

AGENDA

1. Adoption of the Agenda
2. Adoption of the Minutes
3. Chair's Report (20 minutes)
 - a. Correspondence (5 minutes)
 - b. Progress Report: Dialog with Faculty Councils (5 minutes)
 - c. Policy Formation – Status - Going Forward (5 minutes)
 - d. Graduate Studies – Status – Timeline (5 minutes)
4. Old Business (45 minutes)
 - a. Extended Reading Break (15 minutes)
 - b. Proposal from the School of Horticulture (15 minutes)
 - c. Virtual Space – Using Microsoft SharePoint – Maggie Fung (15 minutes)
5. New Business (80 minutes)
 - a. Polytechnic Planning Process - Bicameral Committee (10 minutes)
 - b. Polytechnic Planning Exercise (60 minutes)
6. Other Business (5 minutes)
 - a. Workload – Governance Discussion
 - b. Reflections on the Priorities Setting Process
 - c. Reflection of the Budgeting Process
7. Announcements
8. Adjournment

Next Meeting

May 28, 2010
9:00 am – 12:00 pm
G-2110

Attachments

- March 26, 2010 Minutes
- Extended Reading Break

Friday, March 26, 2010

9:00 am – 12:00 pm

G - 2110, Surrey

Minutes

Present:

David Atkinson
Kathleen Bigsby
Brian Carr
Dana Cserepes
Wade Deisman (Chair)
Harj Dhaliwal
Rob Fleming
Stephanie Howes
Judith McGillivray
Robin Russell
Paul Tyndall
Robert Wood

Regrets:

Heidi Abramyk
Arvinder Bubber
Bob Davis
Aysha Haq
Minni Kalra

University Community Members

Takashi Sato
Hans van der Slagt

Recorder: Elizabeth Merritt, University Secretariat

1. Call to Order

The meeting was called to order at 9:05 am.

2. Confirmation of Agenda

The agenda was confirmed by consensus subject to the following amendments:

- Item 3.a vi., Correspondence from Robert Wood

3. Approval of Minutes

The minutes of December 18, 2009 were approved by consensus.

4. Chair's Report

a. Correspondence

- i. Information about the re-organization and Kwantlen's polytechnic mandate was included in the President's newsletter. The President updated the committee on his recent meeting with Moira Stillwell, the Minister of Advanced Education and Labour Market Development who confirmed Kwantlen's mandate as a polytechnic institution. The President indicated that a planning process would need to be initiated shortly to examine some of the opportunities associated with pursuing our polytechnic designation and also stressed that any such process would need to provide for input and involvement from the Board.
- ii. A document was distributed for information regarding an expression of interest in developing a Faculty of Horticulture.
- iii. A document regarding an extended reading break for 2011 was included in the agenda package. The Chair indicated that this item was part of a broader discussion around bringing Kwantlen's academic calendar into closer proximity with those of the other BC Universities, and also identified the length of Kwantlen's currently existing term as something to be addressed.

Action

- o Dana Cserepes will provide the background documentation to her memo for consideration at the next meeting. The discussion will also include the possibility of a 13 week semester.
- iv. The Chair of APP met with the Vice Chair of Senate and the Executive Director of Research and Scholarship about the potential for developing graduate programming. He asked the committee for direction about when and how this discussion might take place and what information the committee would need to have to proceed. Robin Russell noted that the immediate priority should be the definition of polytechnic.

Moved by Kathleen Bigsby; seconded by Robert Wood:

THAT the Chair explore arranging for a consultant to do preliminary research on the feasibility and implications of graduate programs

MOTION CARRIED

The chair will report his findings to the committee at the next meeting.

- v. Geoff Dean sent an email to the committee regarding the book, *Slack*, by Tom deMarco.

- vi. Robert Wood distributed a draft proposal to create an APP Task Force on Information Technology. He will provide more information at the next meeting.

b. Work in Progress:

- i. The Chair has met with the Faculties of Academic and Career Advancement and Social Sciences to discuss the establishment of Faculty Council Academic Planning and Priorities sub-committees. Further consultations with Humanities and Communities and Health were noted as upcoming.
- ii. Tracking Mechanisms: For Priorities Tracking, Budget and Expenditure Concordance – deferred to a future meeting
- iii. Virtual Spaces and Tools for Academic Planning & Priorities Collaboration – deferred to a future meeting.

5. Old Business

a. Creation, Dissolution & Amalgamation Policies (Hans van der Slagt)

Hans van der Slagt presented the draft Policy on Prioritization of New Programs and the Potential Suspension/Cancellation of Existing Programs. The Context and Purpose section has been expanded to recognize the role of Senate and the Board as expressed in the University Act (Section 35.2). The procedures document for the draft policy has not been created. Hans will organize a small working group to advise him on the content of both documents. Robin Russell and Kathleen Bigsby expressed interest in being part of this group.

The committee has identified several areas where there is a lack of clarity concerning the respective roles and responsibilities of Senate and the Board. It is considering how best to move forward on this front.

Action

- Elizabeth will distribute the Policy Protocol document to the committee members

b. Academic Planning Workshops – Proposal to Focus on “Polytechnic”

The Chair proposed that the committee organize a workshop focusing on Kwantlen’s mandate as a ‘polytechnic’ institution (rather than the originally intended workshop on academic planning) in order to provide feedback to the ministry in September, 2010. The chair is working with Institutional Analysis and Planning (IAP) to organize this.

c. Report on Polytechnics Research

Kathleen Bigsby distributed information to the committee regarding polytechnic institutions and their programs. Institutional Analysis and Planning is going to develop a searchable database of polytechnic institutions to help the committee in its discussions.

d. Budget Process Reflections

Dana Cserepes and Harj Dhaliwal commented on the budget process and suggestions for improvement for the 2011 budget process.

6. New Business

a. Proposal Regarding Creation of a Polytechnic Working Group

The Chair suggested the possibility of establishing a discussion or think tank, including external participants, to consider the meaning of the term “polytechnic”. This would be separate from the workshop intended to inform the Minister in September.

Kathleen Bigsby noted that IAP is required to submit an Accountability Plan to the Ministry of Advanced Education and Labour Market Development in June 2010. Input will need to be received by IAP in time for Senate and Board approval in May.

b. Student Services, Learning Services

This item was deferred to a future meeting.

c. Sustainability Issues

This item was deferred to a future meeting.

7. Adjournment

The meeting adjourned at 12:20pm.

