JOINT SENATE STANDING COMMITTEE ON ACADEMIC PLANNING AND PRIORITIES AND ON UNIVERSITY BUDGET

Regular Meeting
Friday, September 23, 2022
10:00 a.m. – noon.
MS Teams Online

JOINT AGENDA

1. Call to Order .... Heather Clark, Fiona Whittington-Walsh   10:00

2. Approval of Agenda

3. Approval of Minutes, June 3, 2022

4. Chairs' Report 10:10

    4.1. Notice of Election...Amy Jeon   10:15

        4.1.1   Committee Chair, SSC University Budget

        4.1.2   Committee Vice-Chair, SSC Academic Planning and Priorities

    4.2. Introduction to Committee Mandate and Membership

        4.2.1   SSC Academic Planning Priorities... Heather Clark   10:20

        4.2.2   SSC University Budget...Fiona Whittington-Walsh   10:30

5. New Business

    5.1. Program Proposal: Bachelor of Traditional Chinese Medicine
    .... Sharmen Lee, John Yang   10:40

    5.2. GV9 *Establishment and/or Discontinuance of Faculties and Departments ....* David Burns   10:50

    5.3. Program Development and Change Form .... David Burns   11:00

6. Items for Information

    6.1. KPU Submissions

        6.1.1   Budget 2023 Consultation 20June22..Alan Davis

        6.1.2   Public Post-Secondary Funding Formula Review 30June22 ....Alan Davis

SSCAPP AGENDA

7. New Business .... Heather Clark   11:10

    7.1. Academic Schedules: 2023/24, 2024/25 and 2025/26 ....Zena Mitchell   11:15

8. Associate Vice-President, Teaching and Learning Report ....Leeanne Waddington   11:20

9. Items for Discussion

10. Items for Information

11. Adjournment

JOINT SENATE STANDING COMMITTEE ON ACADEMIC PLANNING AND PRIORITIES AND ON UNIVERSITY BUDGET

Minutes of Regular Meeting
Friday, June 3, 2022
9:00 a.m. - 12:00 p.m.
MS Teams Online

SSCAPP Voting Member Quorum 6 members		
Allyson Rozell Andhra Goundrey Andre Iwanchuk Bogdan Bryja Catherine Schwichtenberg Heather Clark, Chair	Kristan Ash, Vice-Chair Sharmen Lee	
		Non-voting
		Amy Jeon Lori McElroy Diane Purvey Zena Mitchell
Regrets		
Karen Villagracia Tom Westgate Purru Sandhu Alan Davis	Steve Cardwell Rajiv Jhangiani	
SSCUB Voting Member Quorum 7 members		
Caroline Daniels Fergal Callaghan Fiona Whittington-Walsh Lyndsay Passmore	Shelley Strimbold Simren Sandhu Stephanie Howes, Chair Sue Fairburn	
		Non-voting
		Amy Jeon Chervahun Emilien Heather Clark Diane Purvey
Regrets	**Senate Office**	**Guests**
Barnabe Assogba Greg Millard Priya Yatheesan Tom Westgate Reza Khakbaznejad Alan Davis	Rita Zamluk	David Burns

1. **Territorial Acknowledgement and Call to Order**

   The Chair, Stephanie Howes, provided a territorial acknowledgement and called the meeting to order at 10:02 a.m.

2. **Approval of Agenda**

   Sharmen Lee moved that the agenda be confirmed as circulated.

   The motion carried.

3. **Approval of Minutes, May 13, 2022**

   Andhra Goundrey moved that the minutes be accepted as circulated.

   The motion carried.

4. **Chairs' Report**

   No reports.

5. **New Business:**

   5.1. **Draft GV9** *Establishment and/or Discontinuance of Faculties and Departments*

   David Burns, Associate Vice-President, Academic presented the background and context for discussion. He highlighted that decision transparency is being strengthened and the roles and responsibilities of governance bodies clarified. He described the confusion created with the current naming of Faculties, Departments, and Schools and proposed an alternate naming system.

   He answered questions regarding existing names, consultation and decision processes, clarifying the role of the proponent, and moving departments.

   Amy Jeon, Vice-Chair of Senate, described the proposed separation of roles and the measures being developed to ensure a full consultation.

   David Burns thanked Heather Harrison and Amy Jeon for their contributions to the current draft of the policy.

   5.2. **Draft University Budget**

      5.2.1. **University Priorities and FY 2023-24 Budget Principles and Priorities**

   Chervahun Emilien, Chief Financial Officer, reviewed the steps undertaken to develop the budget principles and priorities.

   She answered questions regarding support for faculty members leading new initiatives, and described the need to align governance documents when planning the budget,

   Stephanie Howes explained how release positions are currently budgeted.

   Diane Purvey reported on strategic funds available for course releases, and for starting and supporting initiatives. She described a proposal being drafted on Chair and Coordinator releases

   The Committees discussed funding for new initiatives and developing a guiding process to prioritize the items, adding flexibility to the budget, strategic actioning, and ensuring equity in Chair releases.

Sharmen Lee moved that the Joint Standing Committee on Academic Planning and Priorities and on University Budget recommend that Senate endorse the budget principles and priorities for FY 2023 – 24.

The motion carried.

5.2.2. Budget Development Timeline FY 2023-24

Chervahun Emilien presented a revised budget process and timeline. She explained how people can request funds for capital funds, salary and non-salary items. She announced training sessions will be held in the next two months. Workbooks and templates will be ready at the end of June.

She answered questions regarding the creating new positions, managing faculty salaries, and communicating budget requests,

Lori McElroy, Vice-President, Accountability and Planning, described plans to deal with waitlists, and the need to find ways to make and communicate integrated decisions across the institution.

The Committees discussed increasing transparency regarding the final decisions on what was and was not approved, and using the budget as a means to build a culture of cohesion across the institution.

The Committees expressed appreciation and support for the clarifications, the built-in flexibility, multi-year plans and the new approach.

The Chair thanked Chervahun for her leadership and new budget approach.

5.3. University Budget Workshop Series

Stephanie Howes outlined the purpose and content of the workshop. She invited members to send her ideas for the workshop.

The workshop will be held in the fall for two hours. The purpose is to help new members learn about how the budget works, and to review the budget process, the new templates and workbook. The intention is to enable members to speak knowledgeably to their Faculty colleagues about the budget.

The Committees supported the idea.

6. Associate Vice-President, Teaching and Learning Report

The Committees received the report.

7. Items for discussion

Stephanie Howes passed the chair to Heather Clark.

7.1. Senate Orientation Day, August 25

Amy Jeon outlined the purpose and the agenda for Senate Orientation Day.

8. Adjournment

The meeting adjourned at 11:17 a.m.

SENATE STANDING COMMITTEE ON UNIVERSITY BUDGET
Agenda Item: *4.1.1*
Meeting Date: *September 23, 2022*
Presenter(s): *Amy Jeon*

Agenda Item	Notice of Election of Committee Chair
Action Requested	**Information**

Context and Background	An election for a committee chair will take place at the next meeting.
Key Messages	1. All Senators and voting members who are members of the Senate Standing Committee are eligible to be elected as committee chair. 2. The chairs of senate standing committees are normally elected for a three-year term beginning in September. 3. This election is for the term November 1, 2022 – August 31, 2025. 4. Senators will be elected for a three-year term or for the term remaining in the Senator's term on Senate, whichever is shorter. 5. A member will be elected for a three-year term or for the term remaining in the member's term on the Committee, whichever is shorter. 6. The Vice-Chair of Senate will conduct the election.
Attachments	SSC Chair and Vice-Chair Responsibilities
Submitted by	*Rita Zamluk, Administrative Assistant, University Senate*
Date submitted	*September 8, 2022*

Senate Standing Committee
Chair and Vice-Chair
Responsibilities

Workplan

- In consultation with the Vice-Chair of Senate, develops a draft annual workplan for the committee
- Finalizes the workplan with the committee
- Submits agenda items
- Ensures the committee receives necessary information in a timely fashion

Meeting Preparation

- Reviews documents submitted to Senate Office.
- Advises proponent and senate staff of any changes needed before the documents can proceed to committee
- Approves the draft agenda and supporting materials for distribution to the committee
- Cancels scheduled meetings as needed

Meeting

- Conducts the committee meetings.

After the meeting

- Reviews and edits draft minutes prepared by senate staff
- Advises on next steps for action items
- Emails members their action items
- Reviews attendance of committee members

Reports to Senate

- Prepares report for Senate to inform the Senate of current committee issues and activities
- Writes one-page report for the Senate Annual Report
- Other duties as required by individual standing committees.

SENATE STANDING COMMITTEE ON UNIVERSITY BUDGET
Agenda Item: *4.1*
Meeting Date: *September 23, 2022*
Presenter(s): *Amy Jeon*

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SENATE STANDING COMMITTEE ON ACADEMIC PLANNING AND PRIORITIES
Agenda Item: *4.2.1*
Meeting Date: *September 23, 2022*
Presenter(s): *Heather Clark*

Agenda Item	**Introduction to Committee Mandate and Membership**

Action Requested	**Education**

Context and Background	On September 19, 2021, the Senate Governance and Nominating Committee (SGNC) discussed the value of having each committee annually reacquaint itself with its mandate and membership. The intent is for new members to learn about the committee mandate and membership and for returning members to refresh their memories.
	During 2022 – 2023, the Vice-Chair of Senate completed a comprehensive three-year review of all the committee mandates and memberships and recommended changes and updates to the SGNC and Senate.
	Senate approved the updated attached mandates and memberships on April 25, 2022.
Key Messages	The senate standing committees continue with the practice of providing an informational introduction of their mandates and memberships each fall.
Attachments	SSCAPP current mandate and membership
Submitted by	*Rita Zamluk, Administrative Assistant, pro tem, University Senate*
Date submitted	*August 30, 2022*

MANDATE

1. Advise Senate on the mission statement, goals, objectives, strategies and priorities of the University.
2. In consultation with the Senate Standing Committee on Curriculum and the Senate Standing Committee on the University Budget, advise Senate on the establishment, suspension and/or discontinuance of educational programs.
3. In consultation with the Senate Standing Committee on Curriculum, the Senate Standing Committee on the University Budget and any other duly constituted senate body, advise Senate on the priorities for implementation of new programs leading to citations, certificates, diplomas, degrees and post-baccalaureate credentials.
4. Advise Senate on the establishment or discontinuance of faculties, schools, divisions and departments of the University.
5. In consultation with the Senate Standing Committee on Research and Graduate Studies, advise Senate on the establishment, revision or discontinuance of research centres, institutes, and other research-related matters requiring senate approval.
6. In consultation with other relevant standing committees, review and advise Senate on the policies related to affiliation and articulation agreements with other post-secondary institutions.
7. In consultation with the Senate Standing Committee on Curriculum and the Senate Standing Committee on the University Budget, advise Senate on the Strategic Enrolment Management Plan, policies for enrolment management and the admission of students, and the integration of these with the Academic Plan.
8. Advise the Senate Standing Committee on the University Budget on the academic priorities for the allocation of funds.
9. Establish such subcommittees as needed to fulfill the committee's responsibilities, as well as reporting mechanisms for these subcommittees.
10. Other duties as assigned by Senate.

Voting Members

- Chancellor
- President
- Two student senators or student representatives
- Faculty senator or representative from each Faculty
- Support staff senator or representative
- Two deans or -designates

Non-voting Members

- Vice-Chair of Senate
- University Registrar or designate
- Provost and Vice-President, Academic or designate
- Vice-President, Students or designate
- Associate Vice-President, Teaching and Learning or designate
- Associate Vice-President, Research or designate
- Associate Vice-President, Planning and Accountability or designate
- Chair of the Senate Standing Committee on Curriculum
- Chair of the Senate Standing Committee on University Budget

Approved by Senate: April 25, 2022

SENATE STANDING COMMITTEE ON UNIVERSITY BUDGET
Agenda Item: *4.2.2*
Meeting Date: *September 23, 2022*
Presenter(s): *Fiona Whittington-Walsh*

Agenda Item	Introduction to Committee Mandate and Membership

Action Requested	Education

Context and Background	On September 19, 2021, the Senate Governance and Nominating Committee (SGNC) discussed the value of having each committee annually reacquaint itself with its mandate and membership. The intent is for new members to learn about the committee mandate and membership and for returning members to refresh their memories.
	During 2022 – 2023, the Vice-Chair of Senate completed a comprehensive three-year review of all the committee mandates and memberships and recommended changes and updates to the SGNC and Senate.
	Senate approved the updated attached mandates and memberships on April 25, 2022.
Key Messages	The senate standing committees continue with the practice of providing an informational introduction of their mandates and memberships each fall.
Attachments	SSCUB current mandate and membership
Submitted by	*Rita Zamluk, Administrative Assistant, pro tem, University Senate*
Date submitted	*August 30, 2022*

Senate Standing Committee on University Budget (SSCUB)

Mandate
The Budget Committee of Senate serves two important roles. Its responsibilities include:
- Those related to its role as an advisory body to Senate on matters within the jurisdiction of Senate, and
- Those related to its role as an advisory role to the President and Vice-Presidents on budgetary policy, processes and allocations.

Responsibilities
1. Advise Senate and its committees on the budgetary implications of matters within the jurisdiction of Senate and its committees, including proposals for new educational, research or other programs or initiatives, as required by Senate and its committees.
2. On behalf of Senate, and in consultation with the Senate Standing Committee on Academic Planning and Priorities, advise the President and Vice-Presidents on the review and development of academic budgetary priorities, major capital plans, and the allocation of funds.
3. At the request of the President, Board of Governors and Senate, provide advice on matters related to the University's property, building and structures.
4. Assist the President and Vice-Presidents in the development of budgetary policies, guidelines, processes and models.
5. Assist the President and Vice-Presidents with the development of consultation and communication strategies related to budgetary matters.
6. Present the annual University budget to Senate.
7. Establish such subcommittees as needed to fulfill the Committee's responsibilities.
8. Other duties as assigned by Senate

Membership Composition

Voting Members
- Chancellor
- President
- Student senator or student representative
- Faculty senator or representative from each Faculty
- Support staff senator or representative
- Two deans or designates
- Librarian
- Representative, Information Technology

Non-voting Members
- Vice-Chair of Senate
- Provost and Vice-President, Academic or designate
- Vice-President, Administration or designate
- Chief Finance Officer or designate
- Chair of Senate Standing Committee on Academic Planning and Priorities

Approved by Senate: April 25, 2022

JOINT SENATE STANDING COMMITTEE ON ACADEMIC PLANNING AND PRIORITIES AND ON UNIVERSITY BUDGET

Agenda Item: *5.2*
Meeting Date: *September 23, 2022*
Presenter(s): *Dr. David Burns*

Agenda Item	**GV9** *Establishment and/or Discontinuance for Faculties and Departments* **Draft Policy and Procedure**

Action Requested	**Motion**

Recommended Resolution	**THAT the Senate Standing Committee on Academic Planning and Priorities and the Senate Standing Committee on University Budget recommend that Senate recommend to the Board of Governors the approval of Policy and Procedure GV9** *Establishment and/or Discontinuance of Faculties and Departments***.**

Committee Report	For Secretariat Use Only
Context and Background	From December 2021 to January 2022, the GV9 Policy Working Group (**Heather Harrison, Amy Jeon, David Burns, Josephine Chan**) solicited ideas and suggestions from the University community in support of the review and revision process for the current GV9 Establishment and/or Discontinuance of Faculties and Departments / Procedure. As a result of ideas and suggestions provided by the University community through the Policy Consultation Engine, and drop-in policy consultation sessions, the Policy Writing Group has developed a set of draft Policy and Procedure. **Proposed Changes** The following outlines a summary of proposed changes in draft GV9: • Incorporated the appropriate proponent language. • Included clear guidance on who recommends and who approves (the proposals), regardless of whether the recommendations/votes are *for* or *against* the proposal.

- Included a new definition and a set of procedures for Teaching Centre/Institute, along with additional explanatory text (as a supporting document) that clarifies the intent behind the proposed definition.
- Clarified what constitutes "consultation", and ensured that it is a transparent process where any potential "speculations" in the process are removed.
- Included a "Stress Test" document (as a supporting document) that will help clarify the various potential scenarios under the proposed GV9.

Key Messages	1. Draft Policy and Procedure GV9 were posted on the [KPU Policy Blog](#) for a 6-week public commenting period from May 19 to June 29, 2022. 2. All comments received during the 6-week public commenting period have been responded to by the Policy Developer. 3. The final draft Policy and Procedure GV9 will also be presented to the Senate Standing Committee on Policy (September 7, 2022) for recommendation to Senate.
Resource Requirements	N/A
Implications/Risks	N/A
Consultations	The following key parties of the University were also consulted: • Polytechnic University Executive (PUE) • Dr. Diane Purvey, Provost and Vice President Academic • Deans Council • University Secretary • Senate Standing Committee on Policy (June 1, 2022) • Senate Standing Committee on Academic Planning and Priorities and University Budget (June 3, 2022) • Faculty of Science and Horticulture Faculty Council meeting (June 21, 2022)

	1. Draft Policy GV9 Establishment and/or Discontinuance of Faculties and Departments
	2. Draft Procedure GV9 Establishment and/or Discontinuance of Faculties and Departments
Attachments	3. GV9 Stress Test
	4. Additional explanatory text on Centres and Institutes
	5. Policy Consultation Blog comments and responses
	6. GV9 Timeline

Submitted by	*Dr. David Burns*
	Associate Vice President Academic
Date submitted	*July 20, 2022*

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

Establishment and/or Discontinuance of Faculties and Departments
Policy

A. CONTEXT AND PURPOSE

As a special purpose teaching university under British Columbia's University Act, Kwantlen Polytechnic University (KPU) ("the University") Senate must advise the Board, and the Board must seek advice from Senate, on the development of a policy relating to the establishment and discontinuance of Faculties and Departments at KPU. The Board must also consider recommendations from the Senate for the establishment and discontinuance of Faculties and Departments.

B. SCOPE AND LIMITS

1. This policy outlines the principles and procedures governing the establishment and/or discontinuance of Faculties and Departments at KPU.

2. This policy applies to all academic Faculties and Departments, and does not apply to service Departments or Departments that do not operate under the authority of a Faculty Council at KPU.

3. Proposals for the moving of a Department from one Faculty to another will require a majority vote from each Faculty Council, and adhere to the process outlined in the Procedure in support of this Policy.

C. STATEMENT OF POLICY PRINCIPLES

1. The university has a strategic plan and an academic plan against which the establishment and/or discontinuance of Faculties and Departments will be evaluated.

2. The Board will consider recommendations from Senate before approving final proposals relating to the establishment of Faculties and Departments at KPU.

3. All recommendations and votes from proponents, directly impacted Departments and Faculties, and Senate, regardless of whether they are for or against the establishment and/or

discontinuance of Faculties and Departments, will be included in the full written proposal for the Board's final decision.

4. Proposals for the establishment and/or discontinuance of Faculties and Departments must be developed through a public, transparent proposal development process where recommendations, feedback, and responses are collected during the consultation process between the proponent, impacted Faculties and Departments, and key parties of the University are included in the proposal.

5. Proposals for the establishment and/or discontinuance of Faculties and Departments must be comprehensively documented in order to ensure that all consequences, including impact to students, have been investigated to a reasonable extent.

6. Proposals for the establishment and/or discontinuance of Faculties and Departments may be initiated by a Dean (or designate), Director (or designate), or by a Department, School, or Faculty (or a committee of one of these bodies), known as the Proponent, and will be submitted for consideration to the governing bodies as outlined in the procedures.

7. Proposals for the amalgamation of two or more Faculties, or the division of an existing Faculty into two or more Faculties, will be considered as the establishment of a new Faculty.

8. Proposals for the amalgamation of two or more Departments, or the division of an existing Department into two or more Departments, will be considered as the establishment of a new Department(s).

9. If the proposal for the moving of multiple Departments from one Faculty to another will result in the amalgamation of the Departments in the destination Faculty, it must be indicated in the proposal document.

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

11. The establishment and/or discontinuance of Faculties and Departments will follow the process outlined in the GV9 procedure.

D. DEFINITIONS

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

E. RELATED POLICIES & LEGISLATION

University Act [RSBC 1996] Chapter 468; Sections 27 (2) (i) and (j) and Section 35.2 (6) (e)
AC10 *Development and Change of Senate-Approved Programs Policy*
AC12 *Naming, Academic Units*

F. RELATED PROCEDURES

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

KPU | KWANTLEN POLYTECHNIC UNIVERSI

Establishment and/or Discontinuance of Faculties and Departments
Procedure

A. DEFINITIONS

1. **Department**: An educational administrative sub-unit of a Faculty and/or School within a University dealing with a particular field of knowledge.

2. **Faculty**: An educational administrative division constituted by the Board of the University.

3. **Proponent**: Dean (or designate), Director (or designate), Department, School, or Faculty (or a committee of one of these bodies).

4. **School**: An educational administrative division that may be constituted by the Board of the University to function in the full capacity of a Faculty. For the purpose of this policy, the establishment and/or discontinuance of a School will follow the same processes for a Faculty as described in this procedure.

5. **Teaching Centre/Institute**: An educational administrative division constituted by the Board with particular delegated functions that exceed the normal authority of Departments. For the purpose of this policy, the establishment and/or discontinuance of a Teaching Centre/Institute will follow the same processes for a Department as described in this procedure.

B. PROCEDURES

1. Establishment of a Faculty

   a. The Proponent of the proposed new Faculty will consult with the Provost regarding a preliminary proposal for the establishment of a new Faculty.

      i. If the establishment of a new Faculty is a result of the amalgamation of two or more existing Faculties, the Proponent and the Deans of the respective Faculties will

consult with the Provost regarding a preliminary proposal for the establishment of a new Faculty. The Deans, in consultation with the Faculty Councils, will jointly submit a preliminary proposal for a proposed new Faculty.

b. The Proponent will be responsible for overseeing the development of the preliminary proposal for a proposed new Faculty, which will include the following:

    i. List of current Faculties

    ii. Name of proposed new Faculty

    iii. Academic, reputational, and operational rationale for creation of proposed new Faculty

    iv. Organizational structure details of proposed new Faculty: number and names of proposed Departments, programs, research units, and other academic services, indicating whether these are new or transfers from existing Faculties

    v. Initial assessment of the impact on current and future students as well as existing Faculties and Departments resulting from the creation of the proposed new Faculty

    vi. Proposed effective date

    vii. Results of a vote if the establishment of a new Faculty is the result of the amalgamation of two or more existing Faculties)

    viii. Transition plan (if the establishment of a new Faculty is the result of the amalgamation of two or more existing Faculties)

    ix. Implementation plan

    x. Recommendations, feedback and responses collected by the Proponent from key interested parties of the University, including Faculty Councils (if applicable), students and members of the University community.

c. The Proponent will forward the preliminary proposal to the Provost who will consider the merit of the proposal. The Provost will provide an evidence-based rationale for acceptance or rejection of the preliminary proposal to the Proponent, who will forward both the preliminary proposal and the Provost's rationale to the Senate Standing Committee on Academic Planning and Priorities (SSCAPP) for recommendation to Senate for consideration.

d. If after reviewing the preliminary proposal the Senate agrees that the creation of a new Faculty warrants further consideration, then a Task Force headed by the Provost or designate(s) will carry out a thorough consultative process with key interested parties leading to a full written proposal which will include the following:

    i. List of current Faculties

    ii. Name of proposed new Faculty

    iii. Academic, reputational, and operational rationale for creation of proposed new Faculty

    iv. Organizational structure details of proposed new Faculty: number and names of proposed Departments, programs, research units, and other academic services, indicating whether these are new or transfers from existing Faculties

    v. Detailed assessment of the impact on current and future students as well as existing Faculties and Departments resulting from the creation of the proposed new Faculty

      vi.   Timeline for the implementation including effective date, date of first admissions to the Faculty, etc.

      vii.   Thorough review of related Faculty structures at other Universities in Canada and elsewhere to inform discussion on best practices

      viii.   Five year projection of the number of students expected to be enrolled in courses and programs taught with the proposed new Faculty

      ix.   Five year projection of the number of faculty and staff that would comprise the proposed new Faculty

      x.   Five year projection of the capital budget for the proposed new Faculty

      xi.   Five year projection of the sustainability of the proposed new Faculty based on projected tuition and other revenues as well as operating costs

      xii.   Results of a vote (if the establishment of a new Faculty is the result of the amalgamation of two or more existing Faculties)

      xiii.   Transition plan (if the establishment of a new Faculty is the result of the amalgamation of two or more existing Faculties)

      xiv.   Implementation and communication plan

      xv.   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.

e. If the Senate does not agree that the preliminary proposal merits further consideration, the Proponent may forward it to the Board, with Senate's rationale, to determine whether it warrants further consideration. If the Board determines that the preliminary proposal has merit, a Task Force headed by the Provost or designate(s) will carry out a thorough consultative process with key interested parties leading to a full written proposal (see d. above).

f. The Provost or designate(s) will present the full written proposal that was developed by the Task Force to the Senate of the University, which will consider the proposal by addressing the academic and reputational merits for and against the creation of a proposed new Faculty and Senate will make a recommendation to the Board concerning the proposal.

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

h. The Provost or designate(s) will communicate the final decision immediately to the appropriate and relevant key parties, University community, students and will be posted on the KPU website shortly after all key interested parties have been contacted.

2. Discontinuance of a Faculty

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

b. The Proponent, in consultation with Faculty Council, will submit a preliminary proposal for the discontinuance of the Faculty and will include the following:

      i.   List of current Faculties

      ii.   Name of Faculty to be considered for discontinuance

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

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

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

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

     vii.   Proposed effective date

     viii.   Transition plan

     ix.   Implementation and communication plan

     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

c.   The Proponent will forward the preliminary proposal to the Provost who will consider the merit of the proposal. The Provost will provide an evidence-based rationale for acceptance or rejection of the preliminary proposal to the Proponent, who will forward both the preliminary proposal the Provost's rationale to the Senate Standing Committee on Academic Planning and Priorities (SSCAPP) for recommendation to Senate for consideration.

d.   If after reviewing the preliminary proposal the Senate agrees that the discontinuance of an existing Faculty warrants further consideration, then a Task Force headed by the Provost or designate(s) will carry out a thorough consultative process with key interested parties leading to a full written proposal which will include the following:

     i.   List of current Faculties

     ii.   Name of Faculty to be considered for discontinuance

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

     iv.   Detailed plan for realignment of academic Departments and/or programs within other Faculties, including how issues will be addressed if the recommendation is to move the operations of one Faculty to another

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

     vi.   Timeline for implementation including effective date of discontinuance, date of last admission to the Faculty, etc.

     vii.   Detailed assessment of the impact on existing Faculties and Departments resulting from the discontinuance of the Faculty

     viii.   Transition plan

     ix.   Implementation and communication plan

     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

e.   If the Senate does not agree that the preliminary proposal merits further consideration, the Proponent may forward it to the Board, with Senate's rationale, to determine whether it

warrants further consideration. If the Board determines that the preliminary proposal has merit, a Task Force headed by the Provost or designate(s) will carry out a thorough consultative process with key interested parties leading to a full written proposal (see d. above).

f. The Provost or designate(s) will present the full written proposal that was developed by the Task Force to the Senate of the University, which will consider the proposal by addressing the academic and reputational merits for and against the discontinuance of the Faculty and Senate will make a recommendation to the Board concerning the proposal.

g. The Board will consider Senate's recommendation as well as the budgetary, reputational, and operational reasons for and against the discontinuance of the Faculty and will make the final decision.

h. The Provost or designate(s) will communicate the final decision immediately to the appropriate and relevant key parties, University community, students and will be posted on the KPU website shortly after all key interested parties have been contacted.

3. Establishment of a Department

a. The Dean of the Faculty in which the proposed new Department will be housed will consult with the Provost regarding a preliminary proposal for the establishment of a new Department.

   i. A service Department, such as one from the Faculty of Educational Support and Development, may move to another Faculty without implicating this Policy, though Bylaw changes may be required as appropriate.

   ii. In order to become an academic Department within that Faculty, though, would require the proposal, under this policy of a new academic Department.

b. The Dean, in consultation with Faculty Council, will submit a full written proposal for a proposed new Department to the Senate Standing Committee on Academic Planning and Priorities (SSCAPP) for recommendation to Senate for consideration.

c. The Senate is responsible for reviewing the full written proposal, which must include the following:

   i. Faculty to which the proposed new Department will belong

   ii. Programs, research units and other academic services that will be housed within the proposed new Department indicating whether these are new or are to be transferred from other areas

   iii. Academic, reputational, and operational rationale for creation of proposed new Department

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

   v. Proposed effective date for the new Department

   vi. Implementation and communication plan

   vii. Proposed changes to Bylaws (if a Department is moving from one Faculty to another)

viii. Results from Faculty Councils on a simple majority vote (if a Department is moving from one Faculty to another)

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

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

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

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

f. The Provost or designate(s) will communicate the final decision immediately to the appropriate and relevant key parties, University community, students and will be posted on the KPU website shortly after all key interested parties have been contacted.

4. Discontinuance of a Department

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

b. The Dean, in consultation with Faculty Council and the Department Chair/Coordinator, will submit a full written proposal to discontinue the Department to the Senate Standing Committee on Academic Planning and Priorities (SSCAPP) for recommendation to Senate for consideration.

c. The Senate is responsible for reviewing the proposal, which must include the following:

i. Faculty to which the proposed discontinued Department belongs

ii. List of programs, research units and other academic services that will be impacted by the proposed discontinuance of the Department and plans for continuity. Refer to Policy *AC10 Development and Change of Senate-Approved Programs* if programs are to be discontinued.

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

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

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

vi. Proposed effective date for discontinuance of the Department

vii. Implementation and communication plan

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

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

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

f. Proposals for moving a Department from one Faculty to another will adhere to the process as outlined in "Establishment of a Department" section in this procedure. It will require a majority vote from each Faculty Council and the results must be included in the preliminary and full written proposals.

g. Proposals for the discontinuance of a sole remaining Department in a Faculty will also be considered as the discontinuance of the Faculty altogether and will follow the process as outlined in "Discontinuance of a Faculty" in this procedure.

5. Additional procedures for Teaching Centres and Teaching Institutes

a. Teaching Centres and Teaching Institutes are established through the same process as are Departments, with the exception that proposals to create Teaching Centres and Teaching Institutes also include:

i. Proposed bylaws for the Faculty in which the new Teaching Centre or Teaching Institute will be housed that establish which Faculty Council powers and duties will be delegated to the Teaching Centre or Teaching Institute. These must exceed the delegated powers and duties of academic Departments. If it involves more than one Faculty, then the Faculty Councils' powers and duties that will be delegated to the Teaching Centre or Teaching Institute will need to be established in the proposed bylaws.

b. Teaching Centres and Teaching Institutes will be clearly labelled as such in their proposal documents, but can be referred to merely as "Centres" and "Institutes."

c. Teaching Centres and Teaching Institutes may also, should the University develop policy to this effect, be constituted by the board as Research Centres and Research Institutes.

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

KPU | KWANTLEN POLYTECHNIC UNIVERSITY

Stress Testing Thought Experiments

GV9 Establishment and/or Discontinuance of Faculties and Departments

EACH OF THE FOLLOWING CASES IS INTENDED TO TEST THE WAYS IN WHICH THE PROPOSED POLICY AND PROCEDURES WOULD REACT TO EXTREME CASES.

The writing group saw two broad problems we have heard in our consultations about GV9 (there are others but these are the big thematic ones). First, the advice of many participants in the process wasn't transparently carried forward. A Faculty Council, for instance, that provided a response wasn't necessarily heard later in the process in a way that would allow the Senate and Board to hear the full range of advice. Second, lines of decision making authority were confusingly worded or misleadingly structured. The Board, GV9 indicates, makes these big structural decisions on the advice of our academic governance system (via Senate), but there were several steps in the process at which it seemed that a proposal could be stopped before that advice was collected. We have, thusly, sought to make clear that the Board decides and that the full range of feedback (for and against) provided by governing bodies should follow the proposal.

Case 1 – Establishment of a new Faculty via the amalgamation of two or more existing Faculties

Two or more Deans do not have agreement from one or both of their Faculty Councils on the amalgamation of their respective Faculties to create a new Faculty.

Under the proposed policy and procedures, the Deans would still consult with their respective Faculty Councils and jointly develop a preliminary proposal for the creation of a new Faculty. The preliminary proposal will include results of a vote (for or against the creation of a new Faculty) from all Faculties involved. The Board ultimately decides, but the position of the FCs (and other key parties) must be transparently represented.

Case 2 – The Provost does not believe the preliminary proposal (to the establishment and/or discontinuance of a Faculty) has merit

The Provost reviews the preliminary proposal and determines it does not have merit.

Under the proposed policy and procedures, the Provost must provide an evidence-based rationale for the acceptance or rejection of the preliminary proposal to the proponent, who will forward both the Provost's rationale and the proposal to Senate for consideration.

