculty Council meetings as required and,
   - 2.2. Attends all Senate meetings and various Senate Standing Committees meetings which deal with the detail of the matters arising from Senate.
   - 2.3. Where appropriate, acts as Chair to a Senate Standing Committee if the elected Chair is unavailable.
   - 2.4. Provides important information to the Standing Committees about any relevant discussion which has taken place at Senate itself. Prepares for meetings by reviewing materials, research and provides input as required during committee meetings.
   - 2.5. Acts as conveyer of information and processes between standing committees and other committees, i.e. working groups and task forces of Senate, where information cannot be conveyed in writing. Understands relevant background information and understanding of context which can only be gained through full immersion in governance and related processes. Maintains a high level of confidentiality as required.
   - 2.6. Acts as the faculty first point of contact for Senate. Discerns where and to whom to direct queries/requests/concerns and provide direction with respect to next steps. In many instances not only troubleshoots or directs, but also deals directly with issues.
   - 2.7. Troubleshoots issues between faculty and Senate and Faculties and Faculty Councils. Works with individuals to mitigate said issues. Advises Faculty Councils as to how other faculty councils are dealing with specific issues.
3. The Vice Chair liaises with the Office of the Provost with regard to emerging academic matters and policy development with regard to the process of discussion by appropriate Senate Standing Committees and Senate.
4. In conjunction with the Secretariat, the Vice Chair ensures that changes to course outlines approved by SCC have been made, and signs off accordingly.

5. In conjunction with the Secretariat and the Office of the Provost, the Vice Chair develops and offers orientation sessions to new Senate members.
6. When suggestions are put forward by Senate to develop new standing committees, the Vice Chair undertakes research to determine best practices and brings forward recommendation to Senate Governance Committee. As required, the Vice Chair deals with issues that arise.
7. The Vice Chair liaises with, and participates in external institutional Senate panel discussions and retreats in order to share ideas, discuss common issues and benefit from each other's experiences.

KWANTLEN POLYTECHNIC UNIVERSITY
Senate

SENATE
Agenda Number: *12.2*
Meeting Date: *October 26, 2026*
Presenter(s): *Mike Larsen*

Chair's Report to Senate
Senate Standing Committee on Teaching and Learning
October 24, 2026

SSCTL met on September 24. The meeting included a welcome to new and returning members and a review of the Committee's composition and mandate.

AI-Assisted Devices:

The Committee received a motion from the Arts Faculty Council, stating:

AFC requests urgent institutional guidance and policy for AI-assisted devices that address privacy, health and safety, intellectual property, and equity concerns for KPU students, staff, faculty, and members of the public.

SSCTL members discussed this motion and noted that the AI-Assisted Devices Working Group had completed substantial work on a guidance resource on this topic. The resource was then-pending final review by KPU Privacy and Legal offices. Following the SSCTL meeting, a Sharepoint-based webpage on AI-Assisted Devices was launched. The page provides an overview for Instructors with discussions of concerns, applicable principles, and syllabus language. The resource notes that:

> Kwantlen Polytechnic University General Counsel has indicated that instructors are entitled to set reasonable limits on behavior in classrooms to promote a positive and respectful learning environment.
>
> - Instructors are entitled to set reasonable limits on classroom behavior to promote a positive and respectful learning environment.
> - Instructors may provide guidance on permissible behavior in the classroom, including expectations related to recordings.
> - Instructors may require students to turn off, put away, or remove devices from the classroom when appropriate.
> - Students and instructors have a right to a reasonable expectation of privacy and safety.

Following the SSCTL meeting, the Chair reached out to the Policy Office to discuss possible policy action related to AI-Assisted Devices and recording.

Committee Composition:

The Committee discussed the merits of revising its membership to replace the current 'Educational Consultant' position with 'A representative from the Office of Teaching and Learning / CET' and the Director of Educational Development. The rationale for this revision is that the reliability of funding for time-release Educational Consultant positions has shifted over the years, making it increasingly difficult to maintain consistent representation through the current designated position. Given the bimonthly meeting schedule for SCCTL, the Committee resolved to circulate a motion and rationale for membership change and – pending support – pass an e-motion to be forwarded to SGNC.

Annual Workplan:

The Committee discussed goals and workplan objectives for the year. An important theme in the discussion was the possibility of contributing to KPU's strategic planning efforts by providing Senate and other offices with advice on polytechnic education, community engagement, and other priority areas.

Reports:

SSCTL received an updated Academic Integrity Report from Susan Xia, Manager, Academic Integrity. The report included data on trends in breaches for 2025-2026. The Committee discussed the trends and opportunities to clarify some of the definitions used in reporting.

Kayla Garvin, Specialist in Gender and Sexual Equity for the Office of Equity and Inclusive Communities gave a presentation on the updated Relearning Gender Moodle Course.

Leeann Waddington, AVP Teaching and Learning, presented highlights from the attached Teaching and Learning Annual Report.