Length of Reading Break

Institution	Days
Capilano University	2
Emily Carr University of Art and Design	5
Kwantlen Polytechnic University	2
Langara College	2
Nicola Valley Institute of Technology	5
Selkirk College	5
Simon Fraser University	5
Trinity Western University	5
University of British Columbia	5
University of the Fraser Valley	5

TO: **Senate Governance Committee**

CC:

FROM: T. Sato, Kwantlen University

DATE: January 11, 2010

SUBJECT: length of the final exam period

I believe the question of lengthening the reading break from the current two days to six days should be considered in conjunction with two other issues: the length of the exam period and the total number of weeks in a semester.

It is well known that Kwantlen's semester contains one more week of classes compared to neighbouring institutions. When I first arrived at Kwantlen, it was explained to me that Kwantlen's (or Douglas College's) students are academic underachievers and they require an extra week of contact time, in addition to requiring an extra hour each week. (Thus, a three semester-hour course has four hours per week, for a total of 56 hours instead of 39.) Is this an accurate description of our student body today? In any case, it is insulting and the case for maintaining the long semester is no longer strong.

I am not in favour of simply deleting that extra week of classes. However, I wish to propose that we lengthen the exam period from the current eight days to 13. This could be accomplished by shifting one week away from classes. Lengthening the exam period has the following advantages:

- It allows exams to be spread out, allowing students more study time between exams
- It allows for more possibilities in constructing conflict free exam schedules, allowing students to register in combinations of courses otherwise not possible
- In general, there will be more time between the exam of one course and the first day of another course (in the following semester) for which the first course is a prerequisite. Should an appropriate progression grade not be earned, it is helpful to have this information available before the subsequent course begins.

Thank you for your attention and I hope to see this proposal debated.

MEMORANDUM

TO: Senate Standing Committee on Curriculum
C:
FROM: Judith McGillivray (Provost and Vice President, Academic)
DATE: January 14th, 2010
SUBJECT: **Response to the Senate Standing Committee on Curriculum Report on Student Success and Course Modes**

The attached Senate Standing Committee on Curriculum (SSCC) report considers four issues pertaining to course and program scheduling matrices at the University and makes recommendations on appropriate actions in support of educational success and access flexibility for our students. Specifically, the four issue areas studied by SSCC are as follows:

1. 3-hour versus 4-hour course contact time
2. Intersession versus full-length semester
3. Weekend university programming (intensive course and programs)
4. Length of semester (14 versus 15 weeks)

In order to fully consider the SSCC report, its recommendations, and the implications it offers for course and program scheduling and the general educational operations of the University and specific Faculties, the Deans' Council has reviewed the report and made recommendations in response. A general summary of the SSCC report results and the Deans' Council response are offered below:

1. **3-hour versus 4-hour course contact time.** The majority of internal and external data suggests that increasing the frequency of student meetings either has no impact on student grades or has a very small positive effect on grades and student evaluations.
2. **Intersession versus full-length semester.** Kwantlen's internal research and a review of the published literature suggests that intersession courses lead to equivalent, and sometimes superior, learning outcomes and student evaluations as compared with regular session courses.
3. **Weekend University programming and/or intensive courses.** Consistent with Kwantlen's internal research, published literature reviews suggest that intersession or intensive courses lead to equivalent, and sometimes superior, learning outcomes as compared with matched traditional-length courses (Scott, 2003).
4. **Length of semester (14 versus 15 weeks).** No detailed data or literature review was available.

In relation to the above, the SSCC recommendations are as follows:

1. **Kwantlen Polytechnic University should continue to offer students flexibility in course modes that meet both twice per week and once per week as necessary to address student learning and program needs.**

This approach will ensure Kwantlen's diverse student population of direct entry and mature, full- and part-time learners have access to course mode options appropriate to their personal learning and program needs.

2. **Kwantlen Polytechnic University should pilot a 3-hour contact per week matrix model with courses structured as 1 * 3 hours or 2 * 1.5 hours across the matrix.**

This approach would increase consistency in coverage across both contact modes and serve the additional purposes of freeing up space in the classroom scheduling matrices as well as facilitating greater and more flexible student access. This approach should be piloted only in areas whose programmatic and student learning needs are met by the suggested model.

3. **Kwantlen Polytechnic University should increase intersession offerings and condensed course modes on weekends and at other periods in response to student demand.**

Students across all areas expressed a preference for May-June summer intersession offerings. Intersession offerings would likely be popular in the fall and spring semesters. Further, three or four week intersession courses may also be appropriate in some disciplines (e.g., Fine Arts, Modern Languages), and condensed weekend university programs may be very popular in some areas (e.g., business and professions).

Intersession and other condensed course offerings must be balanced with full semester offerings so that the needs of year-round program students attending in full semester formats (e.g., business, nursing) are met by Faculties whose courses function as necessary electives (e.g., Humanities, Social Sciences).

The Deans' Council has reviewed and reflected on the SSCC Report and are advising Senate of the following:

- Beginning in Fall 2010, a pilot of a 3-hour per week matrix model with courses structured as 1 * 3 hours or 2 * 1.5 hours across the matrix will commence in programmatic and / or course areas where such a model is determined appropriate (by the Dean and Faculty Council) in meeting student learning outcomes and maintaining internal and external quality assurance expectations and standards. This pilot will be evaluated by the Deans' Council in 2011/2012
- Beginning in Fall 2010 individual Faculties, where appropriate, will consider intersession offerings and condensed course modes on weekends and at other periods in response to student demand.

In relation to these specific recommendations and actions, the Deans' Council requests Senate's approval of the following principles:

- Only select Faculties will be involved in the pilot for a 3-hour per week matrix model.
- Not all courses offered by departments within a Faculty participating in this pilot will necessarily be offered in a 3-hour per week matrix model.
- There can be no compromise of academic standards or expectations resulting from the implementation of the pilot 3-hour matrix or the offering of condensed courses.
- The maintenance of academic standards is the responsibility of the Dean, individual departments, and their Faculty Councils, subject to Senate review and assessment.
- There can be no loss of tuition revenue or student FTE resulting from the implementation of the pilot 3-hour matrix or the offering of condensed courses.
- The maintenance of overall tuition revenue and student FTE is the responsibility of the Dean, individual departments, and the Faculty as a whole, subject to University review and assessment.
- Collaboration across Faculties in scheduling course offerings is mandatory to ensure student access to elective and / or required courses emanating from Faculties other than the Faculty in which a student's program is located is maintained or enhanced. This collaboration will be coordinated and monitored through the VP Academic's office.