Case 3 – Senate Standing Committee on Academic Planning and Priorities (SSCAPP) or Senate does not agree that the preliminary proposal has merit.

SSCAPP or Senate receives the preliminary proposal and determines that it does not have merit to proceed to the full written proposal.

Under the proposed policy and procedures, the proponent may forward the preliminary proposal, along with Senate's rationale, to the Board for consideration. If the Board determines that the preliminary proposal has merit, a Task Force headed by the Provost or designate(s) can proceed to the full written proposal process.

Case 4 – Senate rejects the full written proposal to the establishment and/or discontinuance of a Faculty or Department

Senate receives and rejects the full written proposal from the Task Force.

Under the proposed policy and procedures, Senate will make a recommendation (either for or against the proposal) to the Board for consideration. The Task Force's response will be part of this recommendation.

Case 5 – Two Faculties disagree on moving a Department from one to another

A Department is proposed to be moved from one Faculty to another, and there is disagreement between the two Faculties on the proposed Department move and/or the changes to Faculty Bylaws.

Under the proposed policy and procedures, the full written proposal must include 1) proposed changes to the bylaws, and 2) results from Faculty Councils on a simple majority vote, if a Department is moving from one Faculty to another. Should the proponent ultimately propose a change to the Board these votes will be noted.

Case 6 – The generation of frivolous or vexatious proposals

One of the persons or groups identified by the policy as a proponent of a GV9 change makes a proposal that garners no support. Does it need to go all the way to the Board?

Both Senate and the Board set their own agendas. If an agenda submission comes directly from a proponent with none of the relevant governing bodies in support they are empowered not to hear the argument if they so choose. The Senate Executive Committee may, for instance, decide not to hear a frivolous proposal that comes forward with uniformly opposed feedback.

Case 7 – The moving of a service department from Faculty of Educational Support and Development (FESD) to another Faculty

A service department is being proposed to move from FESD to another Faculty at KPU. Does GV9 apply?

Under the proposed procedures (Procedure B.3.a. i and ii), if a service department in FESD is moving to another Faculty at KPU, Policy GV9 does not apply. However, Bylaws changes may be necessary and required as appropriate.

However, if a service department in FESD is moving to another Faculty at KPU and becoming an academic department within that Faculty, GV9 will apply under the process "Establishment of a Department".

Additional explanatory text on Centres and Institutes

One of the problems that the writing group saw is that KPU has, confusingly, 2 different uses of the term "School." We use that term, under GV9, to refer to Faculties that simply want to be called schools – as in the cases of the Melville School of Business and the Wilson School of Design. We also, under GV9, have the option of creating a school that operates like a Department. We have no current uses of this portion of GV9.

It is a useful tool to have, in governance terms to have a level of governance more independent than Departments but less independent than Faculties. The creation or discontinuance of a Faculty is a significant structural change that is not always merited. We have thusly proposed that this "School as Department" concept be maintained, better explained, and given new names. We are proposing that we have Teaching Centres and Teaching Institutes (no governance difference) that can be called Centres or Institutes. This will keep clear that Schools and Faculties are one thing, Departments are another, and Centres and Institutes are totally different.

This also has the advantage of connecting to the work being done to create policy on Research Centres and Research Institutes. This, too, risks confusion (two kinds of things called Centres and two kinds of things called Institutes) but we argue that this gives us an option we don't currently have – creating governance units under both policies that have special status as Centres or Institutes of Teaching *and* Research.

GV9 ESTABLISHMENT AND/OR DISCONTINUANCE OF FACULTIES AND DEPARTMENTS

Rationale

From December 2021 to January 2022, the GV9 Policy Working Group (**Heather Harrison, Amy Jeon, David Burns, Josephine Chan**) solicited ideas and suggestions from the University community in support of the review and revision process for the current GV9 Establishment and/or Discontinuance of Faculties and Departments / Procedure. As a result of ideas and suggestions provided by the University community through the Policy Consultation Engine, and drop-in policy consultation sessions, the Policy Writing Group has developed the attached draft Policy and Procedure.

Overview of Proposed Changes

The following outlines a summary of proposed changes in draft GV9:

- Incorporated the appropriate proponent language.
- Included clear guidance on who recommends and who approves (the proposals), regardless of whether the recommendations/votes are *for* or *against* the proposal.
- Included a new definition and a set of procedures for Teaching Centre/Institute, along with additional explanatory text (as a supporting document) that clarifies the intent behind the proposed definition.
- Clarified what constitutes "consultation", and ensured that it is a transparent process where any potential "speculations" in the process are removed.
- Included a "Stress Test" document (as a supporting document) that will help clarify the various potential scenarios under the proposed GV9.

Consultation

The following key parties of the University were consulted:

- Dr. Diane Purvey, Provost and Vice President Academic Pro Tem
- Deans Council
- University Secretary
- University community via Policy Consultation Engine from April 22 to May 6, 2022

Comments are welcomed during this 6-week public posting period and will close on **June 29, 2022 at 11:59pm PST.** The Policy Developer will review all comments and provide responses to this post.

- **Draft Policy GV9 Establishment and/or Discontinuance of Faculties and Departments**
- **Draft Procedure GV9 Establishment and/or Discontinuance of Faculties and Departments**
- **GV9 Stress Test**
- **Additional explanatory text on Centres and Institutes**
- **Policy Consultation Engine comments and responses**
- **GV9 Policy Timeline**

Posted in Uncategorized and tagged Departments, Faculties on May 19, 2022 by Anna Tur. › Edit

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← IM3 INFORMATION TECHNOLOGY USAGE

2 COMMENTS

Janet Webster
May 19, 2022 at 9:40 am › Edit

As an observation: In the 'GV9 Stress Testing Document', not all cases are hypothetical– Case 7 is in fact real at KPU.

Josephine Chan
June 16, 2022 at 9:48 am › Edit

Thank you for your feedback, Janet. We added Case 7 to the document much later in the policy development process. We will ensure that the preamble is updated in the document moving forward.

Thanks again!

>> PROBLEM SUBMITTING COMMENTS?

If you experience technical difficulties in submitting your comments, please send comments directly to Josephine Chan (Josephine.Chan@kpu.ca) who can post on your behalf.

Search …

RECENT POSTS

GV9 Establishment and/or Discontinuance of Faculties and Departments

ST16 Work-Integrated Learning

HR1 Conflict of Interest

IM3 Information Technology Usage

AC14 KPU Credential Framework (Procedure Only)

Policy Sponsor: Provost & Vice President Academic
Approving Jurisdiction: Board of Governors, with Senate Advice
Policy Developers: Amy Jeon, Heather Harrison, David Burns, Josephine Chan

	Step(s)	Action(s)	Date(s)	Submission Deadline
1.	Solicit feedback from key interested parties group(s) on draft policy and procedure. Finalize draft policy and procedure.	Review best practices, draft Policy and Procedures, consult with key parties. • Deans Council • Vice Chair of Senate • Senate Standing Committees on Academic Planning & Priorities and University Budget, Senate Governance and Nominating • Communication to Faculty Council Chairs • Policy Consultation Engine (Fall 2021 and Spring 2022) and University wide drop-in Sessions (Dec 9, 21 & Jan 14, 22)	December 2021 – April 2022	
2.	Provost & Vice President Academic (Sponsor)	For approval to proceed to PUE.	May 11, 2022	
3.	PUE	For approval to proceed to public posting.	May 18, 2022	*May 12, 2022*
4.	KPU Policy Blog (6-week public posting)	6-week public posting period on KPU Policy Blog • SSC Policy • SSCAPP/SSCUB	May 19 – June 29, 2022 June 1, 2022 June 3, 2022	*May 20, 2022* *May 20, 2022*
5.	Finalize draft Policy and Procedure.	Respond to blog comment(s), if any. Finalize draft Policy and Procedure and incorporate feedback where appropriate.	June 29 – June 30, 2022	
6.	Provost & Vice President Academic (Sponsor)	For approval to proceed to Senate advice.	June 30 – July 7, 2022	
7.	PUE	For approval to proceed to the final approval process.	July 13, 2022	*July 8, 2022*

8.	**Senate**	For recommendation to the Board for final approval • SSC Policy • SSCAPP/SSCUB • Senate	September 7, 2022 September 23, 2022 October 24, 2022	*August 29, 2022* *September 9, 2022* *October 13, 2022*
9.	**Board of Governors**	Final approval • Board Governance Committee • Board	November 9, 2022 November 30, 2022	*October 28, 2022* *November 18, 2022*

JOINT SENATE STANDING COMMITTEE ON ACADEMIC PLANNING AND PRIORITIES AND ON UNIVERSITY BUDGET

Agenda Item: *5.3*
Meeting Date: *September 23, 2022*
Presenter(s): *Dr. David Burns*

Agenda Item	**Program Development and Change Forms**

Action Requested	**Motion**

Recommended Resolution	**THAT the Senate Standing Committee on Academic Planning and Priorities and University Budget recommend that Senate approve the attached Program Development and Change Forms, and that future changes to these forms come to Senate only when they alter approval or curricular standards.**

Committee Report	For Secretariat Use Only
Context and Background	In support of Policy AC10 Development and Change of Senate-Approved Programs and supporting Procedure, as well as the initiation of the CIM-Program Project this year, the Provost's Office has worked on revising and streamlining the existing D-forms (D-1 to D-7, D-9 and D10.) In recent years, the Provost's Office has received helpful feedback on the usability, effectiveness and efficiency of the current D-forms in support of the program development and change process. There is a significant amount of redundancy and repetition in terms of the information that is required from the proponent across some forms, and it is often unclear as to when approvals/consultations need to take place at any given time during the program development and change process. The proposed new forms will reduce these shortcomings, and provide a solid foundation for CIM-Programs by enabling informed curriculum decision making, increasing transparency and encouraging collaboration across key parties, and streamlining curriculum process in particular with CIM-Courses.

Key Messages	1. The new forms incorporated feedback and suggestions from key parties identified in the "Consultation" section below. They were also sent to the Senate Standing Committee on Curriculum on September 14 for recommendation to Senate for approval.
	2. The "AC10 Forms - Summary of Changes" document outlines the changes that have been proposed in the new forms. They will be forwarded to the Senate Standing Committee on Curriculum on September 14, 2022 for recommendation to Senate for approval.
	3. The proposed new forms will reduce these shortcomings, and provide a solid foundation for CIM-Programs by enabling informed curriculum decision making, increasing transparency and encouraging collaboration across key parties, and streamlining curriculum process in particular with CIM-Courses.
Resource Requirements	Once the forms are approved by Senate, the Senate Office will update the forms on the Senate webpage under "Senate Committee Submission Forms".
	The Provost's Office will continue to work with and provide support to Proponents on the completion of these forms in program development and change process.
Implications/Risks	If the existing D-forms are not updated to reduce redundancy and repetition, they will continue to create confusion and inefficiencies that will hinder effective and efficient program development and change at KPU.
Consultations	Associate Vice President, Office of Planning and Accountability
	Chief Financial Officer
	Interim Director, Financial Operations
	Manager, Budgeting and Planning
	Senate Vice Chair
	Curricular Systems Specialist
	Administrative Coordinator, University Senate
	University Librarian
	Acquisitions and Collections Assessment Librarian
Attachments	1. AC10 Forms – Summary of Changes

2. KPU Concept Paper Draft
3. Degree Full Program Proposal Form
4. Non-Degree Full Program Proposal Form
5. KPU Full Program Proposal Appendices
6. Program Change Proposal Draft

Submitted by	*Dr. David Burns* *Associate Vice President Academic*
Date submitted	*August 23, 2022*

Revised Program Development and Change Forms/Templates

1. Concept Paper

    a. Proposed Program Overview

    b. Financial Assessment Questions

    c. Feasibility Assessment for the Proposed Program

    d. AEST Stage 1 Review for New Degree Proposals (Degree Only)

2. Degree Full Program Proposal

3. Non-Degree Full Program Proposal

4. Full Program Proposal Appendices (Degree or Non-Degree)

    a. Curriculum Consultations

    b. Feasibility Assessment for the Proposed Program

    c. Financial Assessment

5. Program Change Proposal

    a. Program Change Proposal

    b. Curriculum Consultations

    c. Financial Assessment Questions

    d. Financial Assessment

1. Concept – New Degree/Non-Degree

- **REVISED**

    o Merged into one standalone document that can be used for degree or non-degree, with Feasibility Assessment and Stage 1 Review (Degree Only) appended as appendices.

    o OPA Program Proposal Feasibility Assessment Request Form is changed into a section in the Concept titled "**Proposed Program Overview**", with updated questions/fields from OPA and included questions from the previous Concept form.

- **NEW**

    o Signatures required from the Dean and Provost in the Proposed Program Overview section, before it can be submitted to OPA to request for a feasibility assessment for the proposed program.

    o New section in the Concept titled "**Financial Assessment Questions**", which will help determine what additional information/consultations will be required for the full financial assessment in the full program proposal.

- **MOVED**
  (*which will be conducted as part of the full financial assessment and curriculum consultation in the full program proposal*)

    o Library Impact Assessment Form

    o Budgetary Impact of Curriculum Proposal

    o Financial Assessment Template

    o Curriculum Consultation Forms

2. Degree Full Program Proposal

- **REVISED**
    - Updated formatting
        - Degree Full Program Proposal (**NEW**) – added a new sub-section titled "Curriculum Map" under "Curriculum Design"

3. Non-Degree Full Program Proposal

- **REVISED**
    - Added "Curriculum Map"
        - Non-Degree Full Program Proposal (**NEW**) – added a new sub-section titled "Curriculum Map" under Section C2, "Describe the program/course structure"

4. Program Change Form

- Continued to be used for:
    - Minor changes to all Senate-approved degree or non-degree programs
    - addition of Honours designation to a Major program currently offered at KPU
    - creation of a Minor degree for which a cognate Major program is currently offered at KPU
- **NEW**
    - Added "Curriculum Map".
- **REVISED**
    - Curriculum Consultation Forms have been changed to "Curriculum Consultations" in the proposal (Section 2), with guided questions to help consultees provide feedback as part of the curriculum consultation process. The Proponent will need to consult with the Office of the Provost first to determine whether additional consultations are required for this section.
    - A newly added section (Section 3) titled, "Financial Assessment Questions" (if applicable).

5. Full Program Proposal Appendices- New Degree/Non-Degree

- **REVISED**

    o   Merged into one standalone document that can be used for degree or non-degree, with the Feasibility Assessment and the Financial Assessment (to be put together by OPA and Financial Services) appended as appendices.

    o   Curriculum Consultation Forms have been changed to "Program Consultations" in the proposal document, with guided questions to help consultees provide feedback as part of the curriculum consultation process. A list of key interested parties has also been provided to guide the proponent.

Table of Contents

1. Proposed Program Overview

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

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

Name of person to contact for additional information	
OVERVIEW	
Academic unit offering proposed program *Specify the Faculty and department or unit within the Faculty that will deliver the program.*	
Name of proposed program *(include all related programs, such as minors)*	
Program Alignment ***In approximately 300-500 words***, explain how the proposed program aligns with any of the following: • *KPU Mission and Mandate,* • *Strategic Plan, or* • *Academic Plan*	
Proposed implementation date *Consult with the Provost's Office*	
DISCIPLINE & PROGRAM DESCRIPTION	
Description of discipline *In two or three sentences, provide an overview of the discipline.*	
Program description ***In approximately 300-500 words***, *provide an overview of the proposed program, including:* • *its relationship to the discipline (i.e. focus of program),* • *program learning outcomes (list 3-5).* *Please be specific.*	

Program concentrations *Provide an overview of the subject concentration(s) that will be included in the program and an estimate of the proportion of the credits for each. Also indicate whether these are at the introductory, intermediate or advanced level.* *Note: A program may have more than one subject concentration – for example, an equal number of general management/leadership courses and supply chain management courses.*	
Classification of Instructional Program *OPA will complete*	
Program Courses *Will new courses be created for this program, or is it based entirely on existing courses?*	
Relationship with Existing KPU Programs *Will this program replace or be a significant revision to an existing KPU program? If so, name the program and explain why it's being replaced.*	

PROGRAM STRUCTURE & DELIVERY

Proposed credential(s) to be granted	
Expected time to complete *(in semesters)* *Indicate if program is concentrated with 3 semesters a year.*	
Total number of credits required	
Proposed Domestic Tuition *What is the proposed tuition rate? If using an existing rate from Bylaw 4, indicate specific rate code. What is the rationale for the proposed rate?*	
Type of intake *Open intake (Faculty admission) or Limited intake (Program admission)*	
Cohort delivery *Will the program be delivered as a cohort?*	
Admission requirements *For Limited intake programs describe admission requirements*	

Alternative Entry options *Describe the alternate ways to meet the entrance requirements, such as laddering (one program building into another), bridging, transfer credit and Prior Learning Assessment & Recognition (PLAR).*	
Course delivery options *Indicate Y/N for the below options. If Y, provide a brief description (e.g., all core courses scheduled for the weekday evenings).*	
Part-time studies possible (i.e., students can choose to study part-time)	
Evening delivery	
Weekend delivery	
Online delivery (complete or partial). *If yes, which of the following applies:*	
• *All courses only taught online*	
• *All courses taught both online and on campus*	
• *A portion of courses are taught online each term (indicate what portion can be taken online*	
• *Some courses will be blended (taught partially on-campus and partially online)*	
Co-op education program / practicum / clinical practice, etc. available? *If yes, specify which.*	
Will graduates require certification and/or will the program have to meet external accreditation requirements? *Y/N. If yes, name the agency and provide an overview of how the graduates and/or program will meet the standards.*	

INFORMATION FOR COMPETITIVE ASSESSMENT
This information will be used by OPA in the assessment of the proposed program.

Related programs at other postsecondary institutions *Provide the name(s) of related/most closely related program(s) and institution(s) in BC. Include institutions elsewhere only if there are no relevant programs offered at public institutions in BC.*	

Unique aspects of the program/program strengths *Describe the unique aspects of the program (in terms of curriculum, unique experiential learning options, delivery, etc.). How would these differences attract potential students to KPU? Please be specific*	

INFORMATION FOR STUDENT DEMAND ASSESSMENT
This information will be used by OPA in the assessment of the proposed program.

New applicants to KPU *What is/are the target audience(s) for the program (e.g., direct from high school, mid-career upgrading, etc.)?*	
Current KPU students *If you expect students in current KPU programs would be interested in this program, name the program(s) and explain why students from that program would be interested in this one. Be specific. How would they progress into the program?*	
Domestic/International Students *Will the program be targeted to both domestic and international? If not, explain why not. Is this program expected to have special appeal to international students?*	

INFORMATION FOR LABOUR MARKET ASSESSMENT
This information will be used by OPA in the assessment of the proposed program.

Main skills graduates will have upon completion of the program *(be specific)*	
Sectors/types of employers that would <u>most likely</u> hire new graduates *(list at least 3 and please be specific – e.g. municipal government, biotechnology firms, conservation agencies, etc.)*	
Occupations and job titles for which <u>new graduates</u> of the program would be qualified *(What jobs are the program preparing students for? Please list 5-10 specific occupations. Optional: provide the National Occupational Classification (NOC) codes most relevant to these positions.)*	
Optional: If the graduates will be seeking jobs in a new/emerging sector, are there information sources that could inform the assessment (e.g.,	

professional associations, industry organizations, reports, etc.)?	

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

	Click or tap to enter a date.
Dean	Date

	Click or tap to enter a date.
Provost and Vice President Academic	Date

2. Financial Assessment Questions

Financial Assessment Questions	
The following information will help determine what additional information and consultation will be required for the financial assessment which is completed for the full program proposal.	
Financial Impact *Will there be a financial impact to the creation of this program?* *How will this be sourced (e.g. tuition, third party funding, etc.)?*	☐Low ☐Medium ☐High Please specify funding source: Click or tap here to enter text.
Class Size *Will this program include sections, such as labs and practicums, that will have class maximums under 35? If so, provide the maximums for each type of section and a rationale for the size limit.*	
Administrative Support *Will this program be delivered by an existing department or a new department? Will the program require administrative support? Will this program require additional chair release?? If so, please specify.*	
Specialized Equipment *Will the program require specialized equipment or technology? If yes, check which will be required.*	☐Equipment ☐Consumable supplies ☐Specialize computer technology ☐Specialized software
Specialized Space *What type of space is required for the program? Check which will be required.* *Can the program be accommodated within the existing resources, or are additional resources required?*	☐Computer labs ☐Customized classrooms ☐Labs ☐Studios Please specify: Click or tap here to enter text.
Preferred Campus Delivery *Select the Campus(es) that this program may be offered at.*	☐Richmond ☐Surrey ☐Cloverdale ☐Langley ☐Civic Plaza

Appendix A: Feasibility Assessment for the Proposed Program

Please attached the final Feasibility Assessment from the Office of Planning & Accountability.

Appendix B: Ministry of Advanced Education, Skills & Training Stage 1 Review for New Degree Proposals (DEGREE ONLY)

Degree programs must go through the Ministry's Stage 1 Review. Please contact Josephine Chan (Josephine.Chan@kpu.ca) from the Provost's Office for assistance in completing the Ministry's Stage 1 Review for New Degree Proposals when OPA completes and submits the Feasibility Assessment to the Proponent and the Provost's Office.

Degree Full Program Proposal

Name of Institution: Kwantlen Polytechnic University
Title of Program:
Credential to be awarded to graduates:
Length of Program (number of credits):

Institutional Contact:	Title:
Phone:	Email:
Date:	

I. Executive Summary (2-3 pages in length):

a. An overview of the organization's history, mission and academic goals

Established by the government of British Columbia as a community college for the South Fraser Region in 1981, as a university college in 1995, and as a polytechnic university in 2008, Kwantlen Polytechnic University (KPU), has four campuses located in the Metro Vancouver region of British Columbia. KPU offers bachelor's degrees, associate degrees, diplomas, certificates and citations in more than 120 programs spanning diverse educational areas: trades, vocational, preparatory, academic and professional. Designated as a Polytechnic University in 2008, KPU continues to prepare its students for successful careers as well as helping them develop the skills and critical awareness to be responsible citizens and community leaders. Almost 20,000 students annually attend courses at KPU campuses in Surrey, Richmond, Langley and Cloverdale.

As a regional polytechnic university that focuses on teaching and learning, KPU currently offers a range credentials, many of which are completely unique, to successfully meet the evolving needs of regional and global employment markets. As a leader in innovative education, KPU creates relevant and engaging programs that integrate a broad-based university education, community service opportunities, undergraduate and applied research experience, and essential skills practice. The learning culture at KPU is learner-focused, academically rigorous, innovative, interdisciplinary and socially responsible. Students at KPU have the opportunity to bridge certificate and diploma credentials into bachelor's degrees, creating the option of academic and professional enhancement of applied and technical programs.

Arising from its commitment to serve the Fraser Region, KPU offers all learners, regardless of background and preparation, and from across the country and abroad, opportunities to

achieve the highest standards of academic performance. Access and support services, multiple entry points, and bridging programs are examples of this commitment. Transition programs, international education, workplace experiences and continuing education are also part of Kwantlen's commitment to lifelong learning across a broad range of educational options.

Our university culture is based on critical inquiry, collegial debate, knowledge generation, freedom of expression, diversity, and environmental stewardship and sustainability.

Strategic Plan: KPU Strategic Plan

Academic Plan: KPU Academic Plan

---

b. Proposed credential to be awarded, including the level and category of the degree and the specific discipline or field of study

[Bachelor of (insert name of program) Major.]

---

c. Location

The (insert name of program) program will be offered on Kwantlen's (insert campus).

---

d. Faculty(ies) or school(s) offering the proposed new degree program

The Department of (insert name of department), Faculty of (insert name of faculty), will be offering the proposed (insert name of program) degree.

---

e. Anticipated program start date

The anticipated start date of the program is (insert date)

---

f. Anticipated completion time in years or semesters

Students engaged in full-time study will be able to complete the (insert name of program) in (insert no. of years) or (insert no. of semesters).

---

g. A summary of the proposed program

Key features of the (insert name of program) degree include the following:

(In one or two paragraphs, highlight relevant program material in relation to:)

- Aims, goals, objectives of the proposed program

- Anticipated contribution of the proposed program to KPU's mandate and strategic plan

- Linkages between learning outcomes and the curriculum design, an indication whether a work experience/work place term is required for degree completion, and if so a description of the purpose and role of the work experience within the program

- Potential areas/sectors of employment for graduates, opportunities for further study

- Delivery methods

- Program strengths

- An overview of the level of support and recognition from other post-secondary institutions, and relevant regulatory or professional bodies, where applicable, and plans for admissions and transfer within the British Columbia post-secondary education system

- Related programs in the institution or other British Columbia post-secondary institutions. Indicate rationale for duplication, if any.

h. Name, title, phone number and e-mail address of the institutional contact person in case more information is required.

Name, Title, Department/Faculty

(insert email address)

(insert phone number)

II. Degree Content:

(Expand on each of the following:)

- Aims, goals, and or objectives of the proposed program

- Anticipated contribution of the proposed program to the mandate and strategic plan of the institution

- Linkages between the learning outcomes and the curriculum design, an indication whether a work experience/work place term is required for degree completion, and if so a description of the purpose and role of the work experience within the program

- Potential areas/sectors of employment for graduates and/or opportunities for further study

- Delivery methods

- Program strengths

- An overview of the level of support and recognition from other post-secondary institutions, and relevant regulatory or professional bodies, where applicable, and plans for admissions and transfer within the British Columbia post-secondary education system

- Related programs in the institution or other British Columbia post-secondary institutions. Indicate rationale for duplication, if any.

---

a. Curriculum Design

List the required courses, and indicate which courses are new/to be developed.

In an appendix, list the courses along with their calendar description and prerequisites.

Curriculum Map[1]

PLO #1:

PLO #2:

PLO #3:

PLO #4:

PLO #5:

PLO #6:

Program Courses and their Course Learning Outcomes (CLOs)	Program Learning Outcomes (PLOs)					
	PLO #1	PLO #2	PLO #3	PLO #4	PLO #5	PLO #6
ABC1100	I	I				I
ABC1200			I	I	I	
ABC2200	D	D		D		
ABC3100			D		D	D
ABC4000	A	A	A	A	A	A

b. Program Delivery

Explain the learning methodology/methodologies to be used.

c. Admission Requirements

---

[1] **Introduced [I]**: Course learning outcomes that concentrate on knowledge or skills related to the program outcomes at a basic level or skills at an entry-level of complexity.
Developing [D]: Course level outcomes that demonstrate learning at an increasing level of proficiency of the program level outcome as well expanding complexity.
Advanced [A]: Course level outcomes that demonstrate learning related to the program level outcome with an increasing level of independence, expertise and sophistication or integrate the use of content or skills in multiple levels of complexity.

Describe the admission requirements for this program.

d. Faculty

List the faculty and their areas of specialization.

In an appendix, provide the list of faculty along with a brief curriculum vitae for each.

e. Program Resources

a) Describe the resources that will be required to mount this program including:

- Library resources

- Computer and computer access

- Classrooms, laboratories and equipment

- Existing and shared resources at the institution or at other institutions that will be used to offer the program

- Additional resources that will be required to offer this program.

b) Provide the intended implementation schedule for the new program and evidence of the appropriateness of the schedule, given the timing of the proposal and readiness of the institution to offer the program.

f. Program Consultation

a) Provide a list and brief explanation of the nature of the consultations that have occurred in the development of the degree program.

b) Attach all written comments, both positive and negative from:

- Relevant employers;

- Relevant professional associations;

- Program advisory committees;

- Other British Columbia institutions (this will include comments provided through the peer review process on the Post Secondary Institution Proposal System);

- Institutions outside British Columbia;

- Experts in the proposed field of study; and,

- External academic consultants

Name of Institution: Kwantlen Polytechnic University
Title of Program:
Credential to be awarded to graduates:
Length of Program (number of credits):

Institutional Contact:	Title:
Phone:	Email:
Date:	

A. Executive Summary:

A1. Summarize the purpose of the proposal

A2. Outline the key objectives and outcomes of the proposed program in one or two pages

Program Rationale:

A3. Provide rationale for the credential

B. Program Description:

B1. State the goals and objectives of the new program

B2. Identify the target student audience(s) for this program

B3. State how the institution satisfied itself that there is not unnecessary duplication in the system

B4. Provide evidence of labour market demand

C. Curriculum:

C1. Describe the skills, knowledge, or other attributes students will develop from the program

C2. Describe the program/course structure

a) *The Curriculum Map[1]*

PLO #1:

PLO #2:

PLO #3:

PLO #4:

PLO #5:

PLO #6:

Program Courses and their Course Learning Outcomes (CLOs)	**Program Learning Outcomes (PLOs)**					
	PLO #1	**PLO #2**	**PLO #3**	**PLO #4**	**PLO #5**	**PLO #6**
ABC1100	I	I				I
ABC1200			I	I	I	

---

[1] **Introduced [I]**: Course learning outcomes that concentrate on knowledge or skills related to the program outcomes at a basic level or skills at an entry-level of complexity.
Developing [D]: Course level outcomes that demonstrate learning at an increasing level of proficiency of the program level outcome as well expanding complexity.
Advanced [A]: Course level outcomes that demonstrate learning related to the program level outcome with an increasing level of independence, expertise and sophistication or integrate the use of content or skills in multiple levels of complexity.

ABC2200	D	D		D		
ABC3100			D		D	D
ABC4000	A	A	A	A	A	A

C3. Identify the provincial, national and/or international certifications and standards achieved in the new program, if applicable

---

D. Program Consultations and Evaluation:

D1. List the other provincial post-secondary institutions consulted about the proposed program

1.

Provide a list and summary of the nature of all other consultations

1.

D2. State whether or not the program meets the program eligibility requirements as outlined at www.bcsap.bc.ca

---

D3. Indicate what policies/procedures are planned for ensuring adequate depth and breadth of ongoing review and evaluation once the program has been implemented

---

D4. Indicate whether safety and other risk management factors have been addressed where appropriate

---

E. Admissions and Transfer:

E1. Indicate how the institution plans to ensure students' ability to access the program through transfer

E2. Describe how students will be able to transfer out of the proposed program into other programs within the same institution or at another institution

E3. Indicate how students will be able to transfer into related degree-level programs, if applicable

F. Other:

F1. Include any additional information not addressed in the sections above that may be helpful in better understanding the major components of the proposal

Below is a brief summary of the contents of each section suggested for organizing non-degree program proposals. In some cases, the need for sub-sections will be self-evident:

Executive Summary
- Summarize the purpose of the proposal; and
- Outline the key objectives and outcomes of the proposed program in one or two pages.

Institutional, Program and Credential Identification
- Identify the institution awarding the credential. If the program has been jointly developed and the credential to be jointly awarded, please indicate at this point and briefly state the contributions and roles of each institution.
- Provide the title of the program.
- State the credential that will be awarded to program graduates (see Appendix 1 for current credential definitions and guidelines on credential nomenclature).
- Provide the rationale for the credential.
- If the proposal includes a credential that is new to the institution or the provincial system, proponents should first consult with other institutions that may be affected, and with the Ministry.
- Provide the name, title, phone number, and e-mail address of the institutional contact person in case more information is required.

Program Description
- State the goals and objectives of the new program, and describe how it will contribute to the mandate and future plans of the institution.

- Identify the target student audience(s) for this program and include the following:

  – Evidence that this student audience is not currently being served with existing offerings in the region of the institution

  – Evidence of student demand

  – Anticipated annual enrolments for the program

- Where appropriate, provide a list of programs that exist at some of the other British Columbia institutions that may contain similar content, or have similar objectives. How has the institution satisfied itself that there is not unnecessary duplication in the system?

- Outline the anticipated time commitments for students to complete the program (in years or semesters).

- Provide evidence of labour market demand. This information will vary depending on the circumstances and could range from a comprehensive labour market study to an informal survey consisting of letters of support from potential employers. This section should

include a discussion regarding the anticipated employment destination for graduates from the proposed program, and the current labour market supply in the occupational area(s).

Curriculum

- Describe the skills, knowledge, attitudes, or other attributes students will develop from the new program.

- Describe the program/course structure.

- Where appropriate, identify the provincial, national, and/or international certifications and standards achieved in the new program. If the program proposal is aimed at putting students into practice, and that practice requires a license for which the students qualify directly from the program (or from an examination directly after the program), the institution should indicate whether they are in contact with the appropriate accrediting body, and whether or not they are seeking accreditation.

Program Consultations and Evaluation

- List the other provincial post-secondary institutions consulted about the proposed program and provide details of the discussions such as key areas of discussion, dates, and individuals involved.
- The Ministry of Advanced Education (AVED) should be consulted on the following:
  - *Health-related programs:* The provincial government is the key employer in the health field, and as such, it is important that AVED be consulted with regard to the development/implementation of non-degree programs in this field. AVED works closely with the Ministries of Health Services and Health Planning with respect to a 10-year human resource plan for provincial health related programs, and therefore needs to endorse any related proposals prior to implementation.

  - *Industry training programs:* Due to pending changes to the field of industry training, including an anticipated overhaul of entry-level trades training and apprenticeship programs, institutions are requested not to embark on new programs in these areas except where pilot projects are already endorsed by AVED's Industry Training Branch. Queries with respect to the development of new/revised programs in these areas should be directed to this Branch.

- Provide a list and summary of the nature of all other consultations, including professional associations, municipal councils, employers, post-secondary institutions in other jurisdictions, trade groups, etc. Include any written comments in an appendix.
- If applicable, describe the composition of the industry advisory committee created for the program. Describe how the committee will help ensure the program remains up-to-date and meets employer and student needs in future years.
- State whether or not the program meets the program eligibility requirements as outlined at www.bcsap.bc.ca under the School Officials icon.
- Indicate what policies/procedures are planned for ensuring adequate depth and breadth of ongoing review and evaluation once the program has been implemented.
- Have safety and other risk management factors been addressed where appropriate?

Admissions and Transfer

New program proposals should include:

- a plan to ensure students' ability to access the program through transfer (course to course or block/program transfer), including transfer from high school courses and programs;

- a description of how students will be able to transfer out of the proposed program into other programs within the same institution or at another institution; and,

- a determination of whether students will be able to transfer into related degree-level programs.

Other

- Include any additional information not addressed in the sections above that may be helpful in better understanding the major components of the proposal.

In completing the program proposal, each institution is to decide the depth and breadth of information to be provided. Institutions should review the monitoring review process established by the Ministry before finalizing proposals to ensure that these issues have been addressed in their package.

Proposals for changes or enhancements of an institution's existing program may not require responses in all sections. In such cases, the proponent institution may choose to give very brief responses, or simply to indicate that a question or issue is "not applicable" to the proposal.

To facilitate the process, institutions should use conventional curriculum and industry terminology when describing their program proposals. It is also suggested that submissions should not exceed 20 pages; additional or detailed information may be included as appendices.

Table of Contents

Appendix A: Curriculum Consultations

If the Chair and/or Coordinator of the department/program (outside of the proposed Faculty) is consulted, the Dean or Associate Dean of that Faculty must also be consulted and included in the list below.

For consultees, please consider the following questions when providing your feedback to the Proponent:

- Does your department/unit support the proposed curriculum? Provide rationale for support/non-support.
- How does the proposed curriculum impact your department/unit?
- How does the proposed curriculum impact your program?
- Is there potential for curricular overlap with current offerings?

Name	Department, Program and/or Faculty	Comments	Date Consulted
Click or tap here to enter text. Click or tap here to enter text.	Office of the Provost	Comments: Click or tap here to enter text.	Click or tap to enter a date.
Click or tap here to enter text. *Dean/Associate Dean (outside of the Proposed Faculty, if applicable)*	Choose an item.	Comments: Click or tap here to enter text.	Click or tap to enter a date.
Click or tap here to enter text. *Chair/Coordinator (outside of the Proposed Faculty, if applicable)*	Click or tap here to enter text.	Comments: Click or tap here to enter text.	Click or tap to enter a date.
Click or tap here to enter text. Click or tap here to enter text.	Office of the Registrar	Comments: Click or tap here to enter text.	Click or tap to enter a date.
Click or tap here to enter text. Click or tap here to enter text.	Registration, Records, Scheduling, Course Curriculum	Comments: Click or tap here to enter text.	Click or tap to enter a date.
Click or tap here to enter text. Click or tap here to enter text.	Admissions, Transfer Credit, and Graduation	Comments: Click or tap here to enter text.	Click or tap to enter a date.

Name	Department, Program and/or Faculty	Comments	Date Consulted
Click or tap here to enter text. Click or tap here to enter text.	Future Students' Office	Comments: Click or tap here to enter text.	Click or tap to enter a date.
Click or tap here to enter text. Click or tap here to enter text.	Student Awards and Financial Assistance	Comments: Click or tap here to enter text.	Click or tap to enter a date.
Click or tap here to enter text. Click or tap here to enter text.	Library	Comments: Click or tap here to enter text.	Click or tap to enter a date.
Click or tap here to enter text. Click or tap here to enter text.	KPU International	Comments: Click or tap here to enter text.	Click or tap to enter a date.
Click or tap here to enter text. Click or tap here to enter text.	Co-operative Education	Comments: Click or tap here to enter text.	Click or tap to enter a date.
Click or tap here to enter text. Click or tap here to enter text.	Academic Advising	Comments: Click or tap here to enter text.	Click or tap to enter a date.
Click or tap here to enter text. Click or tap here to enter text.	Information Technology	Comments: Click or tap here to enter text.	Click or tap to enter a date.
Click or tap here to enter text. Click or tap here to enter text.	Marketing	Comments: Click or tap here to enter text.	Click or tap to enter a date.
Click or tap here to enter text. Click or tap here to enter text.	University Space Administration	Comments: Click or tap here to enter text.	Click or tap to enter a date.
Click or tap here to enter text. Click or tap here to enter text.	Teaching and Learning Commons	Comments: Click or tap here to enter text.	Click or tap to enter a date.
Click or tap here to enter text. Click or tap here to enter text.	Organizational Risk	Comments: Click or tap here to enter text.	Click or tap to enter a date.

Appendix B: Feasibility Assessment for the Proposed Program

Please attached the Feasibility Assessment from the Office of Planning & Accountability if it was not previously submitted with the Concept Paper, or when the previous full program proposal is more than 5 years old (for programs that were deemed substantive by the Ministry.)

Appendix C: Financial Assessment

Please attached the final Financial Assessment from Financial Services.

Table of Contents

1. Program Change Proposal

For degree or non-degree program changes that may be deemed substantive by the Ministry of Advanced Education, Skills & Training's website, please consult with the Provost's Office before completing this document. For degree program changes that may be deemed substantive, the Ministry's Determination of New Degree Template must be completed and approved by Senate prior to submission to the Ministry for determination. Contact the Provost's Office for assistance in completing this template.

This form is to be used for:

- minor changes to any Senate-approved degree and non-degree programs at KPU
- addition of Honours designation to a Major program currently offered at KPU
- creation of a Minor degree for which a cognate Major program is currently offered at KPU

For more information on how to complete this form, please contact the Chair of the Senate Standing Committee on Curriculum (SSCC).

The Program Change Proposal should be submitted to Senate@kpu.ca by the submission deadline posted on the Senate Standing Committee on Curriculum (SSCC) website meeting along with any new, revised, or discontinued course outlines associated with the proposal submitted on the Consent Agenda for the same meeting. Faculties must have already formally approved the associated course outlines.

PROGRAM DETAILS

Faculty:	
Program Name:	
Department:	
Effective date:	Notes: *If you are requesting a change to **admission** requirements, Senate approval is required by September meeting of Senate of the preceding academic year (prior to the first application cycle for the academic year). If you are requesting a change to **declaration or curricular** requirements, approval is required no later than the April meeting of Senate of the preceding academic year.*
Dean/Associate Dean:	
Chair/Coordinator:	
Submission Date:	

CONSULTATIONS

Consultations	Person Consulted	Consultation Date
Office of the Provost:		
Vice Chair of Senate:		
Other(s)* (if applicable):		

*For more complex consultations, please attach the Curriculum Consultation Forms. If you have any inquiries regarding the completion of the above Consultations section or the Curriculum Consultation Forms, please contact the Chair of the Senate Standing Committee on Curriculum.

OFFICE OF THE REGISTRAR PROPOSAL REVIEW

Review of Completed Program Change Proposal	Review Submission Date
Send to **OREGCurrConsult@kpu.ca** for review**	

**Allow 2 weeks for the Office of the Registrar's proposal review (in advance of the SSCC submission deadline).
If the proposed changes introduce new courses, submit 2 weeks in advance of your Faculty's curriculum committee meeting.

APPROVALS

	Proposal Approval Date
Faculty Curriculum Committee:	
Faculty Council (if required):	*(Not needed if the Faculty Curriculum Committee has delegated authority to approve program revisions on behalf of their Faculty Council.)*
SSC on Curriculum:	
SSC on University Budget (if required):	
SSC on Academic Planning and Priorities (if required):	
Senate:	

Overview of Proposed Change(s):	
Rationale:	
URL(s):	*(Insert all applicable URLs from the current Calendar.)*

Impact on Students:	**Check all that apply**: ☐ The changes alter the admission, declaration or continuance requirements *If yes, provide both the current calendar entry and new calendar entry in full. (see below)* ☐ The changes alter the curricular requirements *If yes, provide both the current calendar entry and new calendar entry in full. (see below)* ☐ The changes change the total number of required credits *If yes, state the **current** number of total credits:* Click or tap here to enter text. *and **proposed** number of total credits:* Click or tap here to enter text. ☐ The changes introduce new, revised or discontinued courses Click or tap here to enter text.*and list the courses below.* ☐ The changes alter the credential awarded *If yes, indicate the proposed credential:*
Transition Plan	*(Current students are entitled to complete their program of study without having additional requirements for graduation added midstream. If this proposed change impacts in-progress students, a transition plan must be provided to identify how in-progress students will be permitted to graduate, including the allowable course substitution(s).)*

Curriculum Map[1]

PLO #1:

PLO #2:

PLO #3:

PLO #4:

PLO #5:

PLO #6:

Program Courses and their Course Learning Outcomes (CLOs)	Program Learning Outcomes (PLOs)					
	PLO #1	PLO #2	PLO #3	PLO #4	PLO #5	PLO #6
ABC1100	I	I				I
ABC1200			I	I	I	
ABC2200	D	D		D		
ABC3100			D		D	D
ABC4000	A	A	A	A	A	A

---

[1] **Introduced [I]**: Course learning outcomes that concentrate on knowledge or skills related to the program outcomes at a basic level or skills at an entry-level of complexity.
Developing [D]: Course level outcomes that demonstrate learning at an increasing level of proficiency of the program level outcome as well expanding complexity.
Advanced [A]: Course level outcomes that demonstrate learning related to the program level outcome with an increasing level of independence, expertise and sophistication or integrate the use of content or skills in multiple levels of complexity.

Current Requirements with Proposed Changes	New Requirements
Cut and paste the relevant section(s) in full from the current Calendar website. Use <u>*track changes*</u> *to show the proposed changes.* *For a new Minor degree for which a cognate Major program is currently offered at KPU, insert the following text below "This is a new Minor degree program for which a cognate Major degree program already exists at KPU. There is no existing curriculum for the minor, and as per Policy AC11 there is no requirement for a Concept Paper or FPP."*	*Provide a clean copy to show how the new Calendar entry will appear. List courses in alpha/numeric order.*

List any new, revised or discontinued courses associated with this program change			
Course Subject Code	Course Number	Descriptive Title, hyperlinked to course outline	New, Revised, or Discontinued

KPU Program Change Form

2. Curriculum Consultations

Please consult with the Office of the Provost as additional consultations may be required depending on the scope of the proposed program changes.

For consultees, please consider the following questions when providing your feedback to the Proponent:

- Does your department/unit support the proposed curriculum? Provide rationale for support/non-support.
- How does the proposed curriculum impact your department/unit?
- How does the proposed curriculum impact your program?
- Is there potential for curricular overlap with current offerings?

Name	Department, Program and/or Faculty	Comments	Date Consulted
Click or tap here to enter text. Click or tap here to enter text.		Comments: Click or tap here to enter text.	Click or tap to enter a date.
Click or tap here to enter text. Click or tap here to enter text.		Comments: Click or tap here to enter text.	Click or tap to enter a date.
Click or tap here to enter text. Click or tap here to enter text.		Comments: Click or tap here to enter text.	Click or tap to enter a date.
Click or tap here to enter text. Click or tap here to enter text.		Comments: Click or tap here to enter text.	Click or tap to enter a date.
Click or tap here to enter text. Click or tap here to enter text.		Comments: Click or tap here to enter text.	Click or tap to enter a date.
Click or tap here to enter text. Click or tap here to enter text.		Comments: Click or tap here to enter text.	Click or tap to enter a date.

3. Financial Assessment Questions

<table>
<tr>
<td colspan="2" style="background-color:#7a1230;color:white;">Financial Assessment Questions

The following information will help determine whether there is a budgetary impact to the proposed program changes, and what additional information and consultation will be required.

Please note that all additional budgetary requests in support of the proposed program change require approval from the Dean and the Provost, and additional financial documents may be required.</td>
</tr>
<tr>
<td>Change in number of credits</td>
<td>Yes☐ No☐

If Yes, please provide details:</td>
</tr>
<tr>
<td>Change in space requirements</td>
<td>Yes☐ No☐

If Yes, please provide details:</td>
</tr>
<tr>
<td>Change in equipment requirements</td>
<td>Yes☐ No☐

If Yes, please provide details:</td>
</tr>
<tr>
<td>Change in support requirements</td>
<td>Yes☐ No☐

If Yes, please provide details:</td>
</tr>
</table>

Please attach any financial document if required.

JOINT SENATE STANDING COMMITTEE ON ACADEMIC PLANNING AND PRIORITIES AND ON UNIVERSITY BUDGET

Agenda Item: *6.1.1*
Meeting Date: *September 23, 2022*
Presenter(s): *Dr. Alan Davis*

Agenda Item	**KPU Submission Budget 2023 Consultation**

Action Requested	**Information**

Recommended Resolution	**N/A**

Committee Report	For Secretariat Use Only

Attachments	KPU's Submission Budget 2023 Consultation 20June22

Submitted by	*Dr. Alan Davis, President and Vice Chancellor*
Date submitted	*July 26, 2022*

KPU

Submission to the Select Standing Committee on Finance and Government Services

Budget 2023 Consultation

Template for Presenters

As participation in the budget consultation continues to increase each year, the Committee has looked at ways to simplify and standardize the consultation process to ensure everyone has the opportunity to participate effectively. This includes the creation of a form for written input and information in support of a presentation.

Should you wish to provide written information in support of your presentation, you must use this template.

Instructions:

You may provide up to three recommendations (maximum 50 words each) along with your explanation for each recommendation (maximum 300 words each). Should you submit more than three recommendations, additional recommendations will not be considered part of your formal submission and may only be reviewed for informational purposes.

Please note, the order of recommendations does not reflect priority.

Please ensure that your recommendations and explanation are captured within the body of the submission. Information provided through links will not be considered to form part of the submission and may only be reviewed for further interest.

If you require assistance or support to make a submission, please contact the Parliamentary Committees Office at 250-356-2933 or 1-877-428-8337 (toll-free in BC).

Contact Information:

First Name: Last Name:
Alan   **Davis**

Organization (if the presentation is on behalf of an organization):
Kwantlen Polytechnic University

Introduction (100-word limit)

Tell us about yourself (if this presentation is made in your personal capacity) or the organization you are representing.

Kwantlen Polytechnic University (KPU) is Canada's only polytechnic university. It offers 140 credentials and serves 20,000 students annually who attend KPU campuses in Surrey, Richmond and Langley. KPU's credentials meet regional and global employment needs and KPU is well-positioned to support B.C.'s inclusive approach to economic recovery through applied research, innovation and by providing graduates equipped with the knowledge and skills to succeed. KPU has a demonstrated commitment to decolonization as means to reconciliation with Indigenous people, and to ensuring equity, diversity and inclusion in all we do.

Recommendation 1 (50-word limit)

Support for Indigenous learners and their communities.

Recommendation 1 Explanation (300-word limit)

The Aboriginal Service Plan funding, which has supported a few B.C. post-secondary institutions for many years, needs to be increased, adapted, and extended to all institutions in order to guide the transformation of B.C.'s PSIs to align with the B.C. Declaration on the Rights of Indigenous Peoples Act (the "Act"), UNDRIP recommendations, and the TRC's Calls to Action. Providing institutions with ongoing resources to fully implement the goals, objectives and actions outlined in the Indigenous Post-Secondary Education and Skills Training Policy Framework will generate capacity and significant progress in the sector. We are thankful that AEST is planning changes to the targeted Indigenous support funding and urge this to be implemented as soon as possible. While KPU has developed and self-funded many supports for Indigenous students, much more needs to be done to implement and achieve the recommendations outlined in the Act, TRC and UNDRIP. Currently, there is no equitable, targeted funding to support Indigenous activities at KPU. Further, in response to the TRC's Calls to Action, we believe that every institution should be tasked and funded to deliver Indigenous language, cultural education and knowledge keeping in partnership with Indigenous communities in their region to demonstrate commitment to the Indigenization of B.C. post-secondary education and skills training. Post-secondary institutions must work with local Indigenous communities and school districts to create gateways for Indigenous students to attend post-secondary – including enhanced dual credit initiatives

that require support funding. In addition, Indigenous students themselves require and deserve more direct support in a manner that is similar to the application of tuition waivers provided to students with lived experience in care (Former Youth-in-Care).

Recommendation 2 (50-word limit)

Support for student mental health that is centred on enhancing institutional capacity, intersecting issues related to equity and diversity, and fostering campus community and belonging.

Recommendation 2 Explanation (300-word limit)

KPU has effectively targeted resources to student-facing counselling and mental health supports, but demand for these supports continues to grow in number and complexity. Instances where students are communicating with elevated language are increasing. Capacity for responding to student mental health needs is increasingly stretched and offset primarily through the addition of 24/7 supports from 3rd party providers and enhanced Counselling triage. Accessibility Services are supporting an increasing number of students with declared mental health related learning access needs. In terms of total caseload this has grown from 15% in 2018/19 to 22% in 2021/22. As a proportion of their caseloads, both Counselling and Accessibility Services have indicated an increase in students who self-identify as neurodiverse; specific expertise is required to strategize and deliver non-stigmatizing supports. KPU recognizes higher rates of mental health needs from underrepresented and marginalized student populations. In particular, Indigenous, 2SLGBTQ+, international students, Former Youth in Care, and students with accessibility needs are at risk for higher rates of depression, anxiety and self-harm; and some are more likely to have experienced poverty, mental health and substance abuse challenges. Additional resources are required to increase student mental health service capacity that is representative of the diverse populations in the communities we serve, inclusive of representation and lived experience amongst the employees supporting them. Emerging evidence points to growing disengagement – low motivation, lack of focus, enduring feelings of isolation – and increased expressions of heightened anxiety as we emerge from the pandemic, experience financial uncertainty due to the housing crisis and inflation, and grapple with the climate emergency along with the unstable geopolitical environment we are witnessing around the world. With growth in student mental health needs, there is a corresponding need to support the health and wellbeing of employees in student-facing roles.

Recommendation 3 (50-word limit)

Future-proofing B.C. by investing in applied research and innovation at teaching institutions.

Recommendation 3 Explanation (300-word limit)

The 19 public teaching universities, polytechnics, and colleges across B.C. have an applied post-secondary education mandate. These institutions partner extensively with industry and community organizations in their regions to train thousands of students across B.C. with knowledge and skills for career success. Unfortunately, these institutions do not receive sustained provincial funding for their research and innovation which has impeded both student experiences and the positive impact we could have in our communities. Seed provincial investment attracts investments from other levels of government and the private sector. Consequently, this under-investment has meant that B.C.'s share of federal research and innovation funding (e.g. from NSERC and Mitacs) for these institutions is also weak relative to its share of population. The Conference Board of Canada's 2021 Innovation Report Card grades B.C. as a D on innovation. Other provinces that have invested timely have reaped benefits for years and decades. We have evidence that applied research and innovation experiences, and more broadly, work-integrated learning experiences, contribute to superior satisfaction and employability among graduates. Our educators are able to stay current with rapid changes in their disciplines, and our partners benefit from the knowledge, intellectual property, and access to highly trained graduates. We have heard frequently from business, Indigenous partners, and community organizations about the need for research and development and innovation capacity that is applied and accessible in their communities. KPU recommends long-term evidence-informed investment into applied research and innovation at teaching academic institutions which will provide many rich experiential opportunities for students, while helping businesses and industry to innovate and expand, thereby creating new jobs in our communities. This could be initiated through a pilot funding program that is aligned with B.C.'s priorities and aspirations for job creation, economic recovery, sustainability, and innovation.

The Committee thanks all British Columbians for their continued participation in the annual budget consultation.

JOINT SENATE STANDING COMMITTEE ON ACADEMIC PLANNING AND PRIORITIES AND ON UNIVERSITY BUDGET

Agenda Item: *6.1.2*
Meeting Date: *September 23, 2022*
Presenter(s): *Dr. Alan Davis*

Agenda Item	**KPU Submission on Public Post-Secondary Funding Formula Review**

Action Requested	**Discussion**

Recommended Resolution	**N/A**

Committee Report	For Secretariat Use Only
Context and Background	The Ministry of Advanced Education, Skills and Training is conducing a review of the Public Post-Secondary Funding Formula.

Key Messages	1. The purpose of the review is to:
	
	  1.1. Develop a fair and impartial model
	
	  1.2. Align funding with needs
	
	  1.3. To support student access and success
	
	2. KPU submitted the attachment to the Ministry on June 30, 2022
	
	3. The submission is presented for discussion.

Attachments	KPU's Submission on Public Post-Secondary Funding Formula Review
Submitted by	*Dr. Alan Davis, President and Vice Chancellor*
Date submitted	*July 26, 2022*

Kwantlen Polytechnic University
Submission on Public Post-Secondary Funding Formula Review

Office of the President and Vice Chancellor
June 30, 2022

Many of us at Kwantlen Polytechnic University (KPU) are uninvited settlers to the region that KPU serves, and we respectfully acknowledge that we live and work on the traditional and ancestral territories of the hənq̓əmiṅəm̓ and SENĆOŦEN speaking peoples:

q́w a:nλ̓ ə́ ṅ (Kwantlen)
xwməθkwəyə́ m (Musqueam)
q̓ić ćə́ ý (Katzie)
SEMYOME (Semiahmoo)
scə́ waθən (Tsawwassen)
qiqéyt (Qayqayt)
kwikwəλ̓ə́ m (Kwikwetlem)

The Kwantlen First Nation graciously bestowed their name on this university. In the cause of reconciliation, we recognize our commitment to address and reduce ongoing systemic colonialism, oppression and racism that Indigenous Peoples continue to experience.

Preamble

On behalf of the KPU Community and the region it serves, we are grateful for this opportunity to engage with the Ministry of Advanced Education and Skills Training (AEST) in this review of the funding formula for public-postsecondary institutions (PSIs).

We appreciate the public funding we receive that helps us address the needs in the KPU region. We agree that it is important for the BC post-secondary system to have a transparent and rational funding model irrespective of whether KPU receives increased funding as a result. We support the three objectives of the review (to develop a fair and impartial model; to align funding with needs; and to support student access and success).

The KPU Difference

Although BC's Public PSIs share many similarities, every PSI operates in a specific context, and in some cases, under a specific mandate. KPU's context and mandate reflect its formation as a college in 1981, transition to a university college in 1995, and creation of Canada's only polytechnic university in 2008. Consequently, KPU has a mandate of a polytechnic, a teaching university, and key elements of a college retained from inception. Through its complex mandate, KPU is unique in regional responsiveness with open access, degrees, skill and career focused one and two-year programs, and trades training.

British Columbia
5.2 million

Lower Mainland
3.1 million

KPU Region
1.1 million

Over 1/5th of BC's population lives in KPU's region.

Between 2016 and 2021, the KPU region grew by 9%, compared to 7% for all of BC.
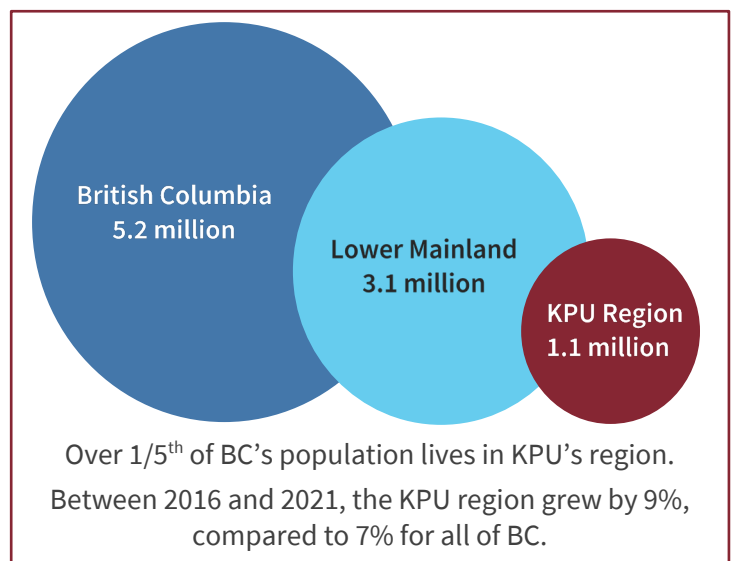
FIRST GENERATION

50% 38% of Domestic
67% of International

of KPU students were the first person in their family to attend post-secondary education

VISIBLE MINORITY

78% 62% of Domestic
98% of International

of KPU students belong to non-Indigenous visible minority groups

KPU's mandate includes undergraduate degrees, applied research and graduate programming; however, the level of funding received from AEST has remained at that of a two-year college. New and important expansions of KPU's mandate have not been funded. Over the past five years, the operating grant has remained relatively constant which has forced an increasing reliance on other sources of revenue, notably international tuition, to fund ongoing obligations including inflationary pressures and amortization.

A high proportion of KPU's programs have direct connections to the labour market; this is a significant benefit to students and the local economy but results in a higher cost of delivery. For example, many have high equipment and technology costs and/or may require smaller class sizes for safety or for access to equipment, and a diverse range of experiential and work-integrated learning activities.

As a regionally focused teaching university with five campuses south of the Fraser River, KPU serves one of the more culturally diverse and rapidly growing regions of the province. KPU is complex in other ways: its region comprises six municipalities and seven First Nations communities, four school districts and 26 elected provincial and federal leaders. KPU serves this region with five campuses spread across a 42 kilometre area south of the Fraser River.

KPU's strategic plan, Vision 2023, is organized across 4 themes: student and employee **experience**, **creativity** in all we do, **sustainability** (financially, environmentally and culturally) and **quality**. Embedded in the plan are KPU's long engagement with its communities in all aspects of social justice, its willingness to innovate and the real work of de-colonization as a journey to reconciliation. Additional information can be gleaned from KPU's annual Accountability Plan and Report, with the 2021/22 version to be provided to AEST in July.

Response

This submission addresses the ten questions posed by Don Wright, Engagement Lead for the review, in his letter to post-secondary presidents dated April 22, 2022.

1. *What are the most important contributions your institution makes to the economic, social, and environmental health of British Columbia?*

Annually, approximately 20,000 students take courses over 145 diverse programs that include academic upgrading, apprenticeship training, certificates, diplomas, associate and bachelor's degrees, and post-baccalaureate and graduate credentials. As a polytechnic university, we combine academic excellence and hands-on, applied learning with a focus on producing job-ready graduates who have the skills required to make valuable contributions to BC's workforce and communities.

KPU offers a wide range of credit-based experiential learning opportunities that allow students to gain experience while also receiving academic credit. This includes co-op, field schools, practicum courses as well as courses that contain a service-learning component—a portion of the course that is dedicated to directly applying classroom material to a community-based experience. We work closely with industry partners and community organizations to ensure our graduates are well prepared to enter the workforce.

Contributing to the Economic Health of BC

Of BC's twenty-five PSIs, KPU is the fifth largest. KPU contributes to the economy of BC by delivering job-ready graduates to the labour market. We accomplish this by training domestic students for well-paying jobs in high demand areas such as nursing and digital technology, as well as recruiting international students who come to KPU for their two-year programs because they want to immigrate to Canada, thus helping to address labour market shortages. KPU's graduates, both domestic and international, contribute necessary talent to support the economic health of BC. Most of our international students pursue non-degree programs. When graduates of these non-degree programs were surveyed in 2021, about 18 to 24 months after graduation, 84% of those who responded were living in Canada; of these who were in the labour force, 94% were employed.

KPU offers a wide range of programs with direct connections to the labour market. These programs include four nursing programs, including one for internationally trained nurses; acupuncture and traditional Chinese medicine; design programs such as fashion and technical apparel; technology programs such as digital entertainment arts; programs in business management such as operations and supply chain, green business and global business management; a range of horticulture programs; physics for modern technology; brewing and brewery operations; environmental protection technology; sustainable agriculture; farrier science; mechatronics and advanced manufacturing technology; and trades training such as automotive service technician (including ZEVs this Fall), carpentry, construction electrician, metal fabrication, millwright (industrial mechanic), piping/plumbing and welding.

Addressing the needs of our local communities and industries is a priority for KPU. Close partnerships with industry create a reciprocal milieu, with donations of essential parts and materials. There are then efforts to use those materials in important ways including experiential learning projects with city and non-profit partners.

KPU's Program Advisory Committees (PAC) are an important way that KPU remains connected to its community and ensures our programs meet the needs of employers, and are able to respond quickly to market demands. For example, The Brewing and Brewery Operations PAC consists of an industry specialist from Work Safe BC and representatives from almost twenty-four local breweries.

> **Applied Genomics Centre** provides several genomic and metabolomic services for industry and academic institutions, such as DNA and Sanger sequencing, custom projects in next generation sequencing, DNA fingerprinting and consultation in genomics and metabolomics. In addition, the centre uses genomic and metabolomic tools to investigate issues in agriculture around improving crop consistency, crop yield and animal health.

KPU also contributes to the economy through research and innovation. As an applied university, much of research and scholarly activities at KPU are undertaken with partners across BC who benefit from the outputs, be it knowledge or innovation. Between 30 to 55% of educators across KPU are engaged in various applied research, innovation, and scholarly activities. For example, the Applied Genomics Centre performs human health research using genetic tools to better understand the genetic underpinnings of human disease. Similarly,

KPU's Institute for Sustainable Horticulture and KPU's Institute for Sustainable Food Systems support sustainability in the agriculture and land use sectors across BC.

KPU also has six faculty research chairs engaged in impactful work across economic, social, and environmental dimensions: These include lifespan cognition, nutrition informatics, South Asian literary and cultural studies, applied genomics, next-generation design, and sustainable horticulture.

Contributions to the Social Health of BC

As an open-access university, KPU provides an affordable way for students to begin their post-secondary studies. Admission to KPU's undergraduate programs often only requires that KPU's English proficiency requirements are met. If students don't meet those requirements, they can upgrade their English at KPU before starting their post-secondary studies. KPU focusses on the success of the diverse student body through small class sizes (35 students or less), and an array of support services for students, with the goal of ensuring that no student is left behind. These include one of the first Early Alert referral programs for students in Canada, a national award-winning tutoring program accessible to all KPU students at no additional cost, and low/no-cost campus recreation and intramural programs for students.

The pandemic has raised awareness of the need to provide more mental health support. Some of the supports available to KPU students include: remote counselling through KPU counselors; 24/7 counselling through the *Keep ME Safe* program, which is available in multiple languages; access to wellness resource hubs such as the *Campuswell* blog and *Keep Me Safe* app; peer wellness ambassador support; suicide prevention programming; the *Wellness in Action* program, and a joint offering from the Sport & Recreation and Counselling Services departments that provides students experiencing mild to moderate anxiety and depression with a structured exercise program that helps them navigate their experience.

> The **KDocs Film Festival** is a partnership with the Vancouver International Film Centre/Vancity Theatre, that showcases award-winning documentary films, keynote speakers, filmmakers, panelists, exhibitors, and community partners. Participants engage in lively discussion, debate, and dialogue as they investigate today's most pressing social justice issues. In addition, the KDocs Community Outreach Program engages learners in the classrooms at KPU and other post-secondary institutions, and school districts, as well as at events held with community organizations to provide documentary screenings, workshops, and discussions throughout the year.

The Network to Eliminate Violence in Relationships (NEVR) is a partnership hosted by KPU that supports the university's vision of transforming lives and empowering positive change. NEVR works toward the goal of eliminating relationship violence in the community and is composed of over 200 members from the fields of community services, education, law enforcement and government.

Contributions to the Environmental Health of BC

Acknowledging the role institutions have in terms of globally contributing to climate change and taking the proactive steps needed to reduce GHG emissions, KPU signed the Global Universities and Colleges Climate Letter in 2019, committing to achieve carbon neutrality no later than 2050. To advance our

> KPU's Graduate Diploma in **Green Business Management and Sustainability** helps future leaders reduce, or avoid by design, negative impacts on the local and global environment, and the Graduate Certificate in **Sustainable Food Systems and Security** provides an interdisciplinary examination of food systems and food security from environmental, social and economic perspectives.

emissions reductions, KPU has additionally established its first Sustainability Plan which includes a set of GHG reduction targets that exceed provincial requirements; namely, to achieve a 50% reduction compared to the 2007 base year by 2025, a 60% reduction by 2030, and a 100% reduction by 2050.