The Deans' Council notes that the question of semester length in relation to student success was not addressed adequately. Therefore, they recommend this be given further consideration in conjunction with a recent proposal for an extended reading break for students raised for discussion at Senate.

Alternate scheduling for Faculties not operating within matrix guidelines have not been considered in these recommendations.

App April 23, 2010

Agenda – addition under other business, d. Institutional Change Forums – approved by consensus

Minutes – amended page 2 and 3 approved by consensus

Chair's report

1. Review Relationship board senate re policy – re program creation/discontinuance and faculty creation. Had letter from fac sci hort re hort creation of new fac - early stages of forming policy and would welcome them to come to may 28 meeting.

Also discussion going on re amalgamation of hum and soci sci

2. Made presentation to humanities – need to have discussion soon re timeline around asking faculties to establish their priorities – discuss this at next meeting. We want you to start engaging in priority setting process.
3. Graduate Studies – update on meeting with david a re hiring consultant to examine this issue but not as urgent as polytechnic issue. Come back to this after polytech planning process is concluded.

David – do we shape policy without grad programs or let faculties shape them as work in progress and let policy evolve. Look at individual proposals on own merit. Can't hold up core institution development by waiting for policy to be formed. Haven't had vigorous debate about whether KW wants to get into grad studies.

Wade – ask business to come to mtg to have discussion re their interest in dev grad studies. Ask other areas to come re fact finding discussion from all points of view. Don't single out Business. Also invite post baccalaureate and PDP folks – talk to wade about this.

Dana says ministry has criteria regarding develop of grad programs

MOTION – invite those who are interested in post bac programs to convene preliminary discussion about development of graduate programs moved by Robin/Kathleen Bigsby CARRIED

4. Old Business

5. Dana – memo from Tak re semester length. Jody's research re length of reading breaks at other institutions and SwC2 had done research on various course modes. Senate referred this issue to APP. Dana – group dynamic post 2 week break never really worked again. Robin – not done for pedagogical reasons – variance because of Olympics. Other issues involved in extending reading break from 2 days to 5 days. Other issue is conformity with other institutions. Wade – APP should be considering from pedagogical reasons.

Discussion re reading break and change in course instruction from 4 to 3 hours (pilot project) - look at whether this works for KW and not worry about other instit. KW not same as other instit (Brian) need to be cognizant of programs like trades, nursing, - not sure that science has had a discussion about reduction in teaching hours. Tak – says he's one of 2 people in science wanting a shorter semester. Rob – shouldn't be looking at one size fits all. When looking at other instit.

Found different models. Dana wanted ability for variance for trades, coop, nursing – like had to have variance for Olympic break – we do have a variance committee

Judith – implementing pilot matrix schedule – evaluate after one year – need stats – could compare Monday night classes vs. regular classes – IAP looked at but didn't find significant variables. What is the measurement model for this pilot project asks Brian. When it comes to length of term, there has to be common areas regarding crossover for students in 2 different faculties.

Rob – academic sched already set for next year.

Judith – APP might consider what's included in pilot evaluation

KB - put evaluation on May agenda

DC – 2011/12 acad sched to be passed by Senate in Fall

MOVED to reconsider extending the reading break to 5 consecutive days and shortening instructional semester length until July 2011 Kathleen moved/Robin Russell CARRIED

4.c – Maggie – Virtual Space

IET has number of pilot projects on the go – one is SharePoint being used for new intranet. Looking at use of technology for collaboration and to connect community. SharePoint will have account for everyone – can form different collaboration workgroups – secure, APP could have website – news, info, minutes, etc. have secure areas for whatever committee resources you want to share with committee or subcommittee, has document management feature, can be access from anywhere anytime. Also has social media capability. Integrated with Microsoft office and with Outlook.

RF – who's responsible for content – owner of site (department) – everyone has to log in – issue of university liability

SharePOint has tagging – search capability – document history

APP can be guinea pig for SharePoint – works with one of our priorities =workplace environment (F or G)

Rob – need a policy framework re use of this

Proposal from School of Horticulture and ISH and Env Prot Program – proposal to become faculty – used draft policy as reference – draft policy not yet endorsed. First steps to consider proposal.

Interim dean in place for a year. Proposal put forward by independent group – Consideration of issue shouldn't wait for policy to be finalized. APP meet with them to hear their proposal – APP would have to develop terms of reference to

David – consider request like program proposal – if questions, refer to hort and then to Senate – WHERE IS HORT PROPOSAL?)

Board would be interested in whether HORT Fac would be flagship for instit. Otherwise does the proposal meet academic requirements. Robin Russell – need to do impact assessment for other areas to see if it meets requirements. What's the loss to science if hort on own?

Could look at S2C2 concept documents to see if wording and questions there would be useful.

Administrative , academic impact and process – questions to be considered, senate seats, professional development, other related issues that may have impact on institution.

Sub group of APP come up with draft questions to next meeting – dana, rob, robin

5. Polytechnic Exercise

Can't wait for board to inform policy

a. Relationship between board and senate / david speak to it

During the mission and mandate exercise, it was putting down the foundation stones of the institution

Would proceed to move on two fronts – create statement inspires comty and foundation of broader strategic plan, specific goals, targets, responsibility, measure. In relation to vision part that we began talking with Creative Intelligence and Communications and Marketing as to how we can go out and represent KW. Not yet moved in direction of comprehensive strat plan. This was the background prior to ministry stipulating adherence to polytech – and return to her in September with briefing – this has been inserted into the process of the mission mandate exercise. Developing polytechnic definitions first step in development of mission and mandate.

Board has been concerned for a while about their role in development of vision, mission and strat plan development. Board ultimately responsible for these things. real issue is their involvement

1. Mandates that there should be sp
2. Has integrity and good outcome
3. Approves sp
4. Ensures there is implementation of sp

Mission and mandate process – when it came to board, certain reticence because it hadn't had oppty to comment or be involved and didn't really know what was going on because their link left committee and link broken.

Current exercise board is interested – issue how to proceed given relationship betw. Board and senate. At Bd governance committee DA suggested that bd create extraordinary task force of 3 board members, 2 senate, dean whose responsibility to develop green paper over summer and find someone who would do legwork with regular reports to senate and board. This would mitigate bd's concern that they weren't included. Suggestion came up against conversation about instit vision and whether kw can move ahead w/o vision. Problem is how create vision w/o broader understanding. Board didn't have suggestion about vision except that it's a forward thinking doc. No wiser at end of mtg.

Board uses PG – determines Ends Statements – exec limitations on president – ends statements entirely prerogative of board formerly with no consultation with those who have to carry out vision etc. - #1 teaching inst in country!

Last summer - retreat – ends statements – revision – not clear connection ends statements and M&M exercise. Act stipulates board must consult with senate. Landscape changed. From that conversation new draft set of ends statements developed – to be incorporated into M&M process.

At Bd Gov mtg Wednesday, gov com of bd still believes that ends statemts have certain validity re its position vis a vis univ. Want to see kw develop vision which is prelude to more extended discussion or work relative to kw as polytech mandate and strat plan . Polytech and vision are separate but linked. End of meetng passed motion that president develop vision statement with appropriate consultation with all sectors of univ. and statement returned to board at end of August. Wants end statements as place to begin conversation on vision. Understands that it doesn't address polytech issue. Question is how to proceed. Polytech work should continue . David has to think hw this is going to happen, who's involved, who's the overseer, etc. Time's a'wasting. Need to be proactive.

Creative Solutions says biggest problem out there in cmtty is they don't know what polytechnic means.

Robin thinks board statements very community driven/oriented – not institutional

Brian – 2 papers to produce – one for board and one for ministry

Board thinks vision is necessary prelude before polytechnic mandate.

CHECK KB STATUS – VOTING MEMBER I THINK

HOW CAN WE CREATE VISIONWITHOUT POLYTECH MANDATE DEFINED

Possibility of creating some sort of leadership team that would allow board participation?

Difficulty with polytechnic definition given that 80% of our programs are business and arts.

Form polytechnic task force and inform the board along the way – dean, vp, 3 faculty members (members from APP, S2C2, Program Review) – president's group

Discussion of polytechnic planning

Divide work up, 3 sub-committees

What are the expectations re program renewal and new programs

Get specifics about what is expected fromcommittees

Wade wants approval of document as concept document.

Judith – need to include historical and environmental context of programs – situated in manufacturing area? Residential area? Need to understand how polyt developed as they did. Where does need come from?

Foundations sub-committee – Elaine decker possible leader for this discussion

Approach to learning point of discussion here . Pedagogical aspect. Eg. Missing math & science curriculum

Determine what parts of our offerings fit polytechnic.

Wade will distribute doc and entertain suggestions, comments

Technology sub-committee

Tech needs to be key part of polytech inst. Meg Goodine is crucial (says Rob) Meg could give Wade a list of likely faculty suspects. People can comment to Wade.

Kathleen – background to her document

5 definitions of what is polytechnic – how do these fit Kwantlen, parts that fit Kwantlen

Section 3 – features characterizing poly inst. – do any work for kw, what's there, what's missing

KW already has many of these features

Section 4 – what makes a program polytechnic –

Section 5 – pulled from discussion from Ryerson – how to get poly w/o sacrificing arts area

Sec 6 – 2 sample program proposals that appear to have some poly aspects to them –

Section 8 – performance measures that kw reports to ministry – what we already measure

Appendix – links to workplace – satisfies some of what board is looking for and provides jumping off point.

Rob – sustainability issues – polytechnic expensive, workplace links expensive – what's the cost in terms of \$ and programming

KB – poly doesn't have to be applied to every aspect of every program

Exercise deferred to next meeting.

Wade - Distributed institutional change forms – wants input from ctte

Workload issue – has asked if there's oppty to communicate before senate – effort to address amount of work required to represent faculty, senate,

Announcement – may 25 Engaged Learning – have sessions on polytechnic - email wade if you're interested Elaine D. will help.

Adj at 12:15

Invite new faculty to next meeting? or bump them in favour of polytech

Dana group – questions re impact of creating new faculty

Invite hort for June

DISCUSSION QUESTIONS FOR APP, FRIDAY, 23 APRIL 2010

1. What working definition of a polytechnic would be the most useful to guide Kwantlen's growth over the next 3 – 5 years?
2. Given the definition selected, what should be Kwantlen's core characteristics as a polytechnic university?
3. Given the definition selected, and the core institutional characteristics that have been articulated, what should be the principal characteristics of programs at Kwantlen Polytechnic University?
4. If time remains, consider the question presented in Section 5 of your handout; what is the appropriate response for Kwantlen?

1. BACKGROUND

Polytechnics in Europe

Focus on engineering and applied science, many created by integrating and merging a collection of existing specialized vocational schools. They have a high level technical and applied programming well beyond the vocational education associated with community colleges in the US and Canada. These institutions offer baccalaureate level degree programs and in some cases applied masters programs. Generally speaking, these institutions offer degree-level programming in applied, vocational, or professional areas of study (although their programming may not always be limited to this) and have a research function, sometimes (but not always) described in terms of applied research.

Polytechnics in the US

The majority of these institutions refer in their mission statements to three characteristics: career- focused education, applied learning, and technology-based fields. A hands-on approach with real life problem solving is combined with classroom instruction and cooperative work experience. However, not all three of these characteristics are stated in their mission statements. In terms of fields, all the institutions offer programs in business, engineering and/or technology, and computer science and/or IT. Many offer only engineering technology as opposed to engineering. Some offer associate degrees but most, particularly the more prestigious ones, offer baccalaureate and post-graduate degrees.

Polytechnics in Canada

BCIT provides primarily 2 year diplomas in engineering, health sciences and business. Continuing education programs comprise the bulk of BCIT's course offerings. Its degree programs have emerged as a natural extension of its technical diploma programs and are a small component of its overall enrolment.

SAIT and NAIT have program profiles of polytechnics with an emphasis on programming related to technology and business and credentials offered include baccalaureates, certificates, diplomas and apprenticeships. Both institutions have significant continuing professional and technical education program offerings.

University of Ontario Institute of Technology provides 30 undergraduate and graduate programs; additional undergraduate and graduate degree programs are offered by several Colleges of Applied Arts and Technology in concert with Ontario universities.