2. *What is your institution doing to promote Reconciliation with Indigenous People and First Nations?*

KPU prioritizes supporting lasting reconciliation with Indigenous Peoples through initiatives that increase the participation and success of Indigenous learners, supporting the goals, outcomes, and actions outlined in the Declaration on the Rights of Indigenous Peoples Act (DRIPA), and implementing the Calls to Action of the Truth and Reconciliation Commission (TRC), as well as articles in the UN Declaration on the Rights of Indigenous Peoples (UNDRIP). This work aligns with one of the strategic goals in KPU's *VISION 2023*, "*embrace all cultures and promote a renewed, authentic approach to Indigenization."* To further our efforts in this area, this year KPU has focused on strategy development and capacity building including hiring Indigenous administrators, faculty and staff, and implementing training for all employees. This submission highlights some of KPU's efforts, considerably more information can be found in our annual Accountability Plan & Report.

KPU is finalizing its first Indigenous Strategic Plan – *'xéʔelɬ: Our Pathway Towards Systemic Transformation'. xéʔelɬ* is about shifting the culture at KPU to one where the responsibility of systemic transformation is shared amongst the entire KPU community to recognize and advance the rights of Indigenous Peoples.

KPU recognizes the importance of Indigenous voices in decision-making and is increasing the number of Indigenous employees in a variety of ways. KPU is hiring an Associate Vice-President, Indigenous Leadership, Innovation and Partnerships, a new position that reports to the Vice President, Students and is responsible for the overall Indigenous leadership, innovation, partnerships, and strategic planning at KPU. Further, KPU has received approval from the BC Office of the Human Rights Commission for a special five-year program to enable preferential hiring of **qualified Indigenous candidates**, including First Nations, Métis, and Inuit, for faculty, excluded management and staff positions across the university.

> The **KPU Indigenous Dialogue Series**, launched in 2020, intends to bring together all members of the Kwantlen community—students, employees, affiliates, and the general public (settler and Indigenous Peoples)—to listen, learn, and engage with Indigenous scholars, activists, and leaders. Invitations are sent to all local First Nations, the Métis Nation of BC, Indigenous Education representatives with school districts, the Surrey Urban Indigenous Leaders Committee and others. The events, hosted virtually, are free and open to the public.

In spring 2022, KPU established a new department of **Indigenous Studies** in the Faculty of Arts, which provides a key focus for Indigenization and decolonization within the university, empowers the department faculty to determine the department's protocols in keeping with local Indigenous practices, and envisions its educational and programming goals through consultations with members of the KPU community and local Indigenous communities.

Plans are underway to expand KPU's **Elders Program** to increase support and representation to better meet the needs of a diverse Indigenous student population, and to be better positioned to respond to faculty requests for in-class participation, in addition to Elder participation at institutional and community events.

3. *What is your institution doing to promote equitable access for people who come from disadvantaged socio-economic circumstances?*

Access

To help address the access needs of the community, KPU is represented in a wide array of committees and organizations that support the diverse needs of those underrepresented in higher education.

As an **open access** institution, KPU provides all prospective students with a pathway for access. For those who don't meet the English proficiency entry requirements for undergraduate studies, we have the Pathway to Undergraduate Studies admission path. Based on their level of English proficiency, students take English upgrading courses until they have completed the Pathway and are qualified for undergraduate studies.

Other community-based training is provided at Fraser Regional Correctional Centre, through two programs: Introduction to Welding and Introduction to Metal Fabrication. Each program is 30 hours, with 6 intakes per year for the former and two intakes per year for the latter.

> ***Open Doors, Open Minds***, KPU's open house for K-12 Indigenous learners in our region, continues our tradition of providing Indigenous high school students exposure to the post-secondary learning environment and the opportunities available to them at KPU. The annual event is attended by several hundred students, primarily grades 10 and 11, from school districts across the region.

KPU's Adult Special Education program, Employment and Community Studies, prepares students for a semester-long work experience in the community; additionally, students can take courses in career exploration, disability rights, and social justice. While some employers have hosted student work experiences for many years, new employers are engaged each year to match the interests of incoming students.

KPU continues to participate in post-secondary system-level initiatives to support **Former Youth in Care**. The number of self-identifying Former Youth in Care attending KPU continues to increase. In the 2020/21 academic year, 63 Former Youth in Care students attended KPU, up from 44 in the prior year. These students are connected to a designated Financial Aid Advisor who helps these students navigate additional financial resources available to them, and a designated Academic Advisor who helps them navigate program choices, course planning and selection and course registration.

The Gathering Place, located at KPU Surrey, is a dedicated space housing services for Indigenous learners including advising, elder and peer support, social space and amenities for events. KPU provides Indigenous Student Orientation that has been designed to help ease the transition to post-secondary studies for new Indigenous students and build a community of support on campus whereby students feel a sense of belonging and connection.

> The **Phoenix-Kwantlen Learning Centre**, a partnership between KPU and the Phoenix Drug and Alcohol Recovery and Education Society, empowers adult learners to re-enter the educational arena and the labour market through individualized assessment and personal planning that includes lifelong learning goals. Since 2007, the Centre has offered community-based instruction in English and math from basic literacy level through Grade 11. It also helps adult learners move on to KPU's campus-based offerings or to other formal educational settings.

STUDENT FINANCES

In Fall 2021

75% 39% work 10 to 19 hours a week
28% work 20+ hours a week

of KPU **students work** while in school

Most common sources of **financial support:**
- personal savings
- non-repayable support from families
- working while in school

Food insecurity affects almost a quarter of KPU students:
22% reported that they sometimes and 10% reported that they often,
ate less than they needed because they didn't have money for food

Financial Support

KPU distributes over $2 million annually in bursaries and awards to KPU students with donors from across our region who support KPU's students and its vision for post-secondary education. In fiscal year 2022, KPU was able to donate funds to the KPU Foundation to help reduce financial barriers for students. Students will benefit this year in a number of ways, including an offset to the 2% tuition fee increase for students enrolled in fall 2022 and spring 2023, for a potential of $3 million in savings for students. Additionally, $300,000 has been made available for new student awards.

Various scholarships and bursaries have been created specifically for Indigenous students. We have approximately $55,000 available annually for Indigenous learners ($25K Indigenous Emergency Assistance Fund, $15K Entrance Awards, $15K donor-funded awards). Indigenous learners may also qualify for all other KPU financial awards and assistance programs. For self-identifying Indigenous students, $50,000 in additional financial support has been allocated for the 2022/23 academic year.

KPU's **Zero Textbook Cost** initiative eliminates the cost of textbooks for many courses. In the 2020/21 academic year, this saved students an estimated $2.3 million in textbook costs.

Equity, Diversity and Inclusion

KPU is committed to actively fostering an equitable and inclusive learning and working environment that enables every member of our diverse community to thrive. Building such an environment is essential to our evolution into a unique, progressive and highly regarded university that upholds a culture of sustainability, creativity and quality. Our goal is not only to reflect our diverse, dynamic and growing region, but also to enable our students, employees, and friends to enjoy rich, engaging and supportive educational and working experiences.

The work to advance equity, diversity, inclusion and decolonization (EDID) is under-taken by a number of groups, each with a specific EDID focus:

The **President's Diversity and Equity Committee** (PDEC), is a broad, representational committee, composed of students and employees, that provides leadership in the advancement of equity, inclusivity and diversity at KPU. PDEC ensures the implementation of KPU's Diversity and Inclusiveness policy and facilitates diversity and equity initiatives across the various divisions of the university.

KPU's **Disability Inclusion Group** is committed to dismantling ableism by fostering awareness, exposing barriers, encouraging engagement, and promoting inclusion for people with disabilities.

The **Pride Advocacy Group** (PAG) is comprised of students and employees who represent an array of intersectional gender and sexual identities. PAG seeks to support and empower LGBTQ2S+ students, staff and faculty at KPU and identify opportunities to foster awareness, encourage engagement, and promote inclusiveness, thereby creating an environment where LGBTQ2S+ students and employees feel welcome, valued, supported and empowered.

The **Equity Diversity and Inclusion Action Plan** Steering Committee, established in 2020, has made progress on the development of the action plan, building on the results of the employee diversity census and inclusion survey, conducted by the Canadian Centre for Diversity and Inclusion in 2021.

KPU's **Task Force on Antiracism**, a cross-institutional initiative established in 2020, consisting of employee and student members, is focused on creating institutional supports for teaching, learning, research and scholarship, and institutional change on racial equity, systemic oppression, and intersectional social justice. Based on multiple consultations over the past two years, and the results of an employee survey designed to gain a deeper understanding of race, racism, and antiracism at KPU, the Task Force will be making recommendations to address racism; to identify where barriers exist for BIPOC (Black, Indigenous, and people of colour) communities; and to determine pathways towards a more just and inclusive university.

4. *What are your major challenges in enhancing the contribution your institution makes to the economic, social, and environmental health of British Columbia?*

A significant challenge in enhancing KPU's contribution is the limited capacity, particularly financially, to engage in impactful **research and innovation**. While KPU serves a vast and highly populated region, business, industry, and community partners are not fully able to tap into the intellectual capacity and infrastructure that exists at KPU to solve their innovation and entrepreneurship challenges. BC has a large number of startups, small and medium sized organizations that lack the capacity to do this on their own. As a large applied polytechnic institution, KPU would be able to substantially enhance its economic, social, and environmental contributions in its region provided funding supports are in place.

Other jurisdictions such as Alberta, Ontario, and Quebec have recognized the applied nature and impact potential of their teaching-intensive colleges, polytechnics, and universities. Provincial investments have been made to advance applied research, innovation, and entrepreneurship which has attracted substantial private and federal funding, ultimately realizing thriving innovation ecosystems in the regions anchored by these post-secondary institutions.

Likewise, our ability to expand programming to address emerging and **high demand labour market needs** is limited by our capacity. This is especially true for programs with technology or equipment requirements. KPU is developing preliminary proposals for government support (through the 2,000-tech seat program) for front-end development for interactive applications and for cloud security and architecture, and is ambitiously planning new partnerships to offer additional content on cloud skills. With additional funding, we would expand our offerings of shorter credentials (below the baccalaureate level) in the highest demand fields identified by the 2022 BC Labour Market Outlook. KPU has existing expertise on which we can build in digital design for industry and the entertainment arts, and could expand our credential offerings to add both related programming (in areas such as cutting-edge film and TV production) and

shorter credentials in existing program areas (such as digital design). We are also developing a proposal for operations and supply chain management at the graduate level.

We recognize the value of **work-integrated learning** in preparing graduates to be job ready, but we have limited capacity for a sustained effort at growing Co-op and other work integrated learning opportunities for KPU students with organizations in our region. These limitations include physical space to deliver such programs as well as the ability to hire faculty to carry on these objectives year over year.

KPU has a plan to boldly expand its commitment to its open-access values with a **new pathway** to KPU— *KPU360*, provided that funding is available. With an expedited, cost-effective prior learning recognition system, *KPU360* will increase its ability to take adult learners through a smooth online or in-person admission process and get them working on completing credentials faster than it ever has. *KPU360* will feature simplified student support with personalized contact, expanded access to zero-cost textbooks, and easy access to reskilling and upskilling after graduation.

To ensure their success, many KPU students need ongoing **language support** even once they have met the university's English proficiency entry requirement. We have started to provide more support through innovations such as embedding language consultants in undergraduate Faculties, but more could be done in this regard if we had the resources.

KPU recognizes that underrepresented and marginalized student populations have higher rates of **mental health** need. In particular, Indigenous, LGBTQ2S+, international students, former youth in care, and students with accessibility needs are at risk for higher rates of depression, anxiety and self-harm; and some are more likely to have experienced poverty, mental health and substance abuse challenges. Accessibility Services are supporting an increasing number of students with declared mental health related learning access needs. As a proportion of their caseloads, both Counselling and Accessibility Services have indicated an increase in students who self-identify as neurodiverse. KPU has effectively targeted resources to student-facing counselling and mental health supports – 24/7 access to mental health and counselling support and the availability of same-day counselling intake, in particular – but demand for these supports continues to grow in number and complexity.

Access to stable and affordable **student housing** would help reduce financial pressures on our students. Student housing connected to KPU would also provide an opportunity to better support the development, success, and safety of those students with additional services. Student housing also provides twin benefits of enhancing campus life in addition to reducing pressure on the local housing market.

One of our challenges is providing **access to courses** in a timely fashion; each semester we experience waitlists in high demand courses. The impact on students is that they may take longer to complete their program, and it also results in lower FTEs. Addressing waitlists has been a priority, but our faculty workload, inability to secure adequate ongoing funding to hire enough faculty, and salary structure makes faculty recruitment a challenge.

For a variety of reasons, the majority of KPU students don't take a full course load. They may study full-time, but with just the minimum number of courses needed for full-time, so they can focus on their studies, or because they need time to work, or both. This means we need more than two students, on average, to generate one FTE. All students need support, so headcount is a more accurate reflection of the demand for advising, counselling and other student support services.

Implementing the recommendations of the Indigenous Pathways plan, the EDID Action Plan and the TFA Report, as well as the changes required to reduce our carbon emissions to zero will all require funding.

We believe we've grown our international revenues as far as they should go. International students are an important source of talent for the future workforce, but we need to ensure a balance between domestic and international students so that domestic students benefit from a global experience, while ensuring international students have sufficient exposure to the Canadian experience. International revenues can't continue to grow if we are to maintain this balance.

We are also constrained by the compensation plans prepared by the Post-secondary Employers Association (PSEA). PSEA's plans limit the salaries we can offer to excluded employees, with the result that we are often not competitive even with other post-secondary employers outside of our PSEA group, and even more so when we need to compete with the private sector. Pay grids for our unionized staff are limited at levels that are not competitive. Without government support to review and adjust pay grids we are not able to attract and retain employees in key positions.

5. *What are the most significant contributions your institution makes in collaboration with other parts of BC's PSE system?*

KPU collaborates with most PSE institutions in in the Metro Vancouver area, including University of British Columbia (UBC) and Simon Fraser University (SFU), from individual projects to multi-year research programs. Institutions collaborate on funding applications (for example, to Canada Foundation for Innovation), refer industry and community partners to one another, and tackle large or complex projects that are beyond the capacity of a single institution. Faculty members often hold joint appointments or adjunct appointments at other institutions which foster collaborations.

Institutions also collaborate on program development. KPU's new Graduate Certificate in Sustainable Food Systems and Security is an example that engaged Royal Roads University to realize a 18-credit certificate with interdisciplinary curriculum comprising two parts: the first part being a comprehensive interdisciplinary examination of contemporary food systems and food security from environmental, social and economic perspectives, elucidating the multi-faceted and deep challenges to humanity and the biosphere; the second part seeks to envision and facilitate a better food system future.

> **KPU Applied Genomics Centre partnered with Thomson Rivers University and Buck Lake Ranch** to develop a new composite beef breed capable of dealing with climatic extremes by using genetically guided breeding and in-vitro fertilization between traditional angus beef and a heat-tolerant tropical breed. The composite beef breed developed will provide both the Canadian and global market with a high-quality beef, while improving cattle industry resilience and sustainability of the national beef herd, in the face of unprecedented climate change.

As a member of the **Carnegie Community Engagement** Canadian Pilot Cohort, KPU has had the opportunity to work more closely with UBC and SFU. We continue to see the ways in which collaboration across some partnerships could easily take place. In some cases, doing so could further elements of mutual and reciprocal exchange. KPU continues to meet monthly with all of the post-secondary institutions in the Carnegie Community Engagement Canadian Pilot Cohort.

One result of the pilot was KPU joining SFU's **Community Scholars** program. KPU's Carnegie Founding Members asked if there was a way to expand SFU's Community Scholars program and this led to KPU becoming a Bronze Level sponsor of the program. The program includes partnerships with Vancouver Island University, the University of Northern British Columbia, Kwantlen Polytechnic University, and the University of British Columbia. The Community Scholars program provides staff of charitable and non-profit organizations in British Columbia with access to the latest research and knowledge in their fields.

KPU has diverse initiatives that support program areas and lead the development of innovative **global education** initiatives. These include the creation, adaptation, and adoption of open educational resources, KPU's Zero Textbook Cost programs, and a range of innovative open pedagogies. KPU is a proud member of the Open Education Network, International Council for Open and Distance Education, Open Education Global, OER universitas, Centre for Open Education Practice, and Creative Commons Global Network.

KPU also collaborates with **school districts** for dual credit opportunities, whereby students can take a course at KPU and receive both high school and university credit while they are still in high school. This spring, KPU hosted a meeting with the school district Superintendents and this group is one of KPU's Carnegie Founding Members. KPU has dual-credit partnerships with the Surrey and Richmond school districts.

> In partnership with Squamish First Nation, KPU provides a number of programs at their North Vancouver Squamish Nation Training and Trades Centre, including carpentry level one and two, and residential building maintenance worker.

KPU is in discussions with another post-secondary institution to jointly deliver an **early childcare and education** program on a KPU campus. This would include an on-campus child care centre, for use by both KPU students and employees, as well as members of the community.

KPU actively consults with other institutions in support implementing the Provincial **Sexual Violence and Misconduct** legislation including bystander awareness training and institutional reporting.

KPU is an active member of BC's **Campus Navigator Community of Practice** supporting Former Youth in Care studying at the post-secondary level. Institution representatives directly involved in programming and services supporting Former Youth in Care meet monthly to collaborate on practices and strategy for promoting PSE access and success for Former Youth in Care.

In addition, KPU is an active participant in the BC transfer credit system and collaborates on various system initiatives, such as EducationPlannerBC, BCcampus, and BCNET, as well as participating in networks for libraries, registrar, international, student services, and IT.

We are also engaged in system-wide collaborations through the British Columbia Association of Institutes and Universities Research Leaders Group, Research Ethics BC (especially on harmonized research ethics), and the BC Applied Research and Innovation Network.

6. *What stands in the way of you collaborating more with the rest of BC's PSE system?*

Post-secondary funding models and accountability requirements reinforce independence. Each institution develops their own unique vision that serves to differentiate the institution and is inherently unlikely to provide opportunity for collaboration.

The disparate **funding models** impede greater collaboration with the rest of BC's PSE system. For example, faculty members at KPU have an eight-section annual teaching workload which leaves little time for meaningful, ongoing research collaboration with other institutions. Institutional expertise and capacity to broker and administer large-scale research and innovation collaborations is also limited.

Funding constraints in conjunction with the requirement for budgetary surpluses discourage collaboration as the scope, timeline, and budget are then less controllable. The exploration of opportunities for collaboration entail upfront costs irrespective of whether an opportunity is found or the decision is made to collaborate. In addition, ongoing costs to fund the collaboration would be incurred.

7. What are the key economic, demographic, social and technological trends that will unfold over the next 30 years that will impact British Columbia's PSE system?

KPU's strategic plan, *Vision 2023*, was written and approved in 2018 and was prescient in suggesting that the key trends that society (and thus BC's PSE system) would need to address include:

- digital transformation that is changing the nature of work and ways of life;

- demands for action around social injustice;

- environmental impacts such as global climate change; and

- decolonization of institutions and full inclusion of Indigenous peoples is a priority.

In 2022, all these trends continue to be relevant, and have in some cases been amplified as a result of the global pandemic.

In addition, other trends that will impact the BC PSE system include the increasing need for innovation to address issues such as the ongoing climate emergency, the affordability challenges that British Columbians are facing, the growing skills shortages and need for increased immigration to provide the talent pool for the future.

8. How do you think the PSE system needs to evolve in response to those trends?

To effectively adapt to the evolving economic, demographic, social and technological trends that will continue to unfold into the future, the PSE system needs to address the following:

Tie funding to institutional mandates. On the assumption that a rational, fair and transparent multi-year funding formula can be devised, each institution should negotiate with AEST what contributions it will make to address these trends, and to report annually on its progress. BC already has a robust and useful Accountability Plan and Report cycle which can be adapted to serve this need.

Enhance EducationPlannerBC. More could be done to aggregate and integrate what PSIs collectively do in key areas, and to provide a portal for learners and others that includes offerings with more refined search parameters such as short term, competency-based reskilling and upskilling opportunities.

Expand Open Learning. AEST can encourage more open education in PSIs to increase access and success, and reduce costs to students, including, for instance, better use of recognition for prior learning, e-portfolios, and free, open textbooks.

Decide on what is meant by PSE system. What needs to work as a cohesive system? Where is institutional autonomy desirable to ensure innovation in programming and choice for students?

Ensure quality and accountability without unnecessary constraints provided by PSEA.

9. How does your institution need to evolve in response to those trends?

As stated in KPU's VISION 2023, as *a polytechnic university, KPU has the unique opportunity to evolve in a way that anticipates the future by:*

- reflecting and serving our diverse, dynamic and growing region by providing a wide range of offerings, services and activities;

- defining, developing and teaching the essential new competencies needed by our graduates, encompassing both technical and human literacies, creativity, adaptability, and social awareness;

- ensuring that our graduates are prepared for a life time of learning and re-learning, and providing them with opportunities to adapt to their changing needs; and

- fostering innovative teaching and learning and relevant research and scholarship.

KPU's progress reports on addressing the goals of VISION 2023 can be found here.

As already mentioned, our current priorities include developing micro-credentials and other short credentials for upskilling and reskilling, as well as expanding the use of prior learning, to create an agile talent pipeline that transitions into the workforce to support BC's economic health and sustainability.

10. Considering the above, what modifications to the funding formula would you recommend?

Funding Formula

The funding formula needs to be equitable and reflect the **size, type and mandate** of the institution, the types of students served and their needs, as well as the factors that drive the cost of program delivery, such as specialized technology equipment, class size constraints of the collective agreement and the number of campuses. The formula needs to ensure that institutions have adequate levels of administration to be able to provide effective leadership, planning and support in order to address changing priorities and needs. The formula should be **transparent** so the basis of the funding is clear, and changes in funding for new programs are consistent with the formula.

Funding needs to keep pace with **inflation** and with **salary increases**, including those of administration, to ensure effective recruitment and retention. Government mandated priorities need to be appropriately funded; the expectation on institutions to make up the difference through revenue generation creates inequities, as institutions differ in their ability to generate revenue. Furthermore, a focus on revenue generation may conflict with our mandate as an open access institution.

The funding formula also needs to consider the full **context** of an institution's operations. For example, KPU delivers trades and apprenticeship training that is only partially funded by the Industry Training Authority (ITA). Of the $7.6M in operating costs in FY22, the ITA covered $3.2M, student fees covered $1.8M, and the remaining $2.5M was covered by KPU's operating grant, which ultimately decreased funds available to be used towards base expenditures.

As Figure 1 indicates, KPU's operating grant comprised 34% of operating revenues for 2021/22, compared to 40% in 2016/17. Operating revenues have grown by increasing **international tuition revenue**, but growth in this source of revenue is **unsustainable**, as mentioned earlier. In addition, international revenues are volatile and unreliable as a basis for addressing ongoing initiatives.

Figure 2 illustrates some of the apparent inequities, which shows the notional operating grants for FY23, together with the average grant per FTE target, for the six largest institutions in BC, as well as the other teaching universities that are comparable to KPU. We recognize that FTEs are not the only cost driver. Many other factors drive costs, such the program mix, where the cost to deliver programs can vary a lot. KPU and TRU have a comparable program mix, and while KPU has a higher FTE target, it receives less grant per FTE than does TRU. KPU also receives less funding per FTE than does the University of the Fraser Valley (UFV) or Vancouver Island University (VIU). Only Capilano receives less funding per FTE target.

Figure 1: KPU's Provincial Operating Grant in Relation to Total Revenues (in $'000s)
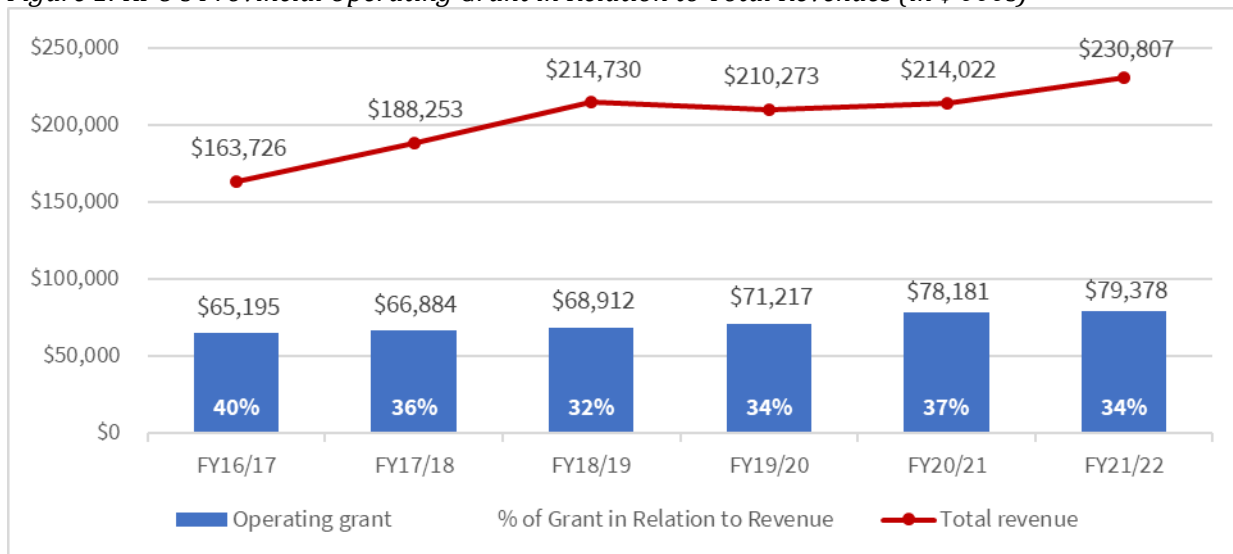
Figure 2: FY23 Operating Grant and Grant per FTE Target of Six Largest BC PSIs and Other Teaching Universities[1]
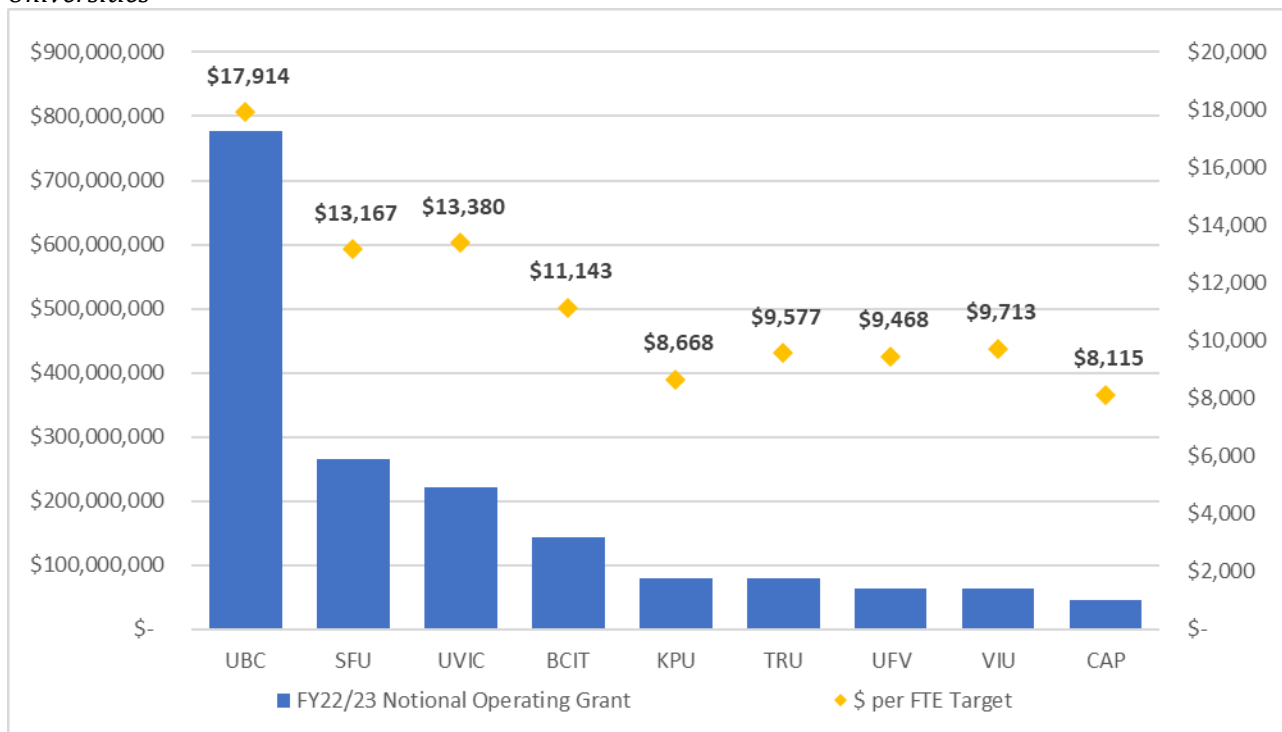
One source of inequity is **faculty workload**. Our ability to hire faculty is hindered by government restrictions related to workload adjustments in the bargaining process. KPU's eight-section annual teaching workload is higher than most other teaching universities, yet KPU faculty receive comparable compensation rates. This restricts the ability for KPU faculty to engage in research and scholarly activity,

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[1] Emily Carr University of Art and Design is excluded because of its different mandate.

both of which enrich the student experience, at the same level as their teaching university peers. Reducing the workload would allow more time for developing new programming, and for research and innovation, and improving our ability to recruit and retain faculty.

Another factor that limits our capacity is the requirement to have a balanced budget each year and the inability to use past surpluses for operations without special approval. Since we are so dependent on tuition revenue we need to budget for contingencies (e.g. reduction in international tuition, increase in expenses). This means advancing our strategic priorities happen more slowly, over multiple years, even though we have the reserves to fund them. Having multi-year operating grants and the ability to run deficits in the short term while balancing over a longer period (perhaps three years as in the K to 12 system) would permit the university to spend reserves on operating expenses, and would help institutions to be more flexible and responsive to change.

Funding for Research and Innovation

KPU does not receive sustained provincial funding for their research and innovation which impedes both the student experience and the positive impact we could have had on our communities. Seed provincial investment also attracts investments from other levels of government and the private sector since federal research funding must be matched by other levels of government. This issue affects all teaching intensive universities in BC. Consequently, this under-investment has meant that BC's share of federal research and innovation funding (e.g. from Natural Sciences and Engineering Research Council (NSERC) and Mitacs)[2] for these institutions is also lower relative to its share of population. The Conference Board of Canada's 2021 Innovation Report Card grades BC as a D on innovation.

Other provinces that have invested in innovation have reaped benefits for years and decades. Ontario and Quebec (since the 1980s) colleges and polytechnics have seen sustained ongoing provincial funding for applied research; they have built capacity and attracted bigger investments as a result.

We have evidence that applied research and innovation experiences—and more broadly, work-integrated learning experiences—contribute to superior satisfaction and employability among graduates. Our educators are able to stay current with rapid changes in their disciplines, and our partners benefit from the knowledge, intellectual property, and access to highly and relevantly trained graduates. We have heard frequently from business, Indigenous partners, and community organizations about the need for research and development, and innovation capacity that is applied and accessible in their very communities.

We call for a long-term evidence-informed investment into applied research and innovation at teaching academic institutions which will provide many rich experiential opportunities for students, while helping businesses and industry to innovate and expand, thereby creating new jobs in our communities. This investment could be initiated through a ring-fenced pilot funding program where pilot funding is made available to only public teaching universities and colleges. The funding would require alignment with BC's priorities and aspirations for job creation, economic recovery, sustainability, and innovation. The pilot would allow institutions to demonstrate and provide evidence of their impact in applied research and innovation. This is similar to the pilot College Community Innovation program conducted by NSERC several years ago.

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[2] Mitacs supports collaborative projects between the academic community and industry.

SENATE STANDING COMMITTEE ON ACADEMIC PLANNING AND PRIORITIES
Agenda Item: *7.1*
Meeting Date: *September 23, 2022*
Presenter: Zena Mitchell

Agenda Item	Academic Schedules: 2023/24, 2024/25 and 2025/26

Action Requested	Motion

Recommended Resolution	**THAT the Senate Standing Committee on Academic Planning and Priorities confirm that the submitted Academic Schedules are compliant with Policy AR17:** *Academic Schedule and Course Timetables* **and recommend to Senate for approval.**

Senate Standing Committee Report	For Senate Office Use Only

University Act

Sec 35.2 (6) states:
"The senate of a special purpose, teaching university must advise the board, and the board must seek advice from the senate, on the development of educational policy for the following matters:

(h) the setting of the academic schedule."

Context & Background

Policy AR 17: *Academic Schedule and Course Timetables*

The Academic Schedule and Course Timetables Procedures state,
"The Academic Schedule will be presented each September to the Senate Standing Committee on Academic Planning and Priorities and subsequently reported to Senate and the Board of Governors."

The following guidelines are used when establishing the Academic Schedule to ensure adherence to Policy AR 17:
- The number of instructional days of the week are maximized at 13.
- A non-instructional day is included in the first week of January for the Spring term's new student orientation.

- Withdrawal dates for each semester have been set as the last day of the instructional cycle as an ongoing measure of student support as the pandemic continues.
- Each final exam/assessment period has been set at 8 days.
- The reading break in each Spring term has been aligned with Family Day so two consecutive instructional Mondays are not lost.