2. WHAT IS A POLYTECHNIC?

- i. Polytechnics are comprehensive universities offering professional, career-focused programs in the arts, social and related behavioural sciences, engineering, education, and natural sciences and technology that engage students in active, applied learning, theory and research essential to the future of society, business and industry. - University of Wisconsin, Stout
- ii. Polytechnic is traditionally used to describe a program mix and program focus that typically includes business, arts and science, design, engineering, journalism and media studies, education, health sciences, natural resources, visual and performing arts, as well as trades and qualifying studies.
- iii. Polytechnic institutions are engaged in the advancement of applied knowledge and research in response to existing and emerging societal needs. Their programs provide a balance between theory and application and prepare students for careers in professional and quasi-professional fields. - Ryerson University Act, 1977.
- iv. The special mission is to provide career-oriented university programs that are responsive to the market-driven needs of employers and have a particular focus on the needs of the country. - University of Ontario Institute of Technology Act 2002.
- v. Degree-granting and industry-responsive post-secondary education institutions committed to education, training, and applied research for industry. Ensuring that graduates find employment as highly qualified workers in the industry sector of their choice is a paramount motivation and playing a critical role in enhancing Canada's productivity and innovation performance by collaborating with industry to resolve commercial problems. Polytechnics Canada's priorities relate to: Applied Research, Adult Skills, Workforce Preparation and Apprenticeship, Newcomer Integration. – Polytechnics Canada.

3. WHAT FEATURES CHARACTERIZE A POLYTECHNIC INSTITUTION?

- i. Student –centeredness
- ii. Provides career-focused and community responsive education that support the economic development of the region.
- iii. Programs are developed in partnership with employers / industry
- iv. Highly interactive, practical, experiential and technologically advanced pedagogical approaches
- v. Uses technology or multi-modal delivery methods to make education accessible to various populations.
- vi. Provides a wide range of credentials spanning many fields: including bachelor degrees, diplomas, apprenticeships, certificates, advanced diplomas and certificates, post-graduate credentials (certificates, diplomas and degrees), continuing professional education and corporate training credentials.
- vii. Multiple pathways are available so that students are able to enter formal programs at learning levels commensurate with their ability (and recognizing previous learning) and leave with qualifications appropriate to their achievements or goals. In other words, the educational philosophy is not based on prior academic achievement, but on learners' needs and aspirations.
- viii. Have flexibility to enable learners to utilize institutional resources and infrastructure in ways that best meet their needs. This implies flexible admissions policies, scheduling of courses, credit transferability, and availability of programs that match students' interests.
- ix. Provides laddering opportunities; i.e. multiple exit and entry points within a single program and/or clear pathways from a program at one level to a program at another
- x. Offer full and part time studies.
- xi. Focuses on undergraduate education.
- xii. The research that is conducted is applied in nature, addressing real problems for the benefit of industry and the wider community, and informs both teaching and professional practice.

4. WHAT FEATURES CHARACTERIZE POLYTECHNIC PROGRAMS?

- i. An emphasis on personalized small group activities that are applied and based on the current practices and future needs of industry and the professions.
- ii. Combines theoretical and applied learning (both types of knowledge are equally valued), through relevant work experience, and the opportunity to participate in applied research and commercialization projects.
- iii. Community-based or lab-based (reality or simulated learning) experiences are provided to the majority of students in all programs.
- iv. Uses technology or multi-modal delivery methods to enhance educational experience
- v. Recognizes work place learning and provide Prior Learning Assessment
- vi. Multidisciplinary and/or interdisciplinary program options.
- vii. Curricular innovation

5. FURTHER QUESTIONS FOR CONSIDERATION

How should the applied learning and theoretical be blended so that students get an education of relevance to the market place without sacrificing the arts and science core that is foundational to university education?

- i. Focus on professional /applied programs with the traditional university core disciplines (Humanities, Social Sciences, Science) working to support the professional /applied programs.
- ii. Focus on traditional university core disciplines that incorporate an applied component.
- iii. Focus simply on the applied or on the traditional, and/or both without a cross-over.

6. SAMPLE PROGRAM PROPOSAL BA Sustainability and Policy Analysis (excerpts)

The Sustainability and Public Policy Analysis degree is interdisciplinary, bringing together the perspectives of Philosophy, Political Science, Economics/Business and Environmental Protection Technologies in a way that allows each to retain the essence of its discipline. Hence, the students will be given the opportunity to understand policy analysis and development through the distinct lenses of each. This also means that the degree will consist primarily of courses already offered in Humanities, Social Sciences, Sciences, and Business and Economics. The core of the degree consists of six courses to which the SUPA students are given preferred access. These six courses consist of one *Core* course for each of the four years and one *applied* course for each of years three and four. Each Core course will be designed and offered by one of the five participating departments.

The unifying framework for the degree will be provided by *Philosophy*. Students will gain an understanding of the scope and meaning of “sustainability” through critical analysis of the concept. They will examine how values feature in the development of policy, and how competing values can be reconciled. Students will explore the moral underpinnings of a commitment to sustainability. And while the degree is not intended to produce scientific experts, students will acquire the epistemological tools needed to evaluate expert testimony. *Political Science* will lead students through an investigation of the role different stakeholders’ play in policy development and implementation. *Economics* will provide an understanding of how economies function and the different economic models that can be used to achieve policy goals. *Psychology* will provide an examination of psychological theories on attitudes and behavior from which students will acquire tools for overcoming this major hurdle. The necessary grounding in environmental science needed to understand sustainability issues and interpret technical policy reports will be provided by *Environmental Protection Technology*. This will be augmented with courses in statistical analysis and scientific methodologies.

Through this multi-discipline approach, students will develop the most important skills for policy analysis. They will gain the important critical thinking, information literacy, and analytic skills necessary not only to research and apply policy to achieve specific goals but to become responsible, reflective democratic citizens.

The Bachelor of Arts in Sustainability and Policy Analysis is perfectly suited to help fulfill Kwantlen’s unique role as the only Polytechnic University in B.C. The degree is innovative and interdisciplinary, bringing together the perspectives of Philosophy, Political Science, Economics/Business and Environmental studies in a way that allows each to retain the essence of its discipline. This will give students access to the theoretical and critical insight necessary to be engaged and sophisticated contributors, whether ultimately as

professionals in policy analysis and sustainability, in graduate work, or as citizens of their region, country, and planet.

The program will allow students to integrate this learning with practice through its significant applied dimension, which requires that students take one applied course in each of their four years. These courses will be taught by professionals actively engaged in policy development and analysis and will give participants the opportunity to learn about public policy at various levels of government as well as policies of the private and non-profit sectors. Applied courses in the last two years will have a workshop style that involves students working with real or fictional clients. In groups, students will be required to design a presentation that demonstrates a policy solution to a community need or problem. To complete the project students would need to identify and consult with stakeholders, consider relevant bi-laws or legislation, anticipate potential long term and short term problems, prepare a costing analysis, and consider possible governance models for implementation if appropriate. The degree will also include a Co-op placements, further enhancing student learning and allowing the program to partner with potential permanent employers, while building support for the degree in the community.

Kwantlen offers a range of opportunities to integrate certificate, diploma, and associate degree credentials with Bachelor Degrees, creating more options for students to ladder within current programs. Because the degree program incorporates a substantial number of existing course offerings in other programs, laddering will be facilitated by the fact that many of the proposed required courses for years one and two of the BA in Sustainability and Policy Analysis are likely to have been taken by students in the BA General Studies or in the A.A. streams in Political Science, Philosophy, and Economics programs (or related programs in the Social Sciences and Humanities). Students can enter the program in first year or in third year. In the case students have completed two years of social sciences and humanities courses, and breadth electives may apply to have those courses transferred into the program.

As the program develops, we expect interest from mature students upgrading their credentials who have life and career experience in developing policy or expertise in sustainability, and who will seek prior learning assessment and credit for relevant experience. Students requesting credit for prior learning will be asked to fulfill requirements as per the Policy B.14.

7. SAMPLE PROGRAM PROPOSAL BA Asian Studies (excerpts)

The Bachelor of Arts in Asian Studies builds on the institution's strengths in both humanities and social sciences while offering opportunities to link these disciplines with several others at the University, such as Business and the Health Sciences. Furthermore, the degree will provide opportunities for student research and faculty-student collaboration in conferences, colloquia, and practice in community settings. Students will be enabled to learn in, with, and about the various communities that make up Kwantlen's region, and apply their skills and knowledge to the local and international settings. The Bachelor of Arts in Asian Studies also takes a thematic approach to the development of global citizenship and an understanding of the relationship between Canada and her Asian neighbours.

In this integrated program, students will develop a broad range of knowledge, attitudes, and skills to be effective leaders in their careers and communities. They will demonstrate:

- A global perspective by identifying, analyzing, and comparing the characteristics of local cultures and social structures with historic and modern Asian cultures and social structures;
- Intercultural skills by examining the importance of multicultural influences in the modern world;
- An understanding of the creation of identity through a wide variety of disciplinary and interdisciplinary perspectives such as the study of film, music, literature, history, religion and art;
- Interpersonal skills by listening actively and carefully, by articulating a point of view, and by using a range of communicative virtues to achieve understanding;
- Critical thinking and problem-solving skills by assessing and interpreting source materials, evaluating arguments, examining historic and modern perspectives, and by looking at their own society from the views of others;
- Teamwork and leadership skills by working on projects with other students, community groups, and practicum employers and by meeting both goals and deadlines;
- Writing skills by developing presentations, papers and research projects;
- Second language skills, preferably Asian languages so that they may be able to gain another entry point into the cultures and histories of South and East Asia;
- Technological skills by using research databases, presentation technologies, and by writing and designing material for a variety of projects;
- Entrepreneurial skills by undertaking service and practicum assignments;
- An understanding of the unique role of Canada in the world community.

Employability Skills (now Essential Skills) have been an integral component of all Kwantlen courses since the early days of the Skills 21 Taskforce (1996/1997). Departments have developed course outcomes which explicitly target key Essential Skills including creative thinking and problem solving, oral, reading, and writing skills. In addition, our courses place considerable emphasis on intercultural skills and citizenship and global development. The BA, Asian Studies, will include an explicit set of Essential Skills which all students completing the program will possess.

This BA will fill a gap in the Lower Mainland for an applied degree in Asian Studies; while at the same time prepare those students who are interested in doing so to continue on to graduate studies. The program will have the advantages of intensive applied training and an emphasis on research and community participation. While UBC already offers an Asian Studies program, the program's academic orientation gives no place to applied training or research experience in the community to all students. As the degree progresses and matures, and dependent on student enrollment and interest, the committee has discussed and explored future development options that would make the BA in Asian Studies even more attractive to prospective students. In particular, by drawing on contacts that already exist between some departments at Kwantlen and universities or bodies in China, Japan, and India, we envisage closer links with the School of Business, an international exchange program, and a semester abroad where students would conduct field work and research in a number of disciplines.

Over the course of the final two years, it is envisaged that interested students will complete a Practicum course which incorporates a 180-225 hour work placement within a relevant setting. Students will manage, design, prepare and present a comprehensive project that will meet the requirements of a client organization under the co-supervision of the employer and a faculty member. They will meet regularly through the semester with a faculty member to discuss their progress, and, upon completion of the practicum will produce a final report describing the project and its results. In order to complete the Practicum successfully, students will need to demonstrate that the following learning outcomes:

- Experience, observe, explore and participate in a work setting relevant to the specific aspect of the Asian Studies BA curriculum;
- Apply their understanding and skills from areas of the Asian Studies degree curriculum to an employment setting;
- Apply knowledge from the Asian Studies degree program to an employment setting;
- Perform work related to select areas of the Asian Studies degree curriculum;
- Reflect and report verbally and in writing on the links between the Asian Studies degree curriculum and the work experience, and the relationship between the practicum experience and future career goals.

- Recent discussions with members of the University community, particularly the School of Business and the Department of Modern Languages have also raised the possibility of a Semester Abroad option for other students who would be interested in gaining practical and educational experience in the Asian country they are making the focus of their degree.

Kwantlen's structure offers a unique opportunity to integrate certificate, diploma, and associate degree credentials with Bachelor Degrees, creating more options for students to ladder within current programs. 80% of Kwantlen programs already bridge into Bachelor Degrees.

PLA will be available consistent with existing policies.

8. INSTITUTIONAL PERFORMANCE MEASURES RELATED TO POLYTECHNIC CHARACTERISTICS

L2.1.8 Links to the workplace through co-op education placement, internships, practicums, work placements, and apprenticeships will equal or exceed the average of the previous two years.

L2.1.9 Students assessment of the usefulness of their acquired knowledge and skills in performing job will improve

L2.6.3 The proportion of students aged 25 and over registered in summer, fall and spring terms will equal or exceed the proportion registered in the previous summer, fall and spring terms.

L2.7.1 The number of students registered in online courses will equal or exceed the averages of the previous two years.

L2.7.2 Enhance learning on and off campus by increasing each year the number of courses with web-based resources available to students.

C1.1.5 At least one professional development studies program will be launched each year.