Key Messages	1. Approving Academic Schedules three years out allows for better institutional planning, and allows us to leverage a wider variety of integrated systems, such as Courseleaf, in order to better support planning activities within the academic schedule. 2. National Day for Truth and Reconciliation September 30, 2021 resulted in a KPU closure and was deemed as an interim measure while the Province consults with Indigenous partners and the business and labour communities to determine the most appropriate way to commemorate this day going forward. As that process continues to unfold, the Province advised public sector employers, that the same process should be followed for 2022. At this time we do not have information beyond 2022, therefore September 30 has not been noted as a KPU closure in this submission. When updated information becomes available, the Academic Schedules will be updated as required.
Attachments	1. 2023/24, 2024/25, 2025/26 Academic Year Schedules 2. AR17: *Academic Schedule and Course Timetable Policy* 3. AR17: *Academic Schedule and Course Timetable Procedures* 4. AC4: *Student Evaluation and Grading Policy* 5. AC4: *Student Evaluation and Grading Procedures*
Submitted by	*Zena Mitchell, Associate Vice President, Enrolment Services* *Registrar and Secretary of Senate*
Date submitted	*September 9, 2022*

KPU HOLIDAYS/CLOSURES

Labour Day	Mon, Sep 04, 2023	**Good Friday**	Fri, Mar 29, 2024
Thanksgiving	Mon, Oct 9, 2023	**Easter Monday**	Mon, Apr 1, 2024
Remembrance Day **Remembrance Day (observed)**	Sat, Nov 11, 2023 Mon, Nov 13, 2023	**Victoria Day**	Mon, May 20, 2024
Holiday Closure	Dec 24, 2023 –Jan 2, 2024	**Canada Day**	Mon, Jul 01, 2024
Family Day	Mon, Feb 19, 2024	**BC Day**	Mon, Aug 05, 2024

SUMMARY

Term	Duration *(first day of classes until final grade submission deadline)*
Fall 2023	Sep 05 – Dec 19, 2023
Spring 2024	Jan 04 – Apr 24, 2024
Summer 2024	May 06 – Aug 20, 2024

FULL TERM DATES

Term	Fall	Spring	Summer
Instructional Period			
First day of classes	Tue, Sep 05, 2023	Thu, Jan 04, 2024	Mon, May 06, 2024
Reading break		Mon, Feb 19-Sat, Feb 25, 2024	
Last day to withdraw	Mon, Dec 04, 2023	Wed, Apr 10, 2024	Mon, Aug 03, 2024
Last day of classes	Mon, Dec 04, 2023	Wed, Apr 10, 2024	Mon, Aug 03, 2024
Exam Period			
Final exams start	Wed, Dec 06, 2023	Fri, Apr 12, 2024	Wed, Aug 7, 2024
Final exams end	Thu, Dec 14, 2023	Sat, Apr 20, 2024	Thu, Aug 15, 2024
Grade Submission Deadline	Tue, Dec 19, 2023	Wed, Apr 24, 2024	Tue, Aug 20, 2024

Days of instruction (holidays /closures removed):

Term	Fall	Spring	Summer
Mondays	11	12	11
Tuesdays	13	13	13
Wednesdays	13	12	13
Thursdays	13	13	13
Fridays	13	12	13
Saturdays	12	13	13
TOTAL	**76**	**75**	**76**
Exam days	8	8	8

Session One	Fall	Spring	Summer
Instructional Period			
First day of classes	Tue, Sep 05, 2023	Thu, Jan 04, 2024	Mon, May 06, 2024
Last day to withdraw	Mon, Oct 16, 2023	Mon, Feb 12, 2024	Mon, Jun 17, 2024
Last day of classes	Mon, Oct 16, 2023	Mon, Feb 12, 2024	Mon, Jun 17, 2024
Exam Period			
Final exams start	Wed, Oct 18, 2023	Wed, Feb 14, 2024	Wed, Jun 19, 2024
Final exams end	Fri, Oct 2, 2023	Fri, Feb 16, 2024	Fri, Jun 21, 2024

Session Two	Fall	Spring	Summer
Instructional Days			
First day of classes	Mon, Oct 30, 2023	Mon, Feb 26, 2024	Mon, Jul 02, 2024
Last day to withdraw	Sat, Dec 9, 2023	Mon, Apr 8, 2024	Mon, Aug 12, 2024
Last day of classes	Sat, Dec 9, 2023	Mon, Apr 8, 2024	Mon, Aug 12, 2024
Exam Period			
Final exams start	Tue, Dec 12, 2023	Tue, Apr 10, 2024	Wed, Aug 14, 2024
Final exams end	Thu, Dec 14, 2023	Thu, Apr 12, 2024	Fri, Aug 16, 2024

Days of instruction:

Term	Fall		Spring		Summer	
Session	**One**	**Two**	**One**	**Two**	**One**	**Two**
Mondays	5	5	6	6	6	5
Tuesday	6	6	5	6	6	6
Wednesdays	6	6	5	6	6	6
Thursdays	6	6	6	6	6	6
Fridays	6	6	6	5	6	6
Saturdays	6	5	6	6	6	6
TOTAL	**35**	**34**	**34**	**35**	**36**	**35**
Exam Days	3	3	3	3	3	3

KPU HOLIDAYS/CLOSURES

Labour Day	Mon, Sep 02, 2024	**Good Friday**	Fri, Apr 11, 2025
Thanksgiving	Mon, Oct 14, 2024	**Easter Monday**	Mon, Apr 14, 2025
Remembrance Day	Mon, Nov 11, 2024	**Victoria Day**	Mon, May 19, 2025
Holiday Closure	Dec 23, 2024 – Jan 1, 2025	**Canada Day**	Tue, Jul 01, 2025
Family Day	Mon, Feb 17, 2025	**BC Day**	Mon, Aug 04, 2025

SUMMARY

Term	Duration (*first day of classes until final grade submission deadline*)
Fall 2024	Sep 03 – Dec 17, 2024
Spring 2025	Jan 03 – Apr 28, 2025
Summer 2025	May 08 – Aug 20, 2025

FULL TERM DATES

Term	Fall	Spring	Summer
Instructional Period			
First day of classes	Tue, Sep 03, 2024	Fri, Jan 03, 2025	Thu, May 08, 2025
Reading break		Mon, Feb 17 – Sat, Feb 22, 2025	
Last day to withdraw	Mon, Dec 02, 2024	Thu, Apr 10, 2025	Wed, Aug 06, 2025
Last day of classes	Mon, Dec 02, 2024	Thu, Apr 10, 2025	Wed, Aug 06, 2025
Exam Period			
Final exams start	Wed, Dec 04, 2024	Tue, Apr 15, 2025	Fri, Aug 08, 2025
Final exams end	Thu, Dec 12, 2024	Wed, Apr 23, 2025	Sat, Aug 16, 2025
Grade Submission Deadline	Tue, Dec 17, 2024	Mon, Apr 28, 2025	Wed, Aug 20, 2025

Days of instruction (holidays /closures removed):

Term	Fall	Spring	Summer
Mondays	11	13	11
Tuesdays	13	13	12
Wednesdays	13	13	13
Thursdays	13	13	13
Fridays	13	13	13
Saturdays	13	13	13
TOTAL	**76**	**78**	**75**
Exam days	8	8	8

INTERSESSION DATES

Session One	Fall	Spring	Summer
Instructional Period			
First day of classes	Tue, Sep 03, 2024	Fri, Jan 03, 2025	Thu, May 08, 2025
Last day to withdraw	Sat, Oct 12, 2024	Thu, Feb 13, 2025	Wed, Jun 18, 2025
Last day of classes	Sat, Oct 12, 2024	Thu, Feb 13, 2025	Wed, Jun 18, 2025
Exam Period			
Final exams start	Wed, Oct 16, 2024	Mon, Feb 24, 2025	Fri, Jun 20, 2025
Final exams end	Fri, Oct 18, 2024	Wed, Feb 26, 2025	Mon, Jun 23, 2025

Session Two	Fall	Spring	Summer
Instructional Days			
First day of classes	Mon, Oct 28, 2024	Mon, Mar 10, 2025	Mon, Jun 30, 2025
Last day to withdraw	Mon, Dec 09, 2024	Mon, Apr 21, 2025	Mon, Aug 11, 2025
Last day of classes	Mon, Dec 09, 2024	Mon, Apr 21, 2025	Mon, Aug 11, 2025
Exam Period			
Final exams start	Wed, Dec 11, 2024	Wed, Apr 23, 2025	Wed, Aug 13, 2025
Final exams end	Fri, Dec 13, 2024	Fri, Apr 25, 2025	Fri, Aug 15, 2025

Days of instruction:

Term	Fall		Spring		Summer	
Session	**One**	**Two**	**One**	**Two**	**One**	**Two**
Mondays	5	6	6	6	5	6
Tuesday	6	6	6	6	6	5
Wednesdays	6	6	6	6	6	6
Thursdays	6	6	6	6	6	6
Fridays	6	6	6	5	6	6
Saturdays	6	6	6	6	6	6
TOTAL	**35**	**36**	**36**	**35**	**35**	**35**
Exam Days	3	3	3	3	3	3

KPU HOLIDAYS/CLOSURES

Labour Day	Mon, Sep 01, 2025	**Good Friday**	Fri, Apr 3, 2026
Thanksgiving	Mon, Oct 13, 2025	**Easter Monday**	Mon, Apr 6, 2026
Remembrance Day	Tue, Nov 11, 2025	**Victoria Day**	Mon, May 18, 2026
Holiday Closure (subject to approval)	Dec 24, 2025 – Jan 1, 2026	**Canada Day**	Wed, Jul 01, 2026
Family Day	Mon, Feb 16, 2026	**BC Day**	Mon, Aug 03, 2026

SUMMARY

Term	Duration *(first day of classes until final grade submission deadline)*
Fall 2025	Sep 02 – Dec 16, 2025
Spring 2026	Jan 05 – Apr 28, 2026
Summer 2026	May 11 – Aug 25, 2026

FULL TERM DATES

Term	Fall	Spring	Summer
Instructional Period			
First day of classes	Tue, Sep 02, 2025	Mon, Jan 05, 2026	Mon, May 11, 2026
Reading break		Mon, Feb 16-Sat, Feb 21, 2026	
Last day to withdraw	Mon, Dec 01, 2025	Mon, Apr 13, 2026	Mon, Aug 10, 2026
Last day of classes	Mon, Dec 01, 2025	Mon, Apr 13, 2026	Mon, Aug 10, 2026
Exam Period			
Final exams start	Wed, Dec 03, 2025	Wed, Apr 15, 2026	Wed, Aug 12, 2026
Final exams end	Thu, Dec 11, 2025	Thu, Apr 23, 2026	Thu, Aug 20, 2026
Grade Submission Deadline	Tue, Dec 16, 2025	Tue, Apr 28, 2026	Tue, Aug 25, 2026

Days of instruction (holidays /closures removed):

Term	Fall	Spring	Summer
Mondays	12	13	12
Tuesdays	12	13	13
Wednesdays	13	13	12
Thursdays	13	13	13
Fridays	13	12	13
Saturdays	13	13	13
TOTAL	**76**	**77**	**76**
Exam days	8	8	8

INTERSESSION DATES

Session One	Fall	Spring	Summer
Instructional Period			
First day of classes	Tue, Sep 02, 2025	Mon, Jan 05, 2026	Mon, May 11, 2026
Last day to withdraw	Sat, Oct 11, 2025	Sat, Feb 14, 2026	Mon, Jun 22, 2026
Last day of classes	Sat, Oct 11, 2025	Sat, Feb 14, 2026	Mon, Jun 22, 2026
Exam Period			
Final exams start	Wed, Oct 15, 2025	Mon, Feb 23, 2026	Wed, Jun 24, 2026
Final exams end	Fri, Oct 17, 2025	Wed, Feb 25 2026	Fri, Jun 26 2026

Session Two	Fall	Spring	Summer
Instructional Days			
First day of classes	Mon, Oct 27, 2025	Mon, Mar 09, 2026	Mon, Jul 06, 2026
Last day to withdraw	Sat, Dec 06, 2025	Mon, Apr 20, 2026	Mon, Aug 17, 2026
Last day of classes	Sat, Dec 06, 2025	Mon, Apr 20, 2026	Mon, Aug 17, 2026
Exam Period			
Final exams start	Tue, Dec 09, 2025	Wed, Apr 22, 2026	Wed, Aug 19, 2026
Final exams end	Thu, Dec 11, 2025	Fri, Apr 24, 2026	Fri, Aug 21, 2026

Days of instruction:

Term	Fall		Spring		Summer	
Session	**One**	**Two**	**One**	**Two**	**One**	**Two**
Mondays	5	6	6	6	6	6
Tuesday	6	5	6	6	6	6
Wednesdays	6	6	6	6	6	6
Thursdays	6	6	6	6	6	6
Fridays	6	6	6	5	6	6
Saturdays	6	6	6	6	6	6
TOTAL	**35**	**35**	**36**	**35**	**36**	**36**
Exam Days	3	3	3	3	3	3

SENATE STANDING COMMITTEE ON ACADEMIC PLANNING AND PRIORITIES

Agenda Item: *8*
Meeting Date: *September 23, 2022*
Presenter(s): *Leeann Waddington*

Associate Vice President, Teaching and Learning, pro tem:

Report to The Senate Standing Committee on Academic Planning & Priorities

September 23, 2022 (for the period of May 21 – September 8, 2022)

TEACHING & LEARNING

- The Office embarked on its **strategic planning process** earlier this year, starting with a listening tour across 24 academic departments and the Faculty of Trades and Technology Faculty Council, in conjunction with four successful sessions in which we brainstormed operational areas that fell within our draft strategic goals. This fall, we continue this process and will be working to finalize a draft plan.

- On May 30, the Senate Standing Committee on Curriculum approved the definitions and categories for **course delivery models** (page 5), along with the related guidance for course planning and scheduling. The course delivery models will be implemented for the Fall 2022 semester.

- Planning is underway for a university-wide Teaching & Learning event, ***Appreciating Teaching Excellence*** (October 13-14, 2022). This will be a series of mini-events, including a faculty social, a partner showcase, and a T&L innovation PechaKucha series that highlights the accomplishments of all our grant recipients (Teaching & Learning Innovation Fund, Open Educational Resources Grant, United Nations Sustainable Development Goal Fellowship).

- The **Quality Enhancement Working Group of the BC Digital Learning Advisory Committee** has finalized its guidelines with the Ministry of Advanced Education and Skills Training. The Technology and Finance subcommittee, which Dr. Leeann Waddington sits on, has also wrapped up and is working on finalizing their recommendations.

- The **Digital Badge Committee (DBC)** has a mandate to review and approve KPU Digital Badges. Recently approved proposals include new digital badges for PLAR assessor training, study abroad programs, and safety training in the Wilson School of Design. The committee has reviewed and approved 16 proposals since February 2022, including the *Professional Program in Open Education* and *Ready, Set, Job Search! A guide to finding work in your field*.

- **Heather Clark** (Wilson School of Design) has completed the development of **PLAR Assessor Training Materials** as part of a Ministry-funded project to pilot strategies to better serve working adults and

lifelong learners. More information on how to access this new training opportunity will be shared with faculty and instructional staff.

- **Alana Abramson** (Faculty of Arts) continues her work on a project related to restorative justice and academic integrity, with plans for a self-paced module, educational video, and policy recommendations, among other deliverables expected soon.

- Our TL Events site boasts a new look and improved functioning for faculty to register for our workshops and training resources.

- On June 7 to 10, Dr. Leeann Waddington attended the annual conference for the Society for Teaching & Learning in Higher Education, and presented on Teaching and Learning's Foundations of Teaching Excellence program, as well as her doctoral research on supporting faculty adoption of technology and online learning.

- The Commons has published a new issue of our **bimonthly newsletter**. This issue highlights our community-building efforts across the institution, the upcoming Appreciating Teaching Excellence event series, an update on learning technologies, and our work with ePortfolio advancement.

TRAINING & SUPPORT

- We have launched a **New Faculty Orientation to Teaching & Learning** site on Moodle. This site orients new faculty members to good pedagogical practice in course design and supporting student success, familiarizes them with key policies required for teaching and assessments, introduces faculty to the KPU technologies ecosystem, as well as the supports available from the Teaching & Learning Commons. This site also provides key professional development opportunities.

- All five modules in the **Foundations in Teaching Excellence program** have been migrated to our new TL Events webpage and are available for registration. These include: Learning Technologies, Learning Design, Learning Assessment, Inclusive Teaching, and Reflective Practice. Each domain includes modules that provide an overview of important concepts and frameworks for that aspect of teaching practice. Each domain will take 4-6 hours for completion, and some may include optional synchronous or facilitated experiences.
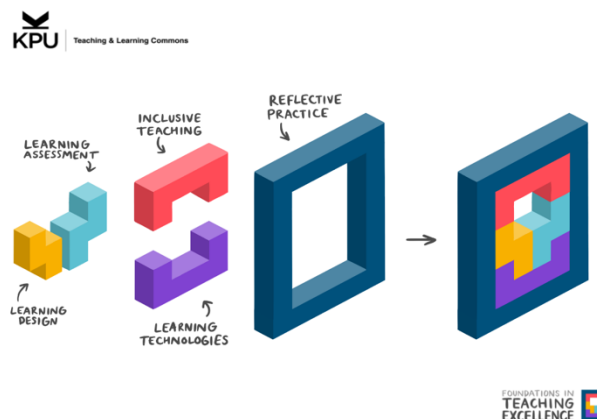
- **Fir 136 has been upgraded to support classroom lecture capture functionality**. We are seeking faculty who wish to pilot this new equipment during the fall semester and provide feedback about their experience at the end of the semester. Training will be provided in September to selected participants, based on first-come-first-serve and room availability. We will ensure diverse faculty representation in the pilot.

- We have assembled a **new TV video demonstration unit** in Surrey that projects faculty skill demonstration for easy viewing in class, and records it for later study material. We are currently working with IT and the library to finalize the loan process for the cart. We have prepared a demonstration video and a tutorial on how to use the unit.

- Funding has been secured to build a **lightboard recording studio**. Space has been allocated in Langley to create the studio, which we aim to complete in early 2023.

- Our **current recording studio** is open for booking for KPU faculty members to support online delivery. For more information (including a pre-visit orientation video), please visit here.

UPCOMING WORKSHOPS

We are offering the following synchronous and asynchronous workshops this semester:

> **Synchronous**
> Camtasia | Session 1 (August 24), Session 2 (September 28)
> Intro to ePortfolios | Series 1 (August 22, 23, 24), Series 2 (September 23, 30, October 7)
> Instructional Skills Workshop | November 2022
> Copyright Awareness for Teaching | TBA
> Moodle Course Drop-Ins | TBA
> Applying to OER Grants | TBA
> Introduction to Pressbooks | TBA
>
> **Asynchronous**
> Foundations in Teaching Excellence
> - Learning Technologies
> - Learning Assessment
> - Learning Design
> - Inclusive Teaching
> - Reflective Practice
> Intro to Open Education
> Moodle Gradebook Fundamentals
> Maximizing Gradebook Functions
> Moodle Quizzes – Basic
> Moodle Quizzes – Advanced
> BBB Basics
> BBB Advanced

Building Interactive Content with H5P
Kaltura Series
ePortfolios Explained
Getting Started with PebblePad
Introduction to ATLAS
Getting Unstuck: Helping Students Move Beyond Learning Bottlenecks

LEARNING TECHNOLOGIES

- The Learn-Tech team resolved **2040 support tickets** during this reporting period.

- Our **Moodle restructure** from a single server to separate installations based on purpose is now complete. Our original server (courses.kpu.ca) will be decommissioned later in the fall semester. Any faculty members who wish to retrieve course backups from September 2021 through Summer 2022 must do so by the end of September. We now have the following Moodle instances:
    - Courses.moodle.kpu.ca for semester-based and credit-bearing offerings.
    - Trades.moodle.kpu.ca for Trades and Technology or non-semester-based offerings.
    - Continue.moodle.kpu.ca for Continuing Professional Studies (CPS) offerings.
    - Community.moodle.kpu.ca for co-curricular and employee training, or internal community offerings.
    - Share.moodle.kpu.ca for projects that involve users outside of the KPU community.

- We have introduced a new feature on the **BigBlueButton Multi-user Whiteboard**. With a click of a button, students will no longer be able to see each other's cursors on the presentation material during the session. Examples of how this feature can be used in teaching material can be seen here.

- We are currently in the midst of procuring **Padlet**. More information to come.

OPEN EDUCATION

- We are offering a record high of **Zero Textbook Cost (ZTC)** courses this fall with **353 courses** in total.

- The **Zero Textbook Cost (ZTC) program** was featured in a DailyHive article highlighting its impact on creating equitable access for education and the new CPS Professional Program in Open Education (PPOE).

- T&L's Open Education Strategist Amanda Grey and Educational Consultant Gillian Sudlow were featured in a KPU article, in which they spoke about the growth of the ZTC program.

- On June 15, Open Education Strategist Amanda Grey provided an update on KPU's Open activities during the past year to the Open Education Cross-Canada Coffee Chat.

- KPU's UN SDG Open Pedagogy Fellows for the 2022-2023 Year are **Christine Thuring** (Horticulture, FSH) and **Christina Shorthouse** (Applied Communications, MSB). Summer sessions for the UN SDG began on June 16.

TEAM UPDATES

- Dr. Rajiv Jhangiani's role as Associate Vice President, Teaching and Learning ended on July 3, 2022. We wish him joy in his next great endeavours as Brock University's new Vice-Provost, Teaching and Learning!

- On July 4, 2022, Dr. Leeann Waddington began in her new role as Associate Vice President, Teaching and Learning, pro tem.

- Dr. Nishan Perera was welcomed into his new role as Director of Learning Technology and Educational Development, pro tem on August 8, 2022.

- Kim Wdowiak successfully transitioned from her role as Administrative Assistant to Administrative Coordinator on June 7, 2022.

- Craig Wright, our new Teaching & Learning Strategist, joined our team on June 28, 2022.

- Anna Rucker joined our team as our new Academic Integrity Strategist on July 27, 2022.

UPCOMING FUNDING OPPORTUNITIES

Teaching & Learning Innovation Fund

The **Teaching & Learning Innovation Fund (TLIF)** is designed to support pedagogical innovation at KPU. Recognizing the diverse array of programs and instructional approaches that are necessary and valued at a polytechnic university, the TLIF takes an inclusive approach by supporting a broad range of projects that advance teaching practices at KPU (**Goal 2 of Academic Plan 2023**). Regular instructors and support staff with instructional responsibilities (e.g., lab instructors, etc.) are eligible to apply to the TLIF. Applications for the TLIF are accepted on an ongoing basis for Fall 2022, and moving to once per semester moving forward. Applications may be submitted with project budgets up to $10,000 and will be adjudicated within two weeks, in order to support the rapid implementation of teaching and learning innovation.

To date, 8 projects have been supported through the TLIF during FY23, with a total of $56,603.73 in allocated funding.

0.6% Faculty Professional Development Fund

Faculty PD Fund applications involving research, conference presentations, teaching and learning enhancements, and tuition support are some areas considered for funding. The next application deadline is **October 1, 2022**.

Open Educational Resource (OER) Grants

The Open Educational Resources (OER) Grant program has launched a new stream of grants offered by the program, with a total of two streams that provide funding and staff support to KPU faculty members interested in creating, adapting, or adopting OER (or engaging in other forms of Open Pedagogy). The two streams are:

» Stream A: OER Grant
» Stream B: Section Release and OER Microgrant

SENATE STANDING COMMITTEE ON ACADEMIC PLANNING AND PRIORITIES
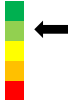
Agenda Item: *9.1*
Meeting Date: *September 23, 2022*
Presenter(s): *Diane Purvey*

Agenda Item	Academic Plan 2019-2023 Status Report
Action Requested	**Information**
Context & Background	The attached Academic Plan progress report is provided to indicate the implementation status of the numerous strategies attached to the nine goals of the Academic Plan 2023.
Key Messages	1. KPU's has successfully implemented a large number of the goals in the Academic Plan. Those strategies that remain to be fully implemented will continue to be worked on. 2. The KPU community has been supportive of the strategies and have, in most cases, move far beyond expectations and the Academic Plan's proposed timelines.
Implications/Risks	The fulfillment of the Academic Plan strategies is essential to the growth and development of structures, systems, programs and academic leadership.
Consultations	This report reflects diverse consultations at the student, staff, faculty and administrative level, with contributions submitted to the report from across the University.
Attachments	Academic Plan Dashboard Report June 2022
Submitted by	*Dr. Diane Purvey*, Provost and Vice President, Academic
Date submitted	*September 12, 2022*
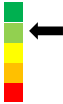
GOAL 1: Enhance Student Success (Lead Dr. Steve Cardwell, Vice President Students)				
	Strategy		**Comments**	**Impact of Goal Strategies**
1.1	Through rigorous curriculum, teaching excellence and dedicated support systems we will prepare learners that: • can think and act independently; • have strong and adaptable digital and technological skills; • are collaborators across different areas of expertise; • are capable of dealing with diverse other learners, companies, clients and agencies; • have a capacity for integrated thinking.		• Strong Curriculum Committees • All 5 attributes are embedded in Arts, Health, Science, SoB, Trades •These attributes can be witnessed in the work of Design-building prototypes, Health-using simulations, service learning, Arts/Criminology-where students work with inmates, Business-students compete to build stronger cybersecurity systems, ACA-working with vulnerable individuals at the Phoenix Centre for Addiction, Trades-deeply embedded in local industry, the Science and Horticulture farm schools and creek remediation projects. •Enhanced new student orientation, partnering with Faculties, and ensuring students understand their rights, responsibilities and the university's policy framework. • Training in sexual violence and misconduct, safety and security and bystander awareness has been added. • Restructured the co-op education program to be better positioned for future growth in co-op placements. • Developed the Healthy University Initiative website https://www.kpu.ca/hui/initiative • Hired first Health Promotion position within Student Services. •Policy AC-10 was passed in sping 2020 and through the establishment of an institutional Credential Framework, the university endeavors to reflect and serve our diverse, dynamic, and growing population by utilizing methods and standards that nurture an ability to research, analyze, synthesize and communicate. Theoretical, technical, social, and personal competencies, core elements of our overall polytechnic university learning approach, are central to our curriculum, ensuring that our graduates are prepared for a lifetime of learning and re-learning, and providing them with opportunities to adapt to their changing needs.	•Student success remains the singular most significant element of our work. Students know the motto "where thought meets action" is applied at KPU. Our collective work embodies the definition of a polytechnic university. The creation of our new One.KPU platform provides more effective access to all university resources for students and employees. We have also continued to enhance the KPU Safe app. •Library: Availability of electronic journals, books and streaming videos makes the collection accessible at all hours and from any internet connection. Reduction in footprint required for storing print journals frees up limited space for other student focused activities.
			June 2021 Update • In addition to supporting University-wide wellness initiatives such as Thrive Month and Bell Let's Talk Day, KPU's Student Health Promotion department launched a Peer Wellness program in January 2021. • With additional support from the Ike Barber Foundation, KPU's Wellness in Action collaboration between Counselling Services and Sport and Recreation extended into its third year in January 2021. • With support from the Office of Planning and accountability, an Academic Standing Dashboard was launched in Summer 2020. The dashboard indicates a significant reduction in the number of KPU students who are NOT in Good Academic Standing across the past 5 academic years. • Work is underway within the Teaching and Learning Commons to develop training for curriculum developers that will enhance awareness of best practices in instructional design. • The Teaching & Learning Commons has designed and developed curriculum orientation at the request of SSCC and in consultation with the Faculties, with implementation planned for Fall 2021. • The Teaching & Learning Commons provides and supports PebblePad use and its integration in curriculum to support student expert learning and ability to articulate what they know and how they know it.	June 2021 Update • Student success remains the singular most significant element of our work. Students know the motto "where thought meets action" is applied at KPU. Our collective work embodies the definition of a polytechnic university. • The creation of our new One.KPU platform provides more effective access to all university resources for students and employees. • Library: Availability of electronic journals, books and streaming videos makes the collection accessible at all hours and from any internet connection. Reduction in footprint required for storing print journals frees up limited space for other student focused activities. • The pandemic adversely affected progress on this goal as energies and attention of the KPU community was diverted to imminent challenges. This summer and fall, we are again reinvesting time and resources to advance this goal.
			June 2022 update • The Teaching & Learning Commons has developed training for curriculum developers in consultation with Faculty curriculum committees and members of the Senate Standing Committee on Curriculum.	

| 1.2 | We will provide clear transitional pathways into the academic culture of KPU, enabling all students to be active participants in the discourse of the learning community. By recognizing the skills and experiences that students bring to the KPU community, we will provide students with diverse opportunities to develop their skills as learners in a post-secondary learning community. | ← | Transitional Pathways:
• Health-foundations provides students opportunity across sciences, arts, also from RPN to BSNAE (advanced entry)
• Arts pathways from Associate of Arts to Bachelor of Arts
• ACA (dual courses) pathways to undergraduate studies
• School of Business offering service courses to other Faculties seeking to round out studies with an experiential or entrepreneurial element.

• Over the past year, the Dual Credit program at KPU continues to enhance and strengthen partnerships with local school districts to offer students in K-12 competitive post-secondary education and experience. Through a collaborative effort, KPU's Dual Credit program delivers on offering relevant and hands-on skills, along with educational opportunities, to K-12 learners, as highlighted and mandated by the Ministry of Education.
• Specifically with the Memorandum of Understanding (MoU) between local school districts, such as Surrey, Delta, Maple Ridge, Richmond and Langley (to name a few); and a partnership with an independent school, Maple Leaf World Schools, Dual Credit continues to recruit students domestically and internationally, to maintain student enrolment, and develop pathways to fulfill K-12 students' evolving educational needs.
• Since the end of the last fiscal year, the Dual Credit program has engaged in new and innovative content delivery and promotional events to engage and recruit students. First, we delivered presentations to parents and students in China, through our partnership with Maple Leaf World Schools. Our hope is to have more international students partake in the Dual Credit program.
• Secondly, we are pleased to have partnered with the Surrey School District to offer a cohort class for Surrey students. | |
| | | ← | June 2021 Update
• The Dual Credit program at KPU integrates high school students into post-secondary while giving both credits at the secondary school level and undergraduate level. The Dual Credit program has developed flexible opportunities for students by offering a summer cohort model and is now in its third summer offering of Health Science 1115 (Introduction to Health Sciences) with the Surrey School District with a request for two sections.
• This year is our first year in offering a new dual credit cohort proposed for Legal Administrative Studies with the Surrey School District. We will have over 180 students in these cohort models.
• In the near future, KPU will also explore additional cohort models, including Health Care Assistant Program, Public Relations, Educational Assistant, Design, and Entrepreneurial Leadership.
• One additional dual credit option we are exploring is a partnership with the 'Tiny Homes Project'. This involves the creation of a new dual credit course that will sample the learning outcomes of the project.
• Over the past year the Dual Credit program has engaged in new and innovative content delivery and promotional events to engage and recruit students.
• Dual credit continues to expand and build strong partnerships with BC school districts that are not only in the Lower Mainland but to the entire province. We are pleased to announce that KPU has currently signed a Memorandum of Understanding with the Fraser-Cascade school district. KPU's Dual Credit program is also exploring ways to grow into independent and possibly international schools and broaden the scope of offerings for dual credit among Faculties (e.g., Faculty of Science and Horticulture). | |

		June 2022 Update • Dual credit programs give high school students the opportunity to take courses that give them credits towards both the secondary and undergraduate post-secondary level. However, data shows persistent participation gaps in dual credit programs for Indigenous and BPOC (Black and People of Colour) students and students from low-income backgrounds, including those with lived experience in care (former youth-in-care). KPU has been fortunate to receive a grant from Scotiabank to remodel a traditional dual credit program to address these low participation rates. • KPU recognizes that we need to do more to create equity for Indigenous and BPOC students and other under-represented student populations, and more attention needs to be paid to barriers these students face before they step foot on campus. • Through the Scotiabank Strive Dual Credit Program, 35 students will be at the KPU Surrey campus and one cohort of the same number at the Richmond Campus. One cohort started this spring semester, and the other in the fall semester. The classes run for three hours in the evenings and the courses offered are tailored to the student demographic. The debut course, Arts 1100, features service learning with local non-profits and volunteering in the community as part of the coursework, which tackles contemporary social problems. • In addition, KPU is developing a student mentoring program for former youth-in-care and has a strong liaison supporting similar initiatives through the Surrey Poverty Reduction Coalition with the City of Surrey. However, both programs are grant-funded. • The Office of Teaching & Learning has developed two micro-courses for experienced learners on a) Introduction to Prior Learning Assessment & Recognition (PLAR) and b) ePortfolio Development. • The Office of Teaching & Learning has developed PLAR Assessor Training for faculty.	
1.3	We commit to maintaining a responsive curriculum and corresponding student services that are flexible, innovative, and provide opportunities for students to access support in a flexible manner.		•Secondly, we are pleased to have partnered with the Surrey School District to offer a cohort class for Surrey students.	
		June 2021 Update • KPU's Zero Textbook Cost initiative has now expanded to over 800 courses across 7 KPU undergraduate programs in addition to the Adult Graduation Diploma.	