Appendix 3: Work Placements Summer 2008 to Spring 2009

Program Name / Discipline	Type of Work Placement Experience						Length of Work Placement Summer 2008-Spring 2009	Number of Student in Work Placements
	Co-op Placement	Internship / Preceptorship	Practicum	Preceptorship	Workplacement	Other	Days	Summer 2008 to Spring 2009
School of Business								
Accounting - BBA	X						80	19
Bachelor of Technology in Information Technology	X						80	55
Computer Information Systems								
Entrepreneurial Leadership (BBA)	X						80	31
Entrepreneurial Leadership (BBA)						x	65	122
Human Resources (BBA)	X						80	13
						X	30	61
Legal			X				15	49
<i>School of Business Total for Summer 2008 to Spring 2009</i>								350
<i>School of Business Total for Summer 2007 to Spring 2008</i>								330
<i>School of Business Total for Summer 2006 to Spring 2007</i>								318
<i>School of Business Total for Summer 2005 to Spring 2006</i>								319
Division of Science, Mathematics and Applied Sciences								
Environmental Protection Technology	X						80	62
<i>Division of Science, Mathematics and Applied Sciences Total for Summer 2008 to Spring 2009</i>								62
<i>Division of Science, Mathematics and Applied Sciences Total for Summer 2007 to Spring 2008</i>								53
<i>Division of Science, Mathematics and Applied Sciences Total for Summer 2006 to Spring 2007</i>								95
<i>Division of Science, Mathematics and Applied Sciences Total for Summer 2005 to Spring 2006</i>								82
School of Horticulture								
Horticulture						Service Learning	2	12
						Apprentice	200	143
Horticulture - Landscape					X		70	15
Horticulture - Production					X		70	8
HORT 1171/1122						Trade show volunteer	1	20
HORT 1230						Term Proj	1	7
HORT 2320						Term Proj	1	20
HORT 2436						Trade show volunteer	3	16
<i>School of Horticulture Total for Summer 2008 to Spring 2009</i>								241
<i>School of Horticulture Total for Summer 2007 to Spring 2008</i>								148
<i>School of Horticulture Total for Summer 2006 to Spring 2007</i>								138
<i>School of Horticulture Total for Summer 2005 to Spring 2006</i>								142
Centre for Design and Communications								

[illegible]

			X				86	86
				X			32	56
Graduate Nurse Re-entry				X			20	39
Health Unit Coordinator			X				20	71
Home Support Resident Care Attendant			X				112	94
Psychiatric Nursing (Bachelor)			X				82	173
Nursing (Bsci)					Clinical		151	431
					X		93	60
				X			115	245
Special Education Teaching Assistant			X				60	169
Faculty of Health and Community Studies Total for Summer 2008 to Spring 2009								1424
Faculty of Health and Community Studies Total for Summer 2007 to Spring 2008								1409
Faculty of Health and Community Studies Total for Summer 2006 to Spring 2007								1288
Faculty of Health and Community Studies Total for Summer 2005 to Spring 2006								1475
Wellness Centre								
Wellness Centre Total for Summer 2008 to Spring 2009								0
Wellness Centre Total for Summer 2007 to Spring 2008								8
Wellness Centre Total for Summer 2006 to Spring 2007								12
Wellness Centre Total for Summer 2005 to Spring 2006								0
Learning Centre								
Accounting						Peer Tutor		43
Biology						Peer Tutor		4
Business						Peer Tutor		1
Chemistry						Peer Tutor		8
Computers						Peer Tutor		21
Criminology						Peer Tutor		1
Economics						Peer Tutor		13
ELS						Peer Tutor		16
English						Peer Tutor		11
French						Peer Tutor		0
German						Peer Tutor		2
Horticulture						Peer Tutor		2
Interior Design						Peer Tutor		3
Japanese						Peer Tutor		41
Liguistics						Peer Tutor		0
Mandarin						Peer Tutor		3
Mathematics						Peer Tutor		30
Music						Peer Tutor		4
Philosophy						Peer Tutor		0
Physics						Peer Tutor		1
Psychology						Peer Tutor		0
Punjabi						Peer Tutor		3
Spanish						Peer Tutor		9
Learning Centre Total for Summer 2008 to Spring 2009								216
Learning Centre Total for Summer 2007 to Spring 2008								123
Learning Centre Total for Summer 2006 to Spring 2007								210
Learning Centre Total for Summer 2005 to Spring 2006								213
Kwantlen Total Summer 2008 to Spring 2009								3,582
Kwantlen Total Summer 2007 to Spring 2008								3,122

Kwantlen Total Summer 2006 to Spring 2007	2,948
Kwantlen Total Summer 2005 to Spring 2006	3,314

Note: Work placement reported in hours were converted to days by dividing by an eight hour work day.

Institutional Change: Continuing the Conversation

Kwantlen has undergone a significant process of transformation over the last eighteen months as we have embarked upon a series of changes associated with becoming a University. We have a new mission and mandate and we can congratulate ourselves on having approached the task in a democratic, inclusive and consultative way. In the process of developing a new mission and mandate statement many conversations were initiated around all manner of issues associated with the future of the University. We think it is important to continue these conversations and we wish to make available to faculty a variety of opportunities to join the conversation. Therefore, over the next year the Senate will host a series of forums around specific issues associated with institutional change. Foremost in this regard will be two forums addressed to questions and issues associated with our status as a polytechnic. Recent communications with the Ministry indicate that the government will support changes in our programming complement and academic structure that would bring us more into line with the conventional conception of a polytechnic institution.

- Time shifted to begin in the Fall
- Forums could feature guests from outside be informational
- Town Hall structures as well
- Responsibility/input for each of these sessions to an associate VP in each area?

Institutional Change Series – Part I- Polytechnic Status

Two Forums: September – October

1. What are the features or characteristics that distinguish a polytechnic from other institutional structures?
 - Is it the program complement
 - The mix of faculties and subject areas
 - The approach taken to learning
2. What kinds of changes ought we to be considering in terms of models to follow, what can we learn from other institutions?
3. Might circulate some discussion information – not a paper so much as talking points, beforehand.

Institutional Change Series – Part II - Sustainability

1. What are some key principles of sustainability principles?
2. What role should sustainability principles play in the University?
3. Are we responding to sustainability issues well? What can we do to improve?
4. Is Kwantlen unique compared to other universities in terms of sustainability?
5. What strengths do you think Kwantlen has that it should build on to make itself a strong and distinct?
6. What are some of the practices in relation to issues of sustainability Kwantlen has to change to become a strong and distinct university?
7. What could Kwantlen do to take a leadership role in relation to sustainability and post-secondary education?