			June 2022 Updates • Throughout the pandemic, KPU Student Services adapted rapidly and effectively to remote services and programming. In some cases, this has resulted in increased engagement: KPU new student orientation, career fairs and course registration sessions all saw increases in participation while being delivered remotely. We also saw innovation into new student services program areas such as E-Sports. The availability of remote services also increased efficiency with reduced 'no-shows' for areas such as Counselling Services, in particular, and other services units such as Academic Advising, Student Awards and Financial Assistance and Accessibility Services. The maintenance and ongoing enhancement of flexible service delivery modes remains a priority for Student Services as we emerge from pandemic restrictions: • KPU supports to online wellness platorms. • Campuswell – KPU's Campuswell blogsite provides students with access to resources, information and features articles related to physical health and fitness, nutrition, mental health, finances and other wellness topics updated monthly. KPU's Campuswell site typically attracts 1000+ readers/viewers monthly. • See: https://kpu.campuswell.ca/category/campus/ • KeepMeSafe – KPU has partnered with KeepMeSafe to provide students with 24/7 access to mental health resources and real-time counselling support. In addition to mental health resources and information available through a website and app, the service provides free, unlimited, real-time, 24/7 access to masters-level counselling from anywhere in the world and in dozens of spoken languages. Clinical counselling services are most often used overnight and on weekends (75%) when traditional campus-based services are unavailable or limited. The Spring 2022 semester, for example, saw 197 clinical counselling sessions through KeepMeSafe in addition to hundreds of videos and articles being accessed through the website and app. • See: https://www.kpu.ca/keepmesafe	
1.4	KPU will adopt and implement UDL principles into its learning and public environments and strive to eliminate barriers to educational success.		KPU and the KPU Foundation have supported the piloting of the "Including All Citizens Project" for students with disabilities. We continue to expand the adoption of UDL principles in all program and facility designs. We now have a new staffing model in Accessibility Services that provides better support for students across all campuses.	
			June 2021 Update • A Disability Inclusion Group (DIG) has been established reporting to the President's Diversity and Equity Committee (PDEC). Representation includes students, faculty, HR, admin and student services. • The Teaching & Learning Commons offers workshops and resources to faculty and instructional staff on UDL.	

		June 2022 Update • KPU has initiated a review of Policies ST14, Services for Students with Disabilities, and ST15 Student Access to Interpreting Services. Under the leadership of KPU's Director, Counselling and Accessibility, Lynda Beveridge, a policy development working group will work through a research phase in spring and summer 2002 and will begin a period of consultation and drafting updates in the Fall of 2022. • A Disability Inclusion Group (DIG) was established as a subgroup of the President's Diversity and Equity Committee (PDEC) in Spring/Summer 2021. Chaired by Fiona Whittington-Walsh, the group consists of a broad representation that includes KPU's Director of Diversity, faculty, student services and other administrative employees, human resources, and students and employees with lived experience related to disabilities. The group's work is focused on: supporting students, faculty and staff with disabilities at KPU; increasing awareness, affirmation and education related to disability issues; challenging ableism and reducing stigma; contributing to the development of a supportive, anti-ableist culture and creating a more accessible, inclusive and safer campus community, and; demonstrating KPU's commitment to enriching and enlivening the diversity of its community, including people with disabilities. Work being undertaken by the DIG includes: the development of an Accessible Events Guide; supporting the Facilities Services initiative for an interactive campus map(s), and; ongoing advocacy for recognizing student academic performance at reduced credit loads where students have a documented disability. • The Teaching & Learning Commons developed and launched a comprehensive framework for faculty development that embeds training in UDL within the domain of learning design.	
1.5	We will renew our approach to adult learners to reflect their unique challenges and promote programs and services designed specifically for them.	•KPU is working on a renewed approach to adult learners, especially through the Open Education Resources practices. •We continue to offer new certificates and diplomas aimed at what, precisely, adult learners need to advance their careers or professional lives. •We have recently initiated the governance process for the new Bachelor in General Studies framework. •KPU has implemented a Mature Student Orientation program and work on the delivery of a BGS in the Faculty of Arts continues. •In Spring 2020 Policy AC-6 on the Recognition of Prior Learning was passed. KPU recognizes that students attain significant learning at a post-secondary level from formal academic learning, as well as work, training and other experiences outside the formal post-secondary education system. Those who have gained such learning may be assessed and receive credit for that learning to pursue further education within KPU through the Recognition of Prior Learning process (RPL). •RPL at KPU includes two evaluation processes: transfer credit and prior learning assessment and recognition (PLAR). •KPU will continue to enter into formal articulation agreements with recognized post-secondary institutions to facilitate credit transfer for courses of similar content, learning outcomes and evaluation standards. The assessment of equivalency will rely on the judgment of faculty as subject matter experts. •KPU uses PLAR to assess for knowledge and skills acquired through previous informal and non-formal learning, work and life experiences, and formal learning that is ineligible for transfer credit when determining equivalency for KPU credit.	
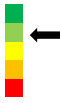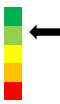
		🟩🟨🟥 ←	<u>June 2021 Update</u> • We have initiated "KPU Complete," a set of specialized supports for students aged 25 years and older including a dedicated staff Learning Navigator who provides coaching and referrals to appropriate student services • We have developed two micro-courses: Introduction to Prior Learning Assessment and Recognition (PLAR) and Introduction to ePortfolios. These micro-courses are currently being piloted by KPU complete students. • We have implemented the Elevate registration system for Continuing & Professional Studies (CPS), promoting ease of use for students to register in CPS courses. • Work is underway to develop a training module and associated guide for faculty PLAR assessors. This is expected to be completed over the 2021-2022 academic year. • We have initiated a sub-committee as part of the work of SEP-C to review and implement strategies designed to attract and support adult learners.	
		🟩🟨🟥 ←	<u>June 2022 Update</u> • The Office of Teaching & Learning continued the KPU Complete pilot with additional cohorts of experienced learners receiving support from a Learning Navigator • Policy AC15 (Micro-credentials) was developed and approved, which enables the future development of short, flexible, competency-based programming that supports upskilling and reskilling for adult learners • The Office of Teaching & Learning has developed two micro-courses for experienced learners on a) Introduction to Prior Learning Assessment & Recognition (PLAR) and b) ePortfolio Development. • The Office of Teaching & Learning has developed PLAR Assessor Training for faculty	
1.6	We will harness and deploy digital technologies to enhance and complement on-campus learning and support services.	🟩🟨🟥 ←	•While the bulk of the digital educational technology is underway through our Teaching and Learning Commons, the Office of Student Services continues to incorporate increased technology usage to simplify systems, enhance accountability and provide tools for students and campus services. The University Library reports that: • Print journal subscriptions are regularly monitored for use and for availability of digital versions. •Conversion to digital subscriptions happen whenever possible. • Additional e-book packages continue to be explored as well as a demand driven e-book collection. • Most efforts are being placed in digital streaming services with access to streaming videos growing by 92%. •Shift from print to digital is ongoing. Currently the library still subscribes to approximately 300 print journals but over 58,000 e-journals. In the past 5 years: • Print collection has remained stable in numbers while the e-book collection has grown by 60%. •KPU has increased the availability of online Student Services including online tutoring and online resume review. •New student supports for online learning through KPU's Learning Centres – guidebooks, online resources and videos to support online study skills and strategies in addition tips for navigating online platforms like Moodle have been developed.	

			<u>June 2021 Update</u> • In Spring 2020 KPU partnered with Keep Me Safe to provide 24/7, real-time counselling and wellness supports for KPU students. Delivered primarily through the MySSP app, services are also available by phone. Service is unlimited, free and available in multiple languages. • KPU's New Student Orientation program is now available online via a Moodle course in addition to real-time Livestream and virtual workshops. • Sport and Recreation launched a Sport & Rec @ Home environment featuring a mix of synchronous and asynchronous fitness programming, nutrition and other wellness information and resources. • Summer 2021 saw KPU's Sport and Recreation department pilot our first E-Sports tournaments for students featuring Fortnite, Rocket League and FIFA tournaments. • KPU's Counselling Services have implemented same-day intake appointments reducing counselling wait times and facilitating more timely referrals to additional supports. • Student Awards and Financial Assistance in partnership with the Office of the Registrar has implemented a Former Youth in Care self-identification question on KPU's application for admission enabling better and more timely support and services to Former Youth in Care. • IT services and the Teaching and Learning Commons worked in partnership to support technology needs and use during the pivot to remote instruction prompted by the COVID-19 pandemic. • IT services and the Teaching and Learning Commons are working in partnership to support the Mobile Workforce Initiative. • The Teaching & Learning Commons provides a variety of learning technology to support educators to provide quality digital learning experiences.	
			<u>June 2022 Update</u> • The Teaching & Learning Commons has continued to expand the suite of learning technologies available to support instruction.	
1.7	We will provide experiential learning opportunities that foster leadership development and service. Students to be provided with valuable opportunities to develop skills for meaningful careers and service through volunteer and work opportunities in the KPU community.		• Experiential experiences available to students in every program in Health and Design. •Arts has experiential learning embedded in Criminology, Psychology, Education Assistant practica, grad shows and concerts in Fine Arts, Music, Co-ops and Case-study competitions in Business, apprenticeships in Trades, Science labs, Science Rendezvour, Open House •KPU has soft-launched a new Career Development Centre (CDC) to provide enhanced support for students' career-related activities, including volunteering. •KPU has increased capacity for career development service and programming through the creation of Career Development Coach and expanded employer relations positions. •Volunteer opportunities, job postings and Co-op placement opportunities have all increased. •In Summer 2019, KPU's Career Development Centre submitted a comprehensive application for accreditation approval from Co-operative Education and Work-Integrated Learning (CEWIL) Canada, and we are delighted to have recently received accreditation for KPU Co-op programs. •Accreditation assures employers and students that KPU meets "quality assurance standards that support student success, strengthen student outcomes and encourage flexibility and innovation in higher education."	
			<u>June 2021 Update</u> • KPU has adapted the former Co-op and Career Services department to a Career Development Centre focussing on the broad range of student needs related to career exploration and advising, the promotion of experiential opportunities, and job search readiness. • The Career Development Centre is exploring opportunities for the further expansion of Co-op at KPU.	

		🟩🟨🟧🟥 ←	**June 2022 Update** • The Office of the Provost and Vice President, Academic now has approved ongoing budget to support Work-Integrated Learning (WIL), including the Service Learning Student Assistants program. Additionally, KPU's Career Development Centre has new Career Coach and Employer Relations Assistant positions. For Co-op, KPU has quickly re-establishing pre-pandemic employment rates for KPU Co-op students. In the 2020/21 Academic Year, over 20% of KPU Co-op employers with first time Co-op employers and Career Development Centre has posted 3200 employment opportunities on it Career Connection (CC) job board. The Career Development Centre's keystone "Career Days" career fair (March 9, 2022 – online) welcomed 45 employers and hosted 605 student/employer one-on-one engagement in addition to group sessions. • KPU has prepared materials for external partners that provides a ready list of the more than twenty of KPU's undergraduate degrees that offer multiple opportunities for work-integrated learning and the 80% of KPU's terminal undergraduate programs that offer work-integrated learning opportunities. KPU has provided this data to the 2022 CEWIL WIL Directory Collection (Co-operative Education and Work-Integrated Learning Canada) and ACE-WIL BC Talent MATCH (Association for Co-operative Education and Work-Integrated Learning BC/Yukon). • KPU has organized its Practicum faculty members in a peer mentoring group which is 50+ strong. These high-activity WIL practitioners are a committed, well-informed group of educators with exceptional and long-reaching community connections who bring work-integrated opportunities to KPU's engaged students. KPU has also written a new Work-Integrated Learning policy which will move to Senate in the fall. KPU continues to be a part of the Carnegie Canadian Pilot Cohort; the Canadian system will launch this year. • Both the Co-op and WIL areas received funding, totalling over $135,000, through the Co-op and Work-Integrated Learning Initiative through the Ministry of Advanced Education and Skills Training. KPU also worked with the Information and Communications Technology Council (ICTC) to use the federal Student Work Placement Program, and its provincial top-up, to hire students for internal projects valued at $12,000.	
1.8	We commit to reimagining and renewing our University Libraries to become active sites of engagement for the exchange of ideas, open dialog, and discovery.	🟩🟨🟧🟥 ←	•The KPU Libraries have become an important gathering place for students. •This is particularly important and essential in a non-residence university, especially for international students. •The lounge and pods at Civic Plaza have proven to be very popular for students. This bodes well for future plans around enhancing our other campus libraries with alternative spaces and study areas. •Our university library continues to expand its range of services and assistance that will result in even more enhanced services for students, scholars, teachers, and researchers.	
		🟩🟨🟧🟥 ←	**June 2021 Update** • The KPU Library Strategic Plan 2021-23 was completed and Goal 1 focusses on creating innovative spaces and services to elevate learning, discovery and independence. • During the past year reference services went completely virtual to support all library users at a distance. • Emphasis on increasing access to more digital collections through additional eBooks, databases and video streaming services. • Library instruction has been augmented through the use of videos on both general research skills as well as specific subject skills and Pressbooks on topics such as "Doing Research", "Academic Integrity" and "APA Style Citation". • A new service was developed to help alleviate the absence of print course reserves during COVID. Link.Scan.Open. (LSO) provides contactless service for KPU instructors to request assistance for online access to course readings from the library's collection, within Fair Dealing and copyright law. • A new Archives Research Room was created on the third floor of the Surrey Campus Library. For the first time a space dedicated to archives-related research and interactions is available for researchers and it also provides much needed additional archive storage space. • The Library, in partnership with the KSA, hosted an online event in honour of Earth Day on April 22. In Conversation: Creatures of Convenience invited the filmmakers of Creatures of Convenience, to discuss their film and issues around sustainable living.	**June 2021 Update** •Library: Availability of electronic journals, books and streaming videos makes the collection accessible at all hours and from any internet connection. Reduction in footprint required for storing print journals frees up limited space for other student focused activities. • Students can access videos and Pressbooks on research skills, "Academic Integrity" and "APA Style Citations" on their own schedule and can go back regularly for review. • Access to online reserve resources makes the materials always available to students not just during open library hours. • Greater access to the KPU Archives increases the opportunity for the material to be used. • Online events which can be recorded provide greater availability to anyone who could not participate at the time.

| | | | June 2022 Update
• Developed a new Indigenous collection and resource space at the KPU Surrey library. Called χʷəχʷéyəm – oral storytelling in the hən̓q̓əmín̓əm̓ language – the space is framed by circular shelving and brings together Indigenous books, art, fabric and displays.
• Creation of Indigenous Information Literacy video series and Pressbook
• Included Indigenous authors local subject term in the library catalogue to easily identify Indigenous materials in the collection
• Implemented and increased semester laptop loan services for studentsType your updates here
• At the Surrey Library, established learning zones to create an empowering space that suits a range of learning and collaboration styles; that visually communicates and enables students to self-manage and improve their experience in library space.
• Expanded virtual reference service to include "Zoom a Librarian"
• Developed a sustainable teaching plan to a maximum number of students in core courses with minimum duplication while communicating the library's instructional role and value to the university.
• Developed a new collections budget enabling Evidence Based Acquisition (EBA) which allows selections of materials based on usage by students and faculty.
• Provided additional resources in audio/video formats including additional options for multimedia and streaming to better meet the needs of students. | |

GOAL 2: Advance Teaching Practices (Lead Dr. Rajiv Jhangiani, AVP Teaching and Learning)			
Strategy		**Comments**	**Impact of Goal Strategies**
2.1 Support and enable teaching excellence and the use of research-informed research practices.	←	•Emphasis is to achieve a 'constructive alignment' between on-the-ground teaching practices and learning outcomes. •Office of Teaching and Learning is working on strategies to foster blended and online learning. The implementation of CourseLeaf Curriculum (CIM) will permit a 360-degree view of the various modes presently being deployed within our Faculties. This could then serve as a platform for further discussion about how to move forward. •Increased resources have been provided to educators through the Commons: Ed Consultant consultations, PD offerings and Scholarly Inquiry Grants (faculty-led projects which usually include reviewing research on teaching practices). •Developed research-informed training resources (e.g., webinars, Keep Teaching website) and an intensive course on How to Teach Online	•KPU developments in this area have been considerable as evidenced in the large and ongoing number of workshops and consultations underway within the Teaching and Learning Commons. •Given the emphasis of the Academic Plan on teaching excellence and student success this first year of activities indicates activity in this area is highly likely to increase both in numbers and in the depth of the capacity building work being led by the Teaching and Learning Office. •In the wake of the COVID-19 pandemic there has been a dramatic increase in the uptake of the technologies, training, and other supports provided by the Teaching & Learning Commons. •A majority of our faculty are now moving beyond competence with online delivery and towards innovation in this format. •As engagement with the Commons has grown, our horizons for the future of teaching learning at KPU has widened. Additional supports are being provided, local capacity being built, and partnerships are being actively sought and leveraged to further advance teaching practices.
	←	June 2021 Update • The Teaching & Learning Commons has developed and in August 2021 will launch a comprehensive and integrated framework for faculty development, known as the Foundations in Teaching Excellence program. This framework is informed by best pedagogical practices and the scholarship of teaching and learning (SoTL). • The Teaching & Learning Commons restructured the Scholarly Inquiry Grants program into a more inclusive Teaching & Learning Innovation Fund (TLIF) that is designed to support rapid innovation in teaching and learning. The TLIF has proven immensely popular and the proposals funded thus far include multiple SoTL projects. • The Teaching & Learning Commons has developed and provided Moodle course templates for all layouts to support faculty to provide evidence-based design.	June 2021 Update •Greater supports for Teaching and Learning in the wake of the COVID-19 pandemic have resulted in significant progress towards advancing teaching excellence. With a comprehensive and integrated framework for faculty development, record levels of faculty engagement with the Teaching and Learning Commons, the development of specialized supports for non-traditional learners, a robust and growing suite of learning technologies, increased collaboration and the deepening of expertise, Teaching and Learning is well positioned to support the transition to the New KPU.
	←	June 2022 Update • A comprehensive yet flexible framework for faculty development (the Foundations in Teaching Excellence program) was developed and launched. This includes research-informed modules for learning design, learning assessment, learning technologies, inclusive teaching, and reflective practice • Moodle course templates have been updated and more course styles created.	
2.2 Integrate structures and resources to support teaching excellence and engaged learning.	←	•The key here is cohesive, coordinated planning across Teaching and Learning, IT, and Facilities. •The aforementioned CourseLeaf is a major step towards this end. •Teaching and Learning may be positioned to serve as a locus for such planning, occupying a potential nodal point between Facilities and IT, and the front-line concerns around teaching support which emanate from the Faculties. •We are only at the most preliminary stages here. •Integrated support portal launched in partnership with IT so that faculty have a single point of support for all information and learning technologies. •Joint monthly meetings with the Learning Centres and Accessibility Services are ensuring that faculty and student support are being coordinated and synergies identified and exploited. •Integrated planning implemented that includes IT, our Privacy Officer, and Legal to ensure that new learning technologies expeditiously undergo privacy, information security, and technical integration reviews prior to adoption. •Collaboration with the Library and IT to provide access to required computing and peripheral devices to faculty.	
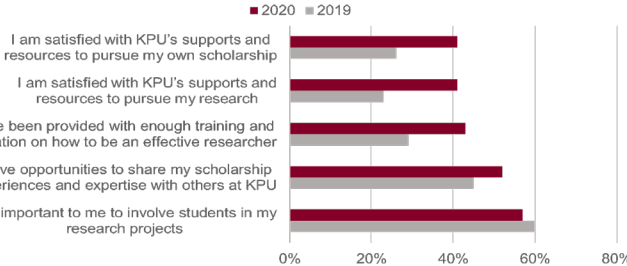
		none**June 2021 Update** • The Teaching & Learning Commons has redesigned its website so that it is an easy-to-navigate portal of information and supports • The Teaching & Learning Commons has developed a knowledge base (Freshdesk) that includes articles and guidance organized around a wide variety of topic areas (e.g., Learning Technologies, Course Design, etc.). • The Teaching & Learning Commons has developed a partnership with The Learning Centres to enable the simultaneous development of supporting resources and guidance for faculty and students. • The Teaching & Learning Commons has organized video channels in Kaltura by department to facilitate easier sharing of video resources. • The Teaching & Learning Commons has provided Moodle sites for student support programs. • The Teaching & Learning Commons has developed and provided Moodle course templates for all layouts to support faculty to provide evidence-based design. • The Teaching & Learning Commons has designed and developed a new faculty orientation for teaching and learning that will be implemented from Fall 2021. • The Teaching & Learning Commons has designed and developed curriculum orientation at the request of SSCC and in consultation with the Faculties, with implementation planned for Fall 2021. • The Teaching & Learning Commons has participated in the redesign of Program Review self-study guide to ensure current practices are assessed against best practices and that traditional practices are challenged to foster innovation.	
		June 2022 Update • The Teaching & Learning Commons' website was redesigned to be easier to navigate • KPU's Moodle server configuration was redesigned • Kaltura (video platform) was moved to the cloud • A Learning Technology Advisory Board was formed, with representation from each Faculty, IT, Privacy, and leadership • New learning technologies were adopted and intergrated, including Hypothesis and Respondus.	
2.3	Equip educators with skills and knowledge and further develop their teaching expertise through ongoing PD activities.	•Teaching and Learning is in the process of developing an Educators' Framework mapping the various PD opportunities available to faculty. •This comprehensive overview should provide a platform for raising awareness about the array of available options and enable faculty to more effectively optimize their PD strategies. •Faculties can help by maintaining a consistent liaison with Teaching and Learning and reinforcing, in light of their own priorities and perspectives, the messaging from that office. •Regular PD workshops (including online workshops) and webinars are now offered for remote instruction, learning technologies, open educational practices, and other areas. Institutional memberships leveraged to provide access to all KPU educators to external training opportunities (e.g., Online Learning Consortium's Innovate conference). •Regular pedagogical consultations are initiated by individual faculty as well as departments and program areas to support the design of effective and innovative learning environments.	
		June 2021 Update • The Teaching & Learning Commons has developed and in August 2021 will launch a comprehensive and integrated framework for faculty development, known as the Foundations in Teaching Excellence program. This framework is informed by best pedagogical practices and the scholarship of teaching and learning (SoTL). • The Teaching & Learning Commons is supporting department/program-specific professional development and offering learning opportunities through a variety of modes, including asynchronous and online. • The Teaching & Learning Commons has expanded multi-day intensive training such as the Intercultural Teaching Practices and Level Up: Learn to Teach Online workshops. • The Teaching & Learning Commons launched its inaugural Digital Pedagogy Webinar Series during the 2020-21 academic year, featuring 5 external speakers with expertise that complemented the training provided internally. • The Teaching & Learning Commons relaunched its blog with the name Pedagogy & Practice and continued to publish new posts biweekly on topics of interest, including universal design for learning, supporting multilingual student writing, and considerations for the selection of technology. • The Teaching & Learning Commons piloted Fireside Chats as an additional form of professional development that focus on sharing recorded conversations among progressive faculty, staff, and student voices on topics of interest, such as supporting well-being in the classroom. • The Teaching & Learning Commons continued to share information and guidance to faculty via its bimonthly newsletters, episodes of the Beyond the Chalkboard podcast, and through its new YouTube channel.	

		June 2022 Update • A comprehensive yet flexible framework for faculty development (the Foundations in Teaching Excellence program) was developed and launched. This includes research-informed modules for learning design, learning assessment, learning technologies, inclusive teaching, and reflective practice • The Teaching & Learning Commons continued to use its various communications channels to support this goal, including newsletters, social media, and blog • The Teaching & Learning Commons continued to see an increase in department-specific PD requests and partnership on program review and program revision/curriculum redesign • The Teaching & Learning Commons implemented a Commons Talks series, topic specific with lunch and chat sessions offered weekly. This included Indigenization kitchen table talks, technology talks, and ePortfolio matters.	
2.4	Assist educators to create more opportunities for faculty-led, student engagement in active learning and experiential learning.	•KPU presently offers a suite of experiential learning opportunities. These can be classified as 1(a) 'Credit-based' (service learning, co-ops, and internship placements; our Co-operative Education program is especially noteworthy in this regard (https://www.kpu.ca/co-op); 1(b) Extra-curricular (such as student clubs, student government, KDOCs, The Runner, and so forth – sometimes supervised by faculty, sometimes not); and 1(c). Co-curricular (as with peer-support, work study, and orientation programming). For more specifics, see https://www.kpu.ca/experiential. Many programs and courses, of course, also offer active and/or experiential service-learning opportunities on a formal basis. •Career Services, of course, offers many bridges from study to employment (https://www.kpu.ca/careers). •Virtual volunteering opportunities are now being provided (via the Riipen online platform), along with support for experiential learning and practicum projects. •KPU's involvement in the Carnegie Community Engagement report provides a clear framework, deeper expertise, and greater capacity for experiential learning opportunities at KPU. •The Open Pedagogy Fellowship program supports faculty in designing course assignments that involve students engaging with the United Nations sustainable development goals.	
		June 2021 Update • The Teaching & Learning Commons restructured the Scholarly Inquiry Grants program into a more inclusive Teaching & Learning Innovation Fund (TLIF) that is designed to support rapid innovation in teaching and learning. The TLIF has proven immensely popular and the proposals funded thus far include multiple pilot projects related to active and experiential learning. • The Teaching & Learning Commons provided support provided to the Carnegie project lead in developing her report on KPU's experiential learning activities and during the site visit by the Carnegie team. • The Teaching & Learning Commons launched a new ePortfolio platform (PebblePad) to facilitate student engagement in experiential learning and subsequent reflection. • The Teaching & Learning Commons promoted active learning in its workshops and technology supports (e.g., Moodle lessons, use of H5P applications, video assignments and quizzes).	
		June 2022 Update • The joint Teaching & Learning Commons and the Wilson School of Design team was accepted to the AACU ePortfolio institute • Two new intensive workshops were launched: Pedagogy and Practice of Peer Review and Pedagogy and Practice of Blended Delivery	
2.5	Provide a range of learning environments and advance our existing classroom, technology-enhanced and online learning environments.	•More effectively integrated planning, as per Strategy 2.2, will be crucial in realizing this strategy. •We do know that KPU has not yet achieved consistency in classroom technology; e.g., not all classrooms are wired, and we would, ideally, be moving toward expanded wireless classroom environments. •For this to be actualized, designated funding through the annual budget is needed •In response to the COVID-19 pandemic and the shift to online teaching and learning, major advances have been made to our learning technologies (including for video conferencing and media creation) and associated training (including guidance and support for synchronous and asynchronous course delivery). •A major new ePortfolio platform, PebblePad, is being launched to provide a flexible and multi-purpose digital learning environment.	

		 🟩🟩🟨🟥 ←	**June 2021 Update** • The Teaching & Learning Commons supported faculty in the design and delivery of blended and online courses during a year of primarily remote instruction. • The Teaching & Learning Commons developed and offered the Level Up: Learning to Teach Online course that had nearly 300 faculty attendees over 4 months. • The Teaching & Learning Commons developed an Introduction to Blended Learning webinar. • The Teaching & Learning Commons partnered with IT to upgrade classroom technology, including with wireless projection technology and (soon) laptop connections. • The Teaching & Learning Commons implemented Zoom and BigBlueButton as video conferencing tools to support teaching and learning. • The Teaching & Learning Commons developed a Pressbook guide and multi-part workshop for conferencing tools best practices. • The Teaching & Learning Commons initiated a collaborative whiteboard (Stormboard) pilot in January 2021. • The Teaching & Learning Commons adopted and supported PebblePad to promote authentic assessment strategies and improved pedagogy with formative and summative feedback. • The Teaching & Learning Commons upgraded KPU's learning management system (Moodle) and video creation and hosting platform (Kaltura).	
		 🟩🟩🟨🟥 ←	**June 2022 Update** • The Teaching & Learning Commons received funding to develop a pilot lecture capture classroom. Implementation is expected by Fall 2022. • The Teaching & Learning Commons received funding to develop a second recording studio at a different campus and is awaiting a space allocation. • The Teaching & Learning Commons partnered with IT and Facilities for ongoing classroom upgrades and technology implementation, including for the Mobile Workforce Initiative's faculty laptop deployment. • Increased support for program revisions and curriculum/instructional redesign to meet the needs of alternative delivery models • Pressbooks and Hypothesis were integrated with Moodle	
2.6	Pursue and develop a new approach to adult learning education recognizing the need for alternative delivery modes capable of addressing the challenges and obstacles for this learner group.	 🟩🟨🟥 ←	• Academic and Career Advancement currently offers 'Adult Upgrading.' https://www.kpu.ca/aca/acp/adult-basic-education-courses Beyond this, we know that 'adult learners are often required to balance their education and employment activities. They need learning opportunities at non-traditional times, such as part-time, evening, weekend or late afternoon. They also seek learning opportunities with flexible modes of delivery, such as accelerated, condensed, sequenced/linked courses, online, hybrid/blended and off campus'. This suggests an ongoing need for course-scheduling outside of traditional hours. Science and Horticulture has moved in this direction while also moving more courses and labs online. • Arts has also pursued hybrid and online delivery options in some cases, while developing its 'KPU Complete' initiative intended to capture the significant percentage of adults in the South Fraser region who have incomplete university credentials. The centerpiece of this strategy is the the development of a Bachelor in General Studies, a credential intended to appeal to such learners, which is currently at the full proposal stage. Arts hopes to launch the degree for Fall 2020. • Our burgeoning 'Zed Cred' initiative represents a significant step toward flexibility and cost-effectiveness in course materials – partially addressing the adult learner cohort's concern with accessibility and flexibility. • Possible avenues of further development include more robust and flexible use of Prior Learning Assessment tools to acknowledge adult students' prior learning. This might include identifying specific open education resources, MOOCs, etc., which KPU programs wish to acknowledge as sufficiently rigorous to trigger PLA processes. • In the longer term, we may wish to consider competency-based, rather than course-based, PLA processes. This would, however, have to part of a much wider discussion relating to competency-based approaches to teaching and learning at KPU. • Revision of AC6 (Recognition of Prior Learning) enhances KPU's ability to recognize and assess prior learning of adult learners. • Received funding from the Ministry of Advanced Education, Skills, and Training to pilot a set of strategies to support lifelong learners and working adults. This includes developing online micro-courses on prior learning achievement and recognition, offering a series of flexible micro-courses through Continuing & Professional Studies to serve upskilling and reskilling needs of working adults, and providing direct support and coaching through a Learning Navigator.	

		🟩🟨🟥 ⬅	**June 2021 Update** • We have initiated "KPU Complete," a set of specialized supports for students aged 25 years and older including a dedicated staff Learning Navigator who provides coaching and referrals to appropriate student services. • The Office of Teaching & Learning has developed two open and online micro-courses: Introduction to Prior Learning Assessment and Recognition (PLAR) and Introduction to ePortfolios. These micro-courses are currently being piloted by KPU Complete students and are designed to enable working adults to be able to maximize the amount of their prior learning that can be assessed and recognized. • Work is underway to develop a training module and associated guide for faculty PLAR assessors. This is expected to be completed over the 2021-2022 academic year. • Following a lengthy period of university-wide consultation, Policy AC15 (Micro-credentials) was developed, discussed, and approved at the Senate Standing Committees of Policy Review, Academic Planning & Priorities, and Curriculum. Policy AC15 was also approved by Senate in June 2021 and is now only awaiting approval from the Board Governance Committee and Board of Governors. This policy provides a governance and approval mechanism for both competency-based micro-credentials and completion-based digital badges and is consonant with the Provincial framework on micro-credentials. • A new business plan for Continuing & Professional Studies has been developed and nearing completion. • The position of Director, Flexible Learning and Academic Integrity was established and filled. This position will oversee the strategy and operations for Continuing & Professional Studies as well as Prior Learning and Assessment.	
		🟩🟨🟥 ⬅	**June 2022 update** • Policy AC15 (Micro-credentials) was developed and approved and enables the development of short, flexible, competency-based offerings • The Office of Teaching & Learning continued the KPU Complete pilot with additional cohorts of experienced learners receiving support from a Learning Navigator	
2.7	Actively establish community partnerships in relation to teaching and learning.	🟩🟨🟥 ⬅	•Teaching and Learning has established some collaborative relationships with Langara in terms of sharing professional development resources; small steps with SFU have also been taken. Exploring partnerships via BC Campus is the next step. •As per the Board Report of March 2019, ACA's Access Programs for People with Disabilities is 'facilitating discussions with Surrey, Langley and Richmond School Districts around the need to develop a partnership program for secondary students transitioning to KPU. (Similar programs currently exist between school districts and Vancouver Community College and Douglas College). • Discussions have already started with the Richmond School District. Additionally, the Vancouver School Board is inviting all Lower Mainland ASE providers to the table to discuss mini courses where students would receive certificates.' • Led by David Burns and Nancy Norman, Arts has nurtured partnerships with K-12 educators in the South Fraser region. This includes working with North Delta Secondary on their capstone project development, running ProD days for teachers (about six or seven in BC over 2019-20), and collaborating with Surrey Schools on pathway development. Dr. Burns has also addressed the OECD working group on invitation of the Ministry of Education. • The Faculty of Academic & Career Advancement has several community partnerships that include the Phoenix Kwantlen Learning Centre (an adult learning centre at the Phoenix Centre and a key service for participants rebuilding their lives), Community Adult Literacy Programs offered across the South Fraser region, the SCOPE Kwantlen Learning Centre offered at Pacific Community Resources Society, and Third Age Learning at Kwantlen (TALK). •Greater communication and coordination with the BC Teaching & Learning Council and with BCcampus have increased opportunities for collaboration with these groups. •New initiatives have been undertaken by the Faculty of ACA to offer training to the Meti nation, Squamish Nation, and to assist KPU International.	
		🟩🟨🟥 ⬅	**June 2021 Update** • The Teaching & Learning Commons leadership participates in regular Academic Integrity Hour conversations with colleagues across Canada. • The Teaching & Learning Commons leadership serves on the Provincial Micro-credentials Advisory Committee. • The Teaching & Learning Commons is represented on the BCNET Shared Services committee and conference planning steering committee. • The Teaching & Learning Commons staff has been invited by other post-secondary institutions (including Selkirk College, Langara College, and the Justice Institute of BC) and organizations (including the Online Learning Consortium and the International Council for Open and Distance Learning) to share their expertise related to ePortfolio practices and online teaching and learning. • Continuing & Professional Studies is working towards establishing a program advisory committee or advisory board.	

		June 2022 Update • The Teaching & Learning Commons leadership serves on Ministry committees (e.g., Digital Learning Advisory Committee) in addition to the BC Teaching & Learning Council and the BCNET Shared Services Committee • TL Chairs the BC Appreciative Inquiry Community of Practice • Members of the Teaching & Learning Commons team are routinely invited to present and share their expertise at conferences and by other institutions, including locally, regionally, nationally, and internationally	
2.8	Leverage and build on internal expertise.	• Teaching and Learning currently supports four Educational Consultants (for Course Design and Assessment, Intercultural Teaching Competency, Universal Design for Learning, and Teaching with Technology), as well as three Teaching Fellows (two for K-12 Transformations, and one for Experiential Education and Community Engagement) – all held by KPU faculty. We are, therefore, well-positioned to meet this strategic objective. • An obvious direction for future growth would be a further Teaching Fellow or Consultant to support curricular indigenization. • Beyond the array of workshops and symposiums already offered by Teaching and Learning, we should strive to nurture a more general culture of dynamic peer learning among our faculty. Leadership within Faculties should be attentive to opportunities for this, e.g., considering semi-regular teaching circles, intra-Faculty workshops on thorny issues, encouraging innovative faculty members to share their insights with the wider Faculty, etc. •Expanded Educational Consultant program allows seven faculty with expertise in specific teaching and learning priority areas (universal design for learning, intercultural teaching practices, educational media, and course design) to serve as faculty developers and consultants for the Teaching & Learning Commons while building capacity across different program areas. •Continuing Teaching Fellows program allows faculty with expertise in specific institutional priority areas (experiential learning, interculturalization/internationalization, open education) to deepen their expertise while providing training, consultations, and other opportunities to KPU faculty. •Support and community building for faculty who have previously completed training with the Teaching & Learning Commons (e.g., alumni events for Intercultural Teaching Practices workshop, resource site for Level Up course alumni). •The Learning Technologies team have significantly deepened and leveraged their expertise to support remote delivery of courses during the COVID-19 pandemic, including through new technical integrations, new platforms, data analysis, and strategic problem solving. •The Teaching & Learning Commons team will be participating in Digital Pedagogy Lab this summer to deepen their expertise at the intersection of technology and pedagogy.	
		June 2021 Update • The Teaching and Learning Commons has further expanded its faculty Educational Consultant program to include 4.0 FTE spread across 9 faculty members and a variety of portfolios, including new portfolios relates to Indigenization, the Scholarship of Teaching and Learning, and ePortfolio Advancement. In addition, a discipline-specific approach is being piloted with the Faculties of Trades & Technology and Science & Horticulture. • The Teaching and Learning Commons has partnered with faculty and staff in other units (e.g., Library) with expertise in relevant areas (e.g., Indigenization, Copyright) to provide workshops to faculty as well as to create asynchronous learning resources such as Fireside Conversations. • The Teaching and Learning Commons' new framework for faculty development includes optional communities of practice that will complement the core centralized training provided to faculty and instructional staff. • The Teaching and Learning Commons consulted widely in the development of the Foundations in Teaching Excellence program, including with the Senate Standing Committee on Teaching and Learning, the various Faculty Councils, and the Indigenous Advisory Committee. The entire body of faculty and instructional staff were also surveyed and their input will help shape the future strategy of the Teaching and Learning Commons. • The Office of Teaching and Learning Staff attended relevant conferences and workshops (e.g., AAC&U Institute on ePortfolios, Digital Pedagogy Lab, Canadian Association for University Continuing Education annual conference, etc.) to deepen their expertise.	
		June 2022 Update • The Educational Consultant program was continued • Resources were invested in the further development of staff expertise (e.g., FDW training to expand local capacity to offer the ISW)	

GOAL 3: Accelerate Research at KPU (Lead Dr. Deepak Gupta, AVP Research and Graduate Studies)			
Strategy		**Comments**	**Impact of Goal Strategies**
3.1 Restructure the new Office of Research and Research Services to nurture research capacity, provide optimized research services, enhance accountability support and communicate successes.		• The former Office of Research and Scholarship is transforming into the decentralized Office of Research Services (ORS) with presence at Langley, Surrey, and Richmond campuses • Search underway for two ORS positions to provide events, communications, and compliance expertise • An overhaul of research policy frameworks is in progress, with task forces being established for an updated research ethics policy, and a new policy on animal care. This transformation is essential to ensure long-term growth and enable a more active research agenda at KPU.	•Research activity of all types has increased substantially at KPU. The renewed emphasis on research emphasized in Vision 2023 and the Academic Plan has catalyzed more activity and has clearly communicated the university's intention to support and encourage research and all forms of scholarship. The impact of the appointment of an AVP Research combined with the collaborative development on the proposed IP Policy, and the restructuring of the Office of Research and Research Services has had a strong and positive impact on sholars at KPU. This positive impact will be reflected in the 2019-2020 academic year consolidation of the research institutes, the designated research labs, three off-campus farms and diverse applied collaborative and discovery research projects. KPU will continue to increase its value to the local and national industry, governments, NGO and other research-intensive communities.
	[green/yellow/red status indicator with arrow pointing to green]	June 2020 Update • During 2019-20, members of the KPU community undertook 52 external research funding applications through the Office of Research Services. We had 33 funded. We are awaiting results for nine applications. Eight applications were not funded. One application was withdrawn, and one was archived. The total cash value of approved projects was $2.8M. Streamlined review at ORS in coordination with Financial Services has strengthened the internal vetting processes. • Following endorsement from the Senate, the annual operating budget for the Research division has been increased effective 2020-21 financial year. • The task forces established for the updated research ethics policy and new policy on animal care. have met several times and the policies and procedures are being drafted. • Through funding from Research Impact Canada, multiple stories were written and videos produced to better communicate research success and impact.	June 2020 Update •The biggest transformation has been the professionalization of how research is managed and perceived at KPU. Using a back-to-basics approach, we are establishing a solid foundation that will be a prerequisite to accelerating research at KPU. Notwithstanding the pandemic, this foundation is an important investment and will set us up for success in future years.
	[green/yellow/red status indicator with arrow pointing to green]	June 2021 Update • Following a G6 decision and Board approval, an endowment of $4M from operating 2020-21 surplus has been set up dedicated to support research and scholarship. • Following work accomplished over the past two years, a new policy and procedure on use of animals in teaching and research has been approved by the President. • As a result of improved service, there have been significant improvements in the perception amongst KPU's educators about the support they receive for their research and scholarship: % Somewhat or Strongly Agree with Statement ■ 2020 ■ 2019 I am satisfied with KPU's supports and resources to pursue my own scholarship I am satisfied with KPU's supports and resources to pursue my research I have been provided with enough training and education on how to be an effective researcher I have opportunities to share my scholarship experiences and expertise with others at KPU It is important to me to involve students in my research projects 0% 20% 40% 60% 80% • The Office of Research Services has updated several job descriptions to ensure an updated set of roles and expectations. • A draft guideline on handling of human remains is undergoing revisions. • A guideline on payments to research participants has been prepared and is being finalized with Financial Services.	June 2021 Upate •Research activity of all types has increased substantially at KPU. By the end of 2021, we will have seen the tripling of our research chairs, and the addition of one centre. The ongoing transformation of the Office of Research Services has had a strong and positive impact on how educators across KPU feel supported. KPU will continue to increase its value to the local and national industry, governments, NGO and other research-intensive communities.

		🟩🟩🟨🟥 ⬅	June 2022 Update • A divisional staffing plan has been approved for the Office of Research Services with multiple job descriptions written up. • Hiring is underway for two BCGEU roles (Research Facilitator and Animal Care Coordinator) following additional hard-funding. • A team building and planning retreat was conducted using a hybrid format in May 2022 to celebrate successes and identify plans for the coming year. • A strategy has been identified to address soft-funded research staff following the BPAS audit. Frameworks for student research assistants are also being developed. • A significant and long overdue improvement to faculty instructional replacement costs was implemented to optimize use of research funds. • Following successful approval of policy and procedure on use of animals in teaching and research, an animal care committee has been constituted at KPU.	
3.2	Develop and implement KPU Intellectual Property and Commercialization policies.		• The new IP Policy and Procedure is scheduled to come to the Board for approval by June 2019. • A series of legal templates and forms are being developed. Two legal templates are ready, and a third one is being finalized. •The IP policy and procedure is harmonized with laws, agreements, and other policies. • It is seen as contemporary, progressive, and flexible to foster varied endeavours across KPU.	
		🟩🟩🟨🟥 ⬅	June 2020 Updates • The new IP Policy and Procedure were approved by the Board at the June 2019 meeting. • Several forms, checklists, legal templates, and guides have been developed and included on a new ORS SharePoint site. • The addition of a Senior Manager for Research and Innovation Partnerships to ORS has helped add capacity in helping researchers navigate complexities of collaborative research and development and IP matters as we transform ORS.	
		🟩🟩🟨🟥 ⬅	June 2021 Update • Several new legal templates with carefully drafted IP language have been developed and are being included on a new ORS SharePoint site. • A new Students IP task force has started work, and is reviewing best practices and guidance documents. • The addition of a Business Transformation Lead to ORS has strengthened capacity on legal and financial matters. • Significant progress has been made on overhauling Work Integrated Learning templates, especially through careful consideration of IP matters. • A new SharePoint site (alpha release) is now being previewed by volunteers from the Senate Standing Committee on Research and Graduate Studies.	
		🟩🟩🟨🟥 ⬅	June 2022 update • KPU's Intellectual Property Policy and Procedure have been effective in foster faculty engagement and student opportunities in applied research and innovation. • KPU's IP policy was featured in this new Guide to Developing and Enabling Policies for Digital and Open Teaching and Learning, published by Ireland's National Forum for the Enhancement of Teaching and Learning in Higher Education. • An Intellectual Property Guide was finalized after consultations and input from external intellectual property counsel • An Intellectual property Guide for faculty members is in final stages of expert review	
3.3	Deepen our relationship with external industries, government and community organizations to ignite an active research agenda. Provide powerful learning experiences for our students while seeking practical solutions for physical, social and discovery challenges.		•The Katalyst funding program was updated to encourage applicants to set aside 33% of funding for student experiential learning • An open, transparent, and equitable competition resulted in two internal candidates identified as Tier 2 nominees for the Canada Research Chairs Program. • KPU is now eligible for Mitacs funding. •These developments will continue to remain central to the Academic Plan throughout the duration of its implementation. •Research enhances education through rigorous scholarship, industry and other external inputs. •The development of an actionable Research Strategy will further deliver on this strategy.	

		June 2020 Update • KPU was successful in securing its second Canada Research Chair, eight years after the first one. • KPU researchers have received successful Mitacs grants. We are also now eligible for funding from the Shastri Indo-Canadian Institute. • New internal funding programs have been designed to support researchers who have secured external grants and student-led research and innovation. • An internal task force has been working on an actionable Research Strategy and a Strategic Research Plan Summary is now complete. The task force will incorporate learnings from the pandemic to share a version with the KPU community in the Fall.	
		June 2021 Update • KPU was successful in securing its third Canada Research Chair, in Nutrition Informatics (Dr. Karen Davison). • Around a dozen School of Business students received Mitacs internships as part of their Business Strategy Internships program. • After a gap of a few years, ORS ran a successful competition to identify KPU's next Chancellor's Chair, Dr. Aaron Goodman. • KPU faculty were successful co-applicants in funding from the Shastri Indo-Canadian Institute. • KPU completed a state of the art facility in Spruce 214 for the new Applied Genomics Centre, with nearly $0.9M in capital funding from KPU. • A major philanthropic gift from the Dr. Sherman Jen Education Foundation has resulted in two endowed chairs, in next-generation design and in applied genomics. • ORS has strengthened social media activity promoting research and innovation across KPU, including a new Instagram channel.	
		June 2022 Update • A research services SharePoint site has been soft-launched after input and review from the Senate Standing Committee on Research and Graduate Studies • A new Student Research and Innovation Grants program was successfully piloted, funding several students across KPU in both curricular and extra-curricular streams to build research and innovation competencies. • More than 20 legal templates are being developed for most common use cases to foster partnerships with industry, government, and community organizations • A successful pilot Business Strategy Internship program involving the Office of Research Services, Melville School of Business, and Mitacs has now become an ongoing program with additional funding from the RBC Foundation through the Office of Advancement. • KPU is hosting multiple visiting scholars from South Korea at the Department of Criminology and the Institute for Sustainable Food Systems. A draft framework has also been initiated to foster more international opportunities.	
3.4	Reinforce the role and function of our research institutes by supporting and enhancing their external networks and partnerships and by providing a clear line of accountability and support services.	• Starting April 2019, the two Institute Directors report to the AVP Research to provide a clear line of accountability and support services • Processes are being streamlined with Financial Services to allow for proper and efficient vetting of research proposals and agreements	
		June 2020 Update • In 2020-21, the Institute Directors are leading development of strategic plans to strengthen long-term sustainability. • A restructuring of the Institute for Sustainable Food Systems is underway to improve accountability. • A formal policy governing research centres and institutes at KPU is being planned to strengthen institutional governance around these entities. • An in-depth review of Farm School operations has been initiated to strengthen their performance and realize their full potential.	

		June 2021 Update: • The Farm Schools operating under ISFS have undergone significant transformation, and efforts to strengthen their performance and realize their full potential continue. • An improved strategy has been implemented together with Financial Services to help fund research support activities necessary for each institute. • The ISFS has completed its Strategic Plan, and revisions to the ISH's strategic plan are underway. • ISH is leading the development of an institutional application to Health Canada for conducting cannabis research. • Human Resources is working on strategies to support and retain research personnel on soft funding. • KPU's research centres and institutes now participate in a periodic best-practices round-table to adopt practices that strengthen their long-term viability. • ISFS has enjoyed significant funding wins, including success for multi-year funding applications. • The ISH and Sylvar Technologies were recognized for their collaboration with NSERC's Synergy Award for Innovation. • KPU's Teaching and Learning Commons is adding an Educational Consultant for the Scholarship of Teaching and Learning through a 50% faculty time release, starting September 2021. This person will support the further development of KPU educators interested in engaging in the scholarship of teaching and learning (SoTL). More specifically, this consultant will provide advice to colleagues, facilitate workshops and/or communities of practice, review research for evidence-based practices, and develop resources (infographics, webinars, handouts etc.) and training for educators. • KPU's new Foundations in Teaching Excellence program includes a focus on both scholarly teaching and the scholarship of teaching and learning within the domain of Reflective Practice. These modules are currently being developed with the goal of launching the new training in Fall 2021.	
		June 2022 Update • KPU's research institutes have been set up with ongoing access to support for indirect cost activities to improve administration and accountability. • A policy on governance of research centres and institutes over their life cycle has been drafted and is being reviewed. • Generic as well as individualized position descriptions for the role of directors of research institutes and centres have been drafted. • An external review of farm schools under the overview of ISFS is underway. • Strategic and operating plans have been developed for Institute for Sustainable Horticulture, including a leadership succession strategy. • An application to Health Canada for cannabis research at ISH was submitted, with the eventual foal to foster applied research partnerships with businesses in the emerging cannabis sector.	
3.5	Ensure and encourage an enriched, direct connection between our research activities and our teaching and learning mission.	•Vice Provost, Teaching and Learning and the AVP Research teams collaborated on a successful Teaching, Learning, Scholarship, and Research (TLSR) Summit in April 2019 • An augmented 2019 TLSR survey has received more than 200 responses • A Cross-Faculty Working Group is currently producing a white paper that identifies scholarly engagement as essential to educational excellence and explores the sundry and multiple ways that exposing undergraduate students to opportunities to gain research experience can enhance teaching and research be better integrated into the classroom.	
		June 2020 Update • Newly augmented surveys of both students and educators have provided rich insights into supports needed for research and innovation as part of the teaching and learning work at KPU. • KPU will be launching an Open Education Research Institute with approved BCCampus funding. • The Teaching and Learning Commons and the Research Division are collaborating to strengthen capacity and best practices for experiential learning, by acquiring quantitative and qualitative research software, templates for experiential learning agreements, and platforms such as Riipen.	

		June 2021 Update • In collaboration with other stakeholders across the university, the AVP, RIGS is advancing several action items from the white paper. • KPU is now a member of NDRIO (New Digital Research Infrastructure Organization) which will provide access to a variety of current and new services delivered across Canada. • In collaboration with IT Services, a limited number of NVivo licenses were acquired and provided to members of the KPU community. • Significant progress has been made in advancing equity, diversity, and inclusion inside and outside of the curriculum, through new groups such as the Task Force on Anti-Racism and the EDI Action Plan Steering Committee. • The faculty orientation and development planned through the Teaching and Learning Commons now integrate scholarly teaching and the scholarship of teaching and learning. • Four videos were released this year to showcase the connection between research and the student learning experience at KPU. • KPU's Teaching and Learning Commons is adding an Educational Consultant for the Scholarship of Teaching and Learning through a 50% faculty time release, starting September 2021. This person will support the further development of KPU educators interested in engaging in the scholarship of teaching and learning (SoTL). More specifically, this consultant will provide advice to colleagues, facilitate workshops and/or communities of practice, review research for evidence-based practices, and develop resources (infographics, webinars, handouts etc.) and training for educators. • KPU's new Foundations in Teaching Excellence program includes a focus on both scholarly teaching and the scholarship of teaching and learning within the domain of Reflective Practice. These modules are currently being developed with the goal of launching the new training in Fall 2021.	
		June 2022 Update • In June 2021, KPU's third Canada Research Chair Dr. Karen Davison was confirmed. This Chair is active in applied research, with a focus on nutrition informatics. • Faculty member and biologist Dr. Paul Adams has been appointed the Sherman Jen Research Chair in Applied Genomics at KPU following an open, transparent, and inclusive competition. • Faculty member and textile design expert Stephanie Philips was appointed as the Sherman Jen Research Chair in Next-Generation Design following an open, transparent, and inclusive competition • Progress is underway university-wide on multiple Senate-endorsed recommendations from the faculty-led white paper • The Faculty of Arts has created an Arts Research, Scholarship, and Creativity Network bringing together dozens of educators and enabling shared resources and services. ⬝ • The Teaching & Learning Commons developed a comprehensive framework for faculty development that embeds training in the scholarship of teaching and learning within the domain of reflective practice.	
3.6	Engage the KPU Library and Teaching and Learning Commons to assist researchers and the Office of Research and Research Services to enhance research capabilities and access up-to-date methodologies and resources. Reinforce KORA's role in providing immediate global reach for KPU research through KORA and other avenues to open academic publishing.		• In collaboration with the AVP Research, the Library is developing an online Subject Guide to identify learning resources related to IP • A series of activities are being developed by the AVP Research, Associate Vice President, Open Education, and the University Librarian, and their teams to strengthen supports for open access	
		June 2020 Update • A Subject Guide on IP was developed by the Library in collaboration with the Associate Vice President, Research. • The Library has also developed a Subject Guide on Research Data Management, and acquired a digital copy of A-Z Guide to Research Contracts. • KPU has signed an agreement to acquire ORCID to track scholarly outputs of KPU researchers. • Tracking this activity will help enhance KORA's collections. • KPU has also become a member of NDRIO (National Digital Research Infrastructure Organization) which will provide access to further supports on research data management.	

		<u>June 2021 Update</u> • KPU is in the process of implementing ORCID to track scholarly outputs of KPU researchers to help enhance KORA's collections. • The Library is supporting the development of an online Scholarly Impact Report to serve as a digital portfolio of research and scholarship across KPU. • Vice Provost, Teaching and Learning, University Librarian, and the AVP, Research, Innovation, and Graduate Studies collaborated on a successful Teaching, Research, and Library Supports Survey. • The Library continues to strengthen supports for open access (e.g. Sage Publishing), advising on scholarly publishing (including vetting predatory publishers), and research data management. • The Open Publishing Suite (OPUS) has been further professionalized, with the addition of a pre-publication peer review program for our open textbooks, the hiring of a part-time student from KPU's Graphic Design in Marketing program to provide graphic design and layout support for open textbooks in development, and the addition of a copyeditor / proof reading service for KPU-published open textbooks. • The OPUS team is developing an open publishing style guide and manual that will guide OER creators and adaptors through specific publishing milestones. This project is support by our student graphic design expert, Monica Le. An outcome of this project will also include the creation of a business plan which will guide the mandate, priorities, and responsibilities of the OPUS team. • The inaugural Open Education Research Institute (OERI) was held during the first week of May 2021. This three-day Institute provided an opportunity for new and emerging researchers interested in open educational practices to deepen their knowledge and sharpen their skillset while connecting with other researchers and joining a BC-wide mentorship network. This initiative was supported by Deepak Gupta, Associate Vice President for Research, Innovation, and Graduate Studies and Tara Lyons, Chair of KPU's Research Ethics Board.	
		<u>June 2022 Update</u> • The Research Ethics Board (REB) has been augmented with an additional member with expertise in privacy and information security. Type your updates here The REB has also engaged with Information Security to incorporate current best practices in research data management in vetting of applications. • Following approval of incremental funding, the Library has is now developing KPU's research data management strategy to meet Tri-agency requirements. • KPU is developing a list of definitions related to research, including acknowledging and valuing Indigenous ways of knowing and being. The REB is investing into improving its capacity to support Indigenous research. • A collaborative endeavor involving the office of Privacy, Teaching and Learning Commons, Research Ethics Board, and the Office of Research Services has resulted in a new template for providing researchers with access to personal information under the custody of KPU while ensuring that privacy laws are complied with. • In June 2021, KPU joined Undergraduate Research Canada Steering Committee, a Canada-wide network for undergraduate research practitioners represented by a faculty member in the Department of Psychology. • KPU has also joined Community-based Research Canada which will provide training and resources to researchers and scholars collaborating with community organizations.	

GOAL 4: Build a next generation KPU International (Lead Carole St. Laurent, AVP International)

Strategy		Comments	Impact of Goal Strategies
4.1 Support international students through a range of academic transition programs that enable students to participate fully in the KPU community of learners.		• Pathways are important to international students. Students who have not yet achieved the level of English required to be successful in their studies can enroll in the Pathway program • The Pathways option was recently re-opened to international students. • Pathways provides an important bridge for international students to meet the English language requirement and to provide them with a smooth transition into an undergraduate program. • Challenges nonetheless exist for some students to succeed in the current system. The KPU community needs to collaborate on redesigning the pathway program to meet both domestic student and international student needs. • A study on the Pathway program was completed, including recommendations for improvement.	•As KPU's international revenue has become a substantial portion of the overall revenues for the university, greater emphasis on serving those international students and ensuring their success has become critical. Over the past year and in an attempt to stem to overwhelming flow of international admissions to KPU, the university suspended international student admissions until such a time as an Institutional Sustainability committee was able to accurately predict our institutional capacity and develop preferred FTE targets in selected Faculties and program areas. KPU is now ready to embark on a new integrated approach to enrolment management that will attenuate many of the problems associated with past admissions and recruitment practices. At the same time KPU has intensified its efforts to promote and recruit a large diversity of international students that will begin to manifest itself in the proposed intake targets of May 2020. •SEPC has developed international student enrollment targets and quotas for each intake. KPU International continues to meet these targets without exceeding the allocated quotas. •Two new courses were developed for international students to develop a better understanding of business writing in Canada: BUSI 1101 and CMNS 1101. These two courses are now available for international students as elective courses.
		June 2021 Update • Demand from International students for English upgrading courses at KPU has been declining. There are other options that international students can pursue to upgrade their English which have lower tuition costs. English upgrading is an important access route for recruiting international students from countries where English is not the language of instruction. • Student preparedness is a strong indicator of student success. To best prepare students for their studies at KPU, KPU International has created a transitions team to connect with students from their admission to enrolment to arrival journey. Numerous resources need to be developed, including an international student handbook.	June 2021 Update • The tuition fee structure for the English upgrading courses of the Pathway program was changed to offer a more competitive rate that will attract more international students to KPU effective Fall 2021. • New Virtual Pre-Arrival Workshops were developed for international students and their families and implemented in Summer 2021. The workshop covered an array of topics that can help students before they arrive in Canada. Topics included getting ready to travel to BC and essential information about border restrictions and quarantine requirements, health insurance, BC transportation, KPU campuses, etc. There was strong attendance, and a recording was made available to those unable to attend. • Virtual orientation sessions for international students were offered in Summer 2020, Fall 2020, Spring 2021 and Summer 2021. Most new international students participated in the sessions.
		June 2022 Update • An International Student Handbook has been developed for a September 2022 launch • Registration webinars are offered to new international students, with students receiving academic advice related to their first semester at KPU and their educational goals. International students are encouraged to register in EDUC 1150 and WRTG1100 to best prepare them for their academic studies. • The International Student Life & Transitions team hosts a pre-arrival webinar series for new students and their parents to prepare students for their travels to Canada. • The International Online Orientation is an interactive online course that helps students learn everything they need to know as an international student at KPU. All new international students are required to complete this course before the start of the semester. • A new online interactive moodle orientation course was developed for both indigenous, domestic and international students for Fall 2022 • In-person orientation for international students provides an opportunity to engage with KPU International staff and learn from other students through the Question-and- Answer session of the program. It also included an online Moodle orientation course which provided the information necessary for students to be successful. • A new resource for international students was developed: Preparing for the Canadian Classroom. This resource is designed to international students start their education journey well. The book introduces student to key skills that they can begin developing even before they travel to Canada.	
4.2 Foster a culturally and globally aware curriculum, being prepared to meet the needs of an international workplace, whether in Canada or internationally.		• KPU has taken important steps in fostering a culturally and globally aware curriculum through the Teaching and Learning Commons by offering three-day Intercultural Teaching Workshops, available to all faculty and teaching staff. • The goal for KPU is for all instructors to participate in the three-day workshop and apply strategies in their course development and preparation to truly prepare students for an international work environment. • KPU International will be working with the new AVP Academic to develop additional strategies to internationalize the curriculum. • A new scholarship program was implemented in 2020 to support student and faculty mobility opportunities.	• Since Fall 2018 to Fall 2019, KPU has sent a total of 47 students to 14 different countries on exchange terms. • From summer 2018 and summer 2019, 12 students studied in 3 different countries in summer school programs. • From Summer 2018 to summer 2019, 69 students participated in field schools across 8 different countries.

			June 2021 Update • The COVID crisis required significant changes be made to the Global Development & Study Abroad Programs with borders closed and exchange programs temporarily cancelled. Despite the challenges, KPU International took this opportunity to be innovative in developing new and strategic international partnerships, creating new virtual global learning opportunities for students and faculty, and laying the groundwork for future transformations in internationalization at KPU.	June 2021 Update • In Spring 2021, KPU International launched its first KPU Collaborative Online International Learning (COIL) program. COIL is an approach to fostering global competence through the development of an intercultural learning environment that links classes in different countries. Using various communication technologies, students from different countries complete shared assignments and projects, with faculty members from each country co-teaching. A KPU faculty member in the School of Business/Faculty of Arts collaborated with a professor from the University of Monterrey (UDEM) in Mexico, to deliver HRMT 3115, the first Collaborative Online International Learning (COIL) course to take place between KPU and UDEM. This innovative approach was a huge success among KPU students and faculty, with an incredible 100% satisfaction rate received in the latest student survey. The COIL programming for Fall 2021 will continue and will include three KPU Faculty working with the University of Monterrey - UDEM (Mexico) and Nottingham Trent University - NTU (England) on three courses. • Studying abroad virtually has allowed KPU students to connect with others worldwide and gain invaluable cultural and academic skills while learning/working with others in a safe and accessible international setting. "Virtual Exchange" is an umbrella term that captures virtual intercultural learning experiences, such as online cross-registration (at a partner institution), virtual internships, and hybrid learning modes like COIL. These experiences are designed to complement existing study abroad programs and remove access barriers for those who cannot participate in a traditional mobility experience. To reduce barriers to study/work abroad opportunities for students in KPU, the Virtual Exchange Award provided up to 100% funding of the tuition or program fee to fund their virtual exchange experiences. Over 58 KPU students participated in virtual programming.
			June 2022 Update • Since Spring 2021, 95 students have taken a Collaborative Online International Learning (COIL) course. COIL connects accredited courses, linking the classrooms of two or more higher education institutions, each located in a different country or cultural setting. COIL creates equitable team-taught learning environments where faculty from two cultures work together to develop a shared syllabus, emphasizing experiential and collaborative student learning.	
4.3	Recognize that international students are an asset to KPU and regional communities, enhancing the classroom experience through a rich exchange of experiences and ideas.		• International students bring a global perspective to the classroom, and through experiential learning and the students' active participation, this perspective is shared through activities such as group projects and similar classroom activities. In addition, international students share their perspective with KPU's external communities through their work-study programs, practica, and COOP work experiences, thus contributing to KPU's outreach to regional communities. • One challenge that KPU faces has been faculty challenges with the proficiency levels and university preparedness of the students KPU received in 2017/2018. This lack of proficiency is being partially addressed by comparing high school completion equivalencies and working with agents to assess student preparedness. • Since 2018, agents have been pre-screening students to assess their academic preparedness. It is recognized that not all high school completions are equivalent. Agents were provided with equivalency charts of high school grades in their respective areas and adhere to these recommendations. • In Summer 2020, KPU International implemented a new caseload advising model where all new international students are matched with an advisor and receive one-on-one support throughout the first semester. • In Summer 2020, a new peer mentor pilot project was implemented where new international students are matched with a peer mentor for the first semester of studies.	
			June 2021 Update • The International Peer Mentor program has continued in every semester since Summer 2020. To date 1670 new international students have participated in the program. 103 domestic and international mentors were hired and matched with the new students. This has proven to be a success for both the mentors and the mentees. The program will continue in the Fall 2021 where 40 new mentors will be hired.	
			June 2022 Update • The International Peer Mentor Program has expanded where each new international student is matched with a peer student mentor prior to the semester start.	