Institutional Change Series – Part III – Student Life

1. In your opinion, what are important elements of a university?
2. Are there things that you feel should be different at Kwantlen now that we are a university and not a university college?
3. What makes Kwantlen unique compared to other universities?
4. What strengths do you think Kwantlen has that it should build on to make itself a strong and distinct university?
5. What are some of the practices Kwantlen has to change to become a strong and distinct university?
6. What have you experienced at Kwantlen that has helped you succeed in achieving your goals as a learner?
7. What could Kwantlen have done better to help you succeed in better achieving your goals as a learner?

Institutional Change Series – Part IV – Governing Ourselves and Pioneering a Future Together

Under the new governance model, the processes associated with delineating future academic priorities for the institution have changed. The new model shifts the bulk of these **academic** priority setting processes downward and outward - decentralizing it and making it more pluralistic, inclusive, accessible and democratic. Under the new model, the responsibility for envisioning future possibilities priorities is conceived of as an ongoing process which may originate within departments or at the level of departmental discussions. These are subsequently taken to faculty councils and finally, faculty councils send these along to APP.

**Institutional Change Series – Part V –
The Relationship between Research and Teaching**

Friday, April 23, 2010

9:00 am – 12:00 pm

G - 2110, Surrey

Minutes

Present:

Heidi Abramyk
David Atkinson
Kathleen Bigsby
Brian Carr
Dana Cserepes
Wade Deisman (Chair)
Rob Fleming
Aysha Haq
Judith McGillivray
Robin Russell

Regrets:

Arvinder Bubber
Bob Davis
Harj Dhaliwal
Stephanie Howes
Minni Kalra
Paul Tyndall
Robert Wood

University Community Members

Maggie Fung
Sandi Klassen
Takashi Sato

Recorder: Elizabeth Merritt, University Secretariat

1. Call to Order

The meeting was called to order at 9:05 am.

2. Confirmation of Agenda

The agenda was confirmed by consensus subject to the following addition:

- Item 6.d, Institutional Change forums

3. Approval of Minutes

The minutes of March 26, 2010 were approved by consensus subject to the following amendment:

- Item 4, a. iii: Action: "...The discussion will also include the possibility of a semester of 13 weeks of instruction plus a 2 week examination period."
- Item 4, b.i: The Chair has met with the Faculties of Academic and Career Advancement, Business, and Social Sciences to discuss the establishment of Faculty Council Academic Planning and Priorities sub-committees.

4. Chair's Report

a. Correspondence

The Chair received correspondence from the Faculty of Science and Horticulture regarding creation of a separate Faculty of Horticulture. The committee discussed the relationship between the Board of Governors and Senate with respect to the policy under development regarding creation and discontinuance of programs and faculties. Although the policy is not fully formed, the proponents of the new faculty are welcome at the May 28 meeting. Discussion is also ongoing regarding the possible amalgamation of the Faculties of Humanities and Social Sciences into a new Faculty of Arts.

b. Progress Report:

Wade Deisman has made a presentation to the Faculty of Humanities. He noted that the committee should consider developing a timeline for asking faculties to establish their academic priorities.

c. Policy Formation Status &

d. Graduate Studies Status

At a previous meeting, the committee had discussed hiring a consultant to examine the issue of developing graduate programs. After discussion, it was agreed that the more urgent matter is the polytechnic planning process. Once this is resolved, the committee will return to the discussion of graduate programming.

Moved by Robin Russell; seconded by Kathleen Bigsby:

THAT the committee invite those who are interested in post-baccalaureate programming to convene preliminary discussions about the development of graduate programs.

MOTION CARRIED

5. Old Business

a. Extended Reading Break

At a previous Senate meeting a notice of motion regarding an extended reading break of 5 days was referred to the Senate Governance Committee. A number of considerations about this proposal need to be addressed including:

- the impact on certain programs
- the length of the academic year
- the proposed pilot program for reduced instructional hours
- Measurement model and evaluation of the pilot program
- academic schedule for 2011/12

The pilot matrix program will be put on the agenda of the May 28 meeting.

Moved by Kathleen Bigsby; seconded by Robin Russell:

THAT the discussion regarding lengthening the reading break from 3 days to 5 days and shortening the instructional semester length from 14 weeks to 13 weeks be considered in July 2011.

MOTION CARRIED

b. Proposal from the School of Horticulture

The committee discussed a proposal to create a new Faculty of Horticulture. The proponents will be invited to the June meeting.

Action

- A subcommittee (Robin Russell, Dana Cserepes, Rob Fleming) will put together draft questions regarding the proposal to bring to the May meeting.

c. Virtual Space – Microsoft SharePoint

Maggie Fung provided the committee with information about Microsoft SharePoint, a software application that will soon be available to everyone at Kwantlen. IET has a number of pilot projects up and running and is looking at the use of SharePoint as tool for collaboration and inter-connection at the university.

6. New Business

a. Polytechnic Planning Process

The President provided context to the changes in this relationship since Kwantlen was granted university status. The committee discussed the relationship between the Board of Governors and the Senate in the context of bi-cameral governance and the need to develop an institutional vision and strategic plan that incorporates the polytechnic mandate. The Board of Governors passed a motion at its recent Governance Committee meeting that the President develop a vision statement with appropriate consultation with all sectors of the university. The vision statement is to be returned to the Board at the end of August 2010. Further discussion followed about the composition of a task force to work on the vision statement, including the need to provide historical and environmental context to the definition of polytechnic in the development of the vision statement. It was agreed that technology needs to be a key component of a polytechnic institution. Meg Goodine can provide help in this area.

Kathleen Bigsby distributed information to the committee about polytechnic institutions in Canada, the United States and Europe

b. Polytechnic Planning Exercise

This exercise was deferred to the next meeting in May.

7. Other Business

a. Workload – Governance Discussion

Wade Deisman asked the group if there was an opportunity for communication before Senate regarding the amount of work required to represent Senate and its various committees as well as faculty councils.

Wade distributed institutional change forms and asked for input from the committee.

Other items were deferred in the interests of time.

8. Announcements

On May 25, a conference on Engaged Learning is being held at Kwantlen. Email Wade if you are interested in attending.

9. Adjournment

The meeting adjourned at 12:15pm.