4.4	Build new and strategic academic pathways and program offerings.	←	• KPU is exploring opportunities to provide a pathway to post-bachelor's programs and new strategic pathways such as the Graduate Diploma Program. • The Student Enrolment Planning Committee (SEPC) has undertaken this project. A taskforce has been put together to review the current Pathway model and to explore expanding the Pathway to include Post-Bac programs. • KPU is also exploring the expansion of its language school partnerships in order to provide options for students and to increase diversity in the international student population. • KPU International has completed the research on potential language school partners. The proposal is currently being developed.	
		←	June 2021 Update • Pathway programs provide a transition for students who do not meet the English language admission requirements. The pathway program is restricted to open intake UG programs. There is a demand for a pathway program or English Upgrading program for students wishing to attend post baccalaureate and limited intake programs. • The market research and articulation on Language School partners was completed. Given numerous factors, KPU decided to cut the tuition for the English Language courses in the pathway program make its KPU's pathway program competitive on the market. A new international pathway promotional webpage is in development. A large digital campaign is being scheduled to promote the pathway program in targeted regions. • There is a global demand for graduate degrees. Since students cannot obtain these degrees at KPU, creating a partnership with other institutions will attract students to KPU to begin their program and eventually complet3e a graduate degree at other institutions.	June 2021 Update • For Spring 2021, a pilot initiative that provides an English Language Pathway to School of Business Post-Bac programs for international students (by way of conditional admission based on IELTS scores between 5.5 -6.0) will be implemented in Spring 2022 to attract students who don't quite meet the English Language requirement for admission to these programs. • KPU and St. George's University (SGU) have formalized an articulation agreement that offers KPU students the opportunity to pursue a career in medicine or veterinary medicine. In this 4+4 Program, students will begin their studies at KPU in the Faculty of Science and Horticulture's Bachelor of Science, Major in Health Science. After successfully completing four years of undergraduate study at KPU, qualified students who meet the standards of admission at SGU will proceed to Grenada and enter the first year of SGU School of Medicine or SGU's School of Veterinary Medicine. KPU students will have an opportunity to enjoy the benefits of studying at a world-class institution that is accredited and approved by many governing authorities.
		←	June 2022 Update • There is strong interest from domestic and international students in the KPU/St. George's University (SGU) agreement that offers KPU students the opportunity to pursue a career in medicine or veterinary medicine. In this 4+4 Program, students will begin their studies at KPU in the Faculty of Science and Horticulture's Bachelor of Science, Major in Health Science. After successfully completing four years of undergraduate study at KPU, qualified students who meet the standards of admission at SGU will proceed to Grenada and enter the first year of SGU School of Medicine or SGU's School of Veterinary Medicine. KPU students will have an opportunity to enjoy the benefits of studying at a world-class institution that is accredited and approved by many governing authorities.	
4.5	Develop and implement a streamlined application process.	←	• KPU has a challenging admissions practice where KPU must receive original transcripts from the issuing institution exclusively. Some countries issue only one transcript in a lifetime, with no exceptions, and with no further transcripts being reissued. This creates inefficiencies for KPU in that the application process is slowed and emerging markets are eliminated from consideration. Further solutions will be examined as part the development of a comprehensive enrolment strategy for the university. • BPAS is working with International on identifying issues with and streamlining the application process. • A number of inefficiencies in admissions practices were identified which lead to lengthy process in issuing Letters of Acceptance (LOAs) to prospective students. In order to retain strong applicants, a taskforce under SEPC will be reviewing identified inefficient admission practices and implement solutions.	• In 2020, KPU implemented a new admission practice where students receive a conditional letter of acceptance based on a scanned copy of their official transcript. The condition is lifted once official transcripts are received. • This new practice has significantly increased the number of applicants from target markets, such as Vietnam and the Philippines.
		←	June 2021 Update • Significant changes to admissions processes for international student applicants were introduced in collaboration with OREG.	June 2021 Update • The pilot project, Scanned Copy of Official and Original Transcripts (SCOOT) has proven to be quite successful. This new process has significantly improved the timing of issuing Letters of Acceptance (LOA) to international students. In some cases, students can receive an LOA within 48 hours, which used to take 6-8 weeks.
		←	June 2022 Update • KPU has implemented the Scanned Copy of Official and Original Transcripts (SCOOT) as a regular admissions process since the pilot project has proven to be quite successful. This new process has significantly improved the timing of issuing Letters of Acceptance (LOA) to international students. In some cases, students can receive an LOA within 48 hours, which used to take 6-8 weeks. • Allowing students to upload admissions documents to Education Planner BC (EPBC) at time of application will further streamline the application process and reduce the risk of students sending personal information via email.	

#	Objective	Status	Progress / Notes	Outcome / Results
4.6	Nurture an increased diversity in KPU's international student body.	(indicator)	• KPU is already doing this is two ways: through direct recruitment in emerging markets and partnerships with institutions abroad. • As mentioned previously, KPU is exploring working with language schools in the Metro Vancouver region. • A challenge for KPU is the need to further explore accepting electronic transcripts to help with increasing student diversity. • KPU International has developed a diversification strategy and has begun implementation.	• KPU International implemented quotas and targets for markets in order to diversify its student body.
		(indicator)	June 2021 Update • COVID has negatively impacted the full implementation of KPU's diversification strategy. The number of applications from target countries was strong but the low number of study permit approvals affected conversions to enrolment. • Due to COVID, all out-of-country recruitment was brought to a halt. A significant shift in recruitment and marketing was required to meet international student enrolment targets. • KPU International hired representatives to promote KPU and provide support to students and agencies in Brazil, Philippines, Vietnam, China and India.	June 2021 Update • KPU has seen increases in enrolment from Brazil, Vietnam, and the Philippines since the hiring of the field representatives. Enrolment in KPU's main source countries has continued to be strong even through COVID thanks to recruitment efforts, recognition of student supports and on the ground presence and support of field representatives in China and India. • KPU International expanded its digital marketing presence. Because of COVID, recruitment shifted to a digital space that allowed us to set up a new presence on various social media platforms in target countries. This strategy has proven successful in multiple regions by bringing us increasing numbers of organic inquiries and an enhanced level of engagement with prospective students. The partnership with several digital marketing platforms such as educations.com and hotcourse.com, which specialized in Search Engine Optimization (SEO), boosted our online exposure to students in targeted countries.
		(indicator)	June 2022 Update • KPU continues to see increases in enrolment from Brazil, Vietnam, and the Philippines since the hiring of the field representatives. KPU International is hoping to expand its representation in Latin America in the near future. • KPU International continues to expand its digital marketing presence, particularly in emerging markets.	
4.7	Develop an enhanced international advising model to optimize the effectiveness and efficiency of advisory services for international students.	(indicator)	• KPU International has hired a coordinator for international student advisors and is coordinating efforts (shared training, etc.) with Central Advising. • KPU International staff are being certified in order to provide student-related immigration services.	• KPU International has successfully implemented a caseload advising model. • Five advisors have completed the immigration certification courses and one has written the exam and has received certification to date. KPU International is on target to meet its goal of having all international advisors certificated by 2023.
		(indicator)	June 2021 Update • Due to COVID, KPU International introduced virtual academic advising appointments.	June 2021 Update • Due to shifting to virtual advising appointments, KPU International was able to increase the number of appointments available to international students. • A hybrid of in-person and virtual advising appointments will be available to international students in the Fall 2021 semester. • Eight advisors have completed the immigration certification courses.
		(indicator)	June 2022 Update • Caseload advising for all new international students was introduced. Students receive proactive one-on-one support from an assigned International Advisor who regularly reaches out before and during the first term. • Due to COVID, KPU International introduced virtual academic advising appointments. Given the effectiveness of the virtual appointments and the flexibility it provides to students, virtual appointments will continue to be offered along with in-person appointments.	
4.8	Establish an international student emergency fund.	(indicator)	• KPU has already established an international student emergency fund internally to support international students who experience unexpected financial hardships. • KPU will need todevelop a an application process to enable implementation. • KPU has also negotiated a scholarship with Guard.Me International Insurance, pur principal insurance converage for international students, prior to their coverage under the Provincial system.	• International students now have access to emergency funding, provided through a gift from Guardme insurance, as well as through KPU.
		(indicator)	June 2021 Update • The demand for emergency funding far exceeds the available funding.	June 2021 Update • The application process was developed with SAFA and successfully implemented. • International students accessed the full amount of emergency funding available.

			June 2022 Update	
			• Student emergency funding continues to be available to students. However, the demand exceeds available funding.	

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
GOAL 5: Increase indigenous participation at KPU (Lead Dr. Steve Cardwell, Vice President Students)			
	Strategy	**Comments**	**Impact of Goal Strategies**
5.1	Engage a manager of indigenous services	•A search for a new manager of Indigenous Student Services is underway. The incumbent left KPU for a position at Fraser Health. •A new manager of Indigenous Student Services has been hired. •More progress in this area of leadership for innovation and partnerships is being considered.	•Indigenous activities and administration/faculty/staff engagement is at an all-time high at KPU. •The Indigenous Awareness modules, the large number of curricular projects and courses advancing the TRC Calls to Action and articles in UNDRIP are a clear indication that KPU is progressing well on this goal. •The hiring of a new manager of Indigenous Student Services, the Open Doors, Open Minds forum, the regular input from our Indigenous Advisory coupled with the many events that KPU has sponsored or been part of speak strongly to the progress on this Academic Plan goal.
		June 2021 Update • A new Indigenous Community Coordinator position was filled in Spring 2020. Located within Indigenous Services for Students, this position works closely with KPU's Future Students Office to support recruiting activities for Indigenous Learners including participation at Indigenous Career and Education Fairs. • Indigenous Services will welcome a new Coordinator, Indigenous Student Transition and Engagement in September, 2021. They will be responsible for the coordination and delivery of specialized culturally relevant programming that supports the transition and engagement of a diverse Indigenous student population at KPU. The position was left vacant after a staff member left to pursue another opportunity. • The university has recently hired a Special Advisor on Indigenous Leadership, Innovation and Partnerships reporting to the President.	June 2021 Update • Indigenous activities and administration/faculty/staff engagement is very positive. • The Indigenous Awareness modules, the large number of curricular projects and courses advancing the TRC 'Calls to Action' and articles in UNDRIP are clear indicators that KPU is progressing well on this goal. • The hiring of a new manager of Indigenous Student Services, the Open Doors, Open Minds events, the regular input from our Indigenous Advisory Council coupled with the many events that KPU has sponsored or been part of speak strongly to the progress on this Academic Plan goal.
		June 2022 Update • In April 2021, Len Pierre Pul-ee-qwe-luck, began his role as Special Advisor, Indigenous Leadership, Innovation and Partnerships, reporting to the President. Len Pierre is a Coast Salish consultant, speaker, and educator from the Katzie First Nation with a background in adult education and cultural knowledge systems. • The position of Associate Vice President, Indigenous Leadership, Innovation and Partnerships has been approved and will be hired in the next 3 months. responsible for the overall Indigenous leadership, innovation, partnerships, and strategic planning at KPU. The AVP will provide leadership and support KPU's efforts towards truth and reconciliation and provide senior advice and guidance on how KPU can work towards decolonizing and indigenizing the university's structure. • In addition, KPU will soon be hiring a coordinator to support the work. This will enable more progress to be made in support of the university's efforts towards reconciliation.	
5.2	Expand exposure of territory acknowledgment	•Signage work underway through Facilities and the Office of the President. •Creation and location of Indigenous artwork is also underway under the Office of the President/FoA/Facilities.	• Increases the awareness and presence of KPU as a university located on unceded and traditional territories of Indigenous Peoples.
		June 2021 Update • Work is being undertaken to explore a language-based territorial acknowledgment for KPU. • Work is underway to develop interactive language resources (audio/video recordings) for inclusion on campus signage and the KPU website. • We are working with a consultant to translate key signs into the appropriate local Indigenous dialects. We are also considering adding QR codes that will lead to the website for more information and have audible pronunciations.	
		June 2022 Update • Coupled with various awareness initiatives, including statements made at all formal meetings at KPU, revisions to acknowledgement statements are ongoing. • The next step in this strategy is to enliven the Acknowledgement statement so that they carry meaning. This can be accomplished through more awareness-building and training.	
5.3	Provide cultural training to staff, faculty, administration, students and alumni.	•Well underway. Three Moodle online modules have been available since the summer. To date more than 500 staff, Administrators and faculty have taken the short training courses. •Teaching Fellow working with faculty to facilitate indigenous awareness orientation and methods. •Working on possible expansion of the modules to include more reference to UNDRIP. •Work is underway to create micro-credentials to recognize and value the accomplishment of participants here. •The Library's establishment of an Indigenous Liaison Librarian and the creation of the Library Guide to Indigenous Studies. •Participation in the Kairos Blanket exercise by Student Services employees, New Student Orientation Leaders and other KPU departments. •Initiated Irving K. Barber Fund - Naut'sa Mawt: One Heart, One Mind will be a multi-year educational and community building initiative, involving sustained Indigenous student leadership and participation, Elder guidance and mentorship, interdisciplinary, interactive and on the land learning opportunities for "marginalized" and "non-traditional" learners, strongly in need of inspiration and opportunity, professional development of staff, faculty and administration that furthers transformative capacity building for access and inclusion of diverse learners, and strong community outreach and engagement beyond KPU.	

			June 2021 Update • Work is underway to update the content and format of KPU's Indigenous Awareness Modules including their potential translation to foreign languages such as Punjabi and Mandarin. • KPU's Teaching and Learning Commons is adding an Education Consultant for Indigenization to the Teaching and Learning team through a 50% faculty time release, starting September 2021. This person will support the further development of KPU educators in acquiring competencies related to designing learning experiences and environments that support Indigenization and decolonization of the curriculum. More specifically, this consultant will provide advice to colleagues, facilitate workshops and/or communities of practice, review research for evidence-based practices, and develop resources (infographics, webinars, handouts etc.) and training for educators. • KPU's new Foundations in Teaching Excellence program, described in the Strategic Priorities section of the report, includes a focus on Indigenization within the context of inclusive teaching. These modules are being developed over the summer with the goal of launching the new training in Fall 2021. • KPU's Teaching and Learning Commons offers a 3 day intensive Intercultural Teaching Practices workshop. • Indigenous Services, in partnership with KPU Library, launched the first Indigenous Book Club in Fall 2020 featuring the book, Potlatch as Pedagogy by Dr. Sara Davidson and Robert Davidson, her father and internationally renowned Haida artist and carver. In Spring 2021, participants read Dr. Kim Anderson's book, Native Women and Life Stories. Both authors attended the dialogues sessions with over 35 students, faculty and staff partaking in the two sessions. The Fall 2021 book will be Lee Maracle's Memory Serves. • KPU hosted the first event of an Indigenous Dialogue series intended to bring together all members of the Kwantlen community to listen to and engage with renowned Indigenous scholars, leaders, and members of the community. Invitations were sent to all local First Nations including the Métis Nation of BC, Indigenous Education representatives with school districts, the Surrey Urban Indigenous Leaders Council, and others. More than 250 people registered for the event, which was held in November 2020. The next event is being planned for later this Fall. • National Indigenous History Month 2021 events were held in June that included videos from Elders, Lekeyten and Cheryl from Kwantlen First Nation, KPU's Chancellor, Kwuntiltunaat (Kim Baird) and President Davis. Presentations were held on Indigenous Language Revitalization, Modern Storytelling and a workshop on Indigenous wellness through art and storytelling. • Cultural safety competency training for Nursing students: Cultural safety is a term that was brought into the nursing literature by a Maori nurse and it has become a required competency for registered nurses in Canada. Cultural safety is understood to mean there is no damage or harm by interactions between people and that dignity and respect are maintained for all parties in an interaction (Gurm and Cheema, 2013). Inequities exist in services for Indigenous people and other marginalized groups that are rooted in colonization and perpetuated by racist and discriminatory systems and practices. The lack of cultural safety may block Indigenous people, those from colonized nations, and those in oppressed positions from care and supports. The cultural safety competency is woven into the Nursing curriculum so that BSN and BPN students begin to understand how their own biases impact their thoughts and actions.	
			June 2022 Update • A new short course series is being developed with BCcampus. The series of six modules based on the Pulling Together series, each about 6 weeks long at 1.5 hours each, has a different focus for different audiences at KPU. • The KPU Indigenous Dialogue Series (IDS) is intended to bring together all members of the Kwantlen community—students, employees, affiliates, and the general public-settler and Indigenous—to listen, learn, and engage with Indigenous scholars, activists, and leaders. Invitations are sent to all local First Nations, the Métis Nation BC, Indigenous Education representatives with school districts, the Surrey Urban Indigenous Leaders Committee (SUILC) and others. • This year, we have held three IDS events so far with a fourth such event being planned for National Indigenous Peoples' Day. The first speaker event in 2022 featured Len Pierre Pul-ee-qwe-luck, Special Advisor, Indigenous Leadership, Innovation, and Partnerships at KPU. In February, we were fortunate to hear Dr. Marie Battiste, OC. Decolonizing the Academy: Trans-systemic Transformations. The session focussed the diverse ways Indigenization is practiced across Canada in universities and why decolonizing knowledges in curricula and decolonizing systems matter to universities. In April, Chief Dr. Robert Joseph, OC, OBC spoke passionately about Reconciliation: Where are we? Chief Robert Joseph is a Hereditary Chief of the Gwawaenuk First Nation. He has dedicated his life to bridging the differences brought about by intolerance, lack of understanding and racism at home and abroad. On June 21st Dr. Pam Palmater will focus on perspectives of reconciliation and decolonization. • Following their launch in 2019, a fulsome review of KPU's Indigenous Awareness training modules was conducted across the 2021/22 year. Content was refined to better reflect KPU's region and learners and includes expanded information related to Residential Schools and Truth and Reconciliation. To better serve and engage those in our region with a first language other than English, the modules are also being translated into 4 additional languages: Mandarin, Punjabi, Farsi and Vietnamese. The updated modules are planned for roll-out in Fall 2022.	
5.4	Maintain an active Indigenous Advisory Committee.		•The second gathering of the Indigenous Advisory Committee took place at the end of May. This was well- attended by local Indigenous communities, school district representatives, KPU faculty/staff and students. •A student-initiated KPU Indigenous Student Council has been formed. •Using a provincial grant, a consultant has been hired to help lead an action-planning initiative in support of the work of the Advisory Committee and the University. •The Indigenous Advisory Committee has now met 4 times since it was reestablished a year ago.	
			June 2021 Update • Indigenous Community Justice Minor: Changes to the Indigenous Community Justice Minor were implemented in September 2020 to make the minor more flexible and to expand the list of upper-level courses from which students may choose to meet the requirements. Once the INDG Department is formed, the ICJ minor will be overseen by INDG faculty who will connect with students declared into the program and liaise with other departments in Arts that offer courses (some of which are cross listed as INDG courses) that are part of the minor. • An online Indigenous Student Orientation has been designed to help ease the transition to post-secondary studies for new Indigenous students and build a community of support whereby students feel a sense of belonging and connection. The online orientation was officially launched in the Fall 2020. An on-campus orientation for students, friends, family, and Elders, will be coordinated by Indigenous Services for Students in the Fall if it is safe to do so.	

			June 2022 Update • The Indigenous Advisory Committee is a community-based committee that is co-chaired by Cheryl Gabriel, Elder at the Kwantlen First Nation and Special Advisor, Len Pierre and coordinated by Dr. Steve Cardwell, VP Students. The meetings include invited representation from Semiahmoo, Kwantlen, Katzie, Musqueam, Tsawwassen, Kwikwetlem First Nations, and the Métis Nation BC, as well as school district Indigenous department representatives with local school districts, faculty, staff, students, and others. The IAC met five times in 2021-2022. • The Indigenous Advisory Committee has been consulted on the development of an Indigenous strategic plan termed: xéʔelɬ - Pathways to Systemic Transformation. The plan was created through consultation with the Indigenous Advisory Committee as well as many other institutional consultations. The key principles are: · Campus design to reflect the land and peoples · Open to community · Young voices matter · Weaving Indigenous worldviews · Holistic learning and wellbeing · Support the Cultural Advising program · Safe and respectful dialogue · Evolve cultural awareness · Recognize Indigenous achievement and contribution	
5.5	Encourage the development of indigenous language courses.		•Course in Cree language in development. Others at the conceptual stage. •Exploring the development of the Halq'emeylem course. •The new Credential Framework policy that is being developed contains a proposal to create an Indigenous Content Requirement (ICR) for all students enrolled in undergraduate studies.	
			June 2021 Update • Discussions with the Musqueam Nation on the development of the Halq'emeylem course are ongoing. • KPU continues to hire more Indigenous faculty members, both to teach Indigenous languages and Indigenous Studies. See UNDRIP Article 15 for more information. • KPU developed its first Indigenous language course in Cree and offered it in Fall 2020 for the first time. The course will continue to be offered every term.	
			June 2022 Update • A new Department of Indigenous Studies has been formed. • The Haṅq̓əmińəm̓ Language Initiative seeks to embed the language into many features at KPU. Embedding the language will help encourage our communities to learn the traditional language of the territories and respect the visual representation of the land-based Nations. • New signage is being installed at our campuses to include translations of the locations in the haṅq̓əmińəm̓ dialect. QR codes are being included to direct people to the pronunciation of the words along with, and information.	
5.6	Strengthen the organizational structure to support current KPU indigenous students and creating indigenous learning communities.		•Working with other institutions on the Indigenous Intern Leadership Program (IILP) coordinated by VIU. This program matches Indigenous graduates with internships at prominent BC businesses. •KPU held the third and very successful *Open Doors, Open Minds* event to welcome and encourage Indigenous high school students to attend KPU. •A new partnership with the Verna J Kirkness Foundation will support about 12 Indigenous high school students to spend a week working on projects with the Faculty of Science and Horticulture. KPU Teach-In Hosted several film screenings of Invasion, a film about the Unist'ot'en Camp, Gidimt'en checkpoint and the larger Wet'suwet'en Nation continued fight against colonial violence, followed by a facilitated discussion on topics of colonialism, Indigenous sovereignty, allyship, and solidarity with Indigenous Peoples. •Indigenous Student Orientation 2020 •An inaugural Indigenous Student Orientation is being designed for newly admitted Indigenous students to help ease the transition to post-secondary studies and build a community of support on campus whereby students feel a sense of belonging and connection to broader university community. Both an online orientation and live orientation, for students, friends, family, and Elders, will be ran by Indigenous Services for Students in August. •Virtual Indigenous peer-to-peer support program •Indigenous Services for Students is expanding opportunities for Indigenous students to connect with students who are not able to visit the Gathering Place on a regular basis. Peer support and mentorship from an Indigenous perspective will focus on health and well-being, cultural safety, and honouring Indigenous identities and diverse cultures. •Indigenous Book Club •Books written by Indigenous authors will be selected from a range of topics including reconciliation, Indigenous pedagogy, storytelling, Elders teachings, autobiographies, and works of poetry and followed by a facilitated informal conversation. This new initiative by Indigenous Services for Students is intended to foster a space for new learning, respectful sharing and inquiry, and collaboration by bringing together students, faculty, staff and Elders.	
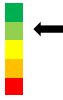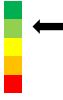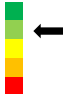
|			June 2021 Update	June 2021 Update
			• KPU's inaugural Indigenous Student Orientation was launched as an online orientation Moodle course. • Indigenous Services for Students has secured funding to pursue the expansion of its Elder Program for the 2021/22 Academic Year. • Indigenous Services for Students is expanding opportunities for Indigenous students to connect with those not able to visit the Gathering Place on a regular basis. Peer support and mentorship from an Indigenous perspective provided with a focus on health and well-being, cultural safety, and honouring Indigenous identities and diverse cultures. • Indigenous Studies Department: The Faculty of Arts is carrying out consultations to create the framework for the formation of an Indigenous Studies Department. Once formed, the Department will be both empowered and encouraged to pursue and practice their own governing practices, consult and collaborate with local First Nations, and develop their own programs. • Indigenous Services for Students in collaboration with International are developing a virtual Indigenous study tour program with Edith Cowan University aimed at building connections globally and engaging in cross cultural knowledge sharing. • Indigenous Services for Students in collaboration with the Library presented two Indigenous Book Club meetings where authors read passages and led a question and answer session with interested participants. • The Library created a series of "Indigenous Literacy Videos" to support teaching and researching with an Indigenous lens. Meant for instructors, their classrooms, and for students who undertake research using Indigenous sources or in Indigenous communities, these videos cover important topics such as respectful research practices, how to cite Elders & Knowledge Keepers, and how to evaluate Indigenous sources.	• Indigenous Book Club meetings raise awareness of Indigenous topic and authors. • Library: "Indigenous Literacy Videos" support teaching and researching with an Indigenous lens. The videos also raise awareness and understanding of respectful research practices, citing Elders & Knowledge Keepers, and evaluating Indigenous sources.
			June 2022 Update • KPU works in partnership and collaboration in many Indigenous communities. In an effort to share these activities, a new project has been undertaken to make these known and available to the larger community through a website. • The KPU Foundation collaborated with the Future Students' Office to submit a grant application to Scotiabank's ScotiaRISE initiative that was recently approved in the amount of $200,000 (distributable over three years) to support the "Scotiabank Strive Dual Credit Program". • Remodeled after traditional dual credit programming, the Scotiabank Strive Dual Credit Program includes critical educational supports to provide students, who are academically struggling and 'don't fit' the traditional dual credit ministry funded model, with equitable access to earn dual credits at the secondary and undergraduate post-secondary level, while introducing them to future academic or career possibilities beyond high school that they did not think was previously attainable. • A new Indigenous collection space called χʷəχʷe ̓ ỷəm has been established and recently officially opened at the Surrey Campus. χʷəχʷe ̓ ỷəm means Oral Storytelling in hən̓q̓əmín̓əm̓. This name was gifted by Sesmelot Fern Gabriel, a respected language teacher and consultant from Kwantlen First Nation. • The Indigenous library space also features four display boxes that regularly house χpeỷəɬp (cedar) weavings but may also include special Indigenous displays as requested. • Jennifer Lamont of the Métis Nation designed beautiful upholstery used on the seating in this Indigenous library space. As a Wilson School of Design student, Jennifer developed a welcoming design that features a pow wow dancer surrounded by a floral motif. • Approval has been given to contract an Indigenous in-house designer, Indigenous in-house writer, and an Indigenous in-house artist. • A new web site to consolidate all of the activity underway at KPU is under development. This will be a central repository to make it easier for people to find information about the many activities and initiatives taking place at KPU in support of reconciliation. • Indigenous Services for Students continues to grow as it provides assistance with accessing funding for Indigenous students, scholarships, bursaries including Indigenous Emergency Assistance Fund; providing information on the application process, admission requirements, and KPU programs; referral to advising or other student supports. This work is ongoing and more urgent during the pandemic. • KPU has enhanced its Indigenous Peer Mentor program, whereby senior Indigenous students provide support to students. Peer mentors complete the Certified Peer Educators (CPE) training program, through NASPA, the association of Student Affairs Administrator in Higher Education. The goal is to continue to increase opportunities for connecting with Indigenous students through social media platforms, scheduling regular virtual lounge chats and drop-in sessions during the pandemic, and resuming in person engagement activities in the Gathering Place when it is safe to do so. • The Office of Indigenous Services for Students has a new Indigenous Community Coordinator position which, in collaboration with the Future Students' Office, is responsible for Indigenous student recruitment and community outreach and engagement. • Through the grant-funded Naut'sa Mawt: One Heart, One Mind project, Indigenous youth and other Indigenous community members who may find such a space relevant and meaningful are invited to join in a monthly virtual circle richly centred on connection, dialogue, creativity, and community.	

5.7	Enhance relationships with local First Nations and indigenous peoples and organizations.		•Initiated a series of visits/meetings to local Indigenous communities to further build relationships (eg Kwantlen, Katzie, Semiahmoo Nations so far).
			•Through ongoing meetings with KPU's Indigenous Advisory Committee (IAC) and KPU's Indigenous Student Council, and in parallel with continuous outreach to our neighbouring Indigenous communities, KPU has engaged with the following Indigenous groups over the past year:
			  • Kwantlen First Nation
			  • Semiahmoo First Nation
			  • Katzie First Nation
			  • Tsawwassen First Nation
			  • Metis Nation of BC
			  • Fraser Region Aboriginal Friendship Centre Association (FRAFCA)
			  •Hired KPU's first Indigenous Community Coordinator to enhance relationships with local indigenous communities and increase indigenous student participation at KPU. This position will also create and solidify relationships with our local First Nations, Metis, and urban Indigenous communities.	

|				
		🟩🟩🟨🟥 ⬅	**June 2021 Update** • Meet regularly with the Surrey urban Indigenous Leadership Council (SUILC). • KPU library is conducting a project to decolonize the name and subject term for Indigenous groups and topics. Building on work from other libraries across Canada, KPU is starting this work by changing the heading for the BC First Nations groups. For example: Kwakiutl Indians would be changed to Kwakwaka'wakw to reflect the names preferred by the people themselves. Once this work is complete, we will move on to decolonize topic headings. This will enhance access to materials about Indigenous Peoples. • Naut'sa Mawt: One Heart, One Mind is a multi-year educational and community building initiative, funded by the Irving K. Barber Fund and led by a Faculty of Arts faculty member. The initiative involves sustained Indigenous student leadership and participation, Elder guidance and mentorship, interdisciplinary, interactive and on the land learning opportunities for underserved learners, strongly in need of inspiration and opportunity. It also involves professional development of staff, faculty and administration that furthers transformative capacity building for access and inclusion of diverse learners, and strong community outreach and engagement beyond KPU. • The Indigenous Advisory Committee (IAC) includes invited representation from the local First Nation communities. Additionally, the Métis Nation of BC (MNBC) and Surrey Urban Indigenous Leadership Committee (SUILC) take part in the meetings. The district leads for Indigenous educational services from each local school district also participate. Various KPU staff and faculty join the meetings and students from the Indigenous Student Council (ISC) take part. The IAC meets about every 2-3 months with regular attendance of about 25-30 people, including the University Chancellor (and former TFN Chief) and an Indigenous Board governor. The meetings are co-chaired by an Elder from the Kwantlen Nation and the Special Advisor, Indigenous Leadership, Innovation and Partnerships. The meetings are open, and guests are welcome to bring forward agenda items and topics of interest. • The IAC is advisory and can provide input on initiatives under consideration at KPU. The IAC was reignited in 2017 after it had not met for several years. Topics for discussion include the initial stages in the development of an Indigenous strategic plan, campus master planning, the expansion of the Elders' program, Indigenous Peoples' month events, updates from community and KPU members, development of a resource repository through the university library, and input on other key initiatives. The Vice President, Students, coordinates the IAC.	
		🟩🟩🟨🟥 ⬅	**June 2022 Update** • The Faculty of Trades and Technology has engaged in multiple partnership agreements with Squamish Nation and Metis Nation. We are actively offering carpentry, plumbing, and other trades-specific classes to these student populations. • KPU are regular participants with the Surrey Urban Indigenous Leadership Council (SUILC), a coalition of organizations (Indigenous and non-Indigenous) working together to advocate for Indigenous peoples residing in the Surrey area. Participants include representatives from land-based Nations, PSI's (KPU and SFU); Fraser Health, FRAFCA, Kekinow Native Housing, Métis Nation BC, and the City of Surrey. • Following a hiatus during the pandemic, KPU's annual k̓ʷaḿk̓ʷəḿ k̓ʷθə šx̌ʷq̓ʷelawən ct ʔə tə ńa xeɬ Open Doors - Open Minds event returned this Spring. The event introduces Indigenous high school students to KPU through exciting hands-on workshops offered by faculty within our diverse polytechnic environment. This year, the event included keynote speaker, Angela Sterritt. Angela is an award-winning journalist, author, and artist. • Funds have been approved to commission Indigenous art installations for all KPU campuses • The development of a preliminary concept design for a possible Indigenous ceremonial building has been approved for design funding. • Ceremonial lighting will be installed to light up external buildings in orange during significant dates and events.	

	GOAL 6: KPU becomes an international leader in Open Education research and practices (Lead Dr. Rajiv Janghiani, AVP Teaching & Learning)				
	Strategy			**Comments**	**Impact of Goal Strategies**
6.1	Support the adoption of open educational resources across all Faculties & Schools through education, training & support, system & role integration, and recognition			• Open educational resources (OER) are now being adopted by faculty within each Faculty/School • Internal and external communications are managed through A dedicated website (kpu.ca/open), an Open Education listserv, and a social media presence (@KPUopen) • OER adoption support from the library now extends through liaison librarians to different program areas • Events to raise awareness of OER held during Open Access Week (October) and Open Education Week (March) • Hands-on training for OER is now provided each semester at our Surrey, Richmond, and Langley campuses • Open textbook adoption has been integrated into the online textbook ordering system • A search for available OER has been integrated into the course outline development/revision approval process (approved by the Senate Standing Committee on Curriculum and Senate) • The pilot print on demand service for open textbooks has now expanded to all departments. • Workshops outlining value of Pressbooks as an open textbook tool have been established. • Information on the use of OJS to support faculty, student and classroom assignment journals is established. Workshops by librarians on the use of such tools continue to grow in popularity. • Discoverability of OER has been enhanced by working in partnership with liaison librarians for the different program areas. • Online training for discovering OER is now regularly offered to faculty, in addition to OER virtual drop-in sessions. • An OER Adoption grant program was launched, in partnership with the Kwantlen Student Association, that provides $500 towards professional development for faculty who adopt open textbooks or other OER. • In the wake of the COVID-19 pandemic the adoption of open textbooks has increased, due to their benefits for free digital distribution and mitigation of supply chain delays with commercial textbooks.	•Significant cost savings to students enhances KPU's reputation for providing an inclusive and affordable post-secondary education. Improved course performance as a result of ensuring free access to course materials supports student success. Bolsters KPU's reputation for innovation and leadership in open education. Leverages an international network of progressive institutions to provide access to post-secondary study and credentials for students with economic, geographic, & other barriers; builds local capacity and expertise in open online course development; strengthens KPU's reputation for leadership in open education. •Increased demand for courses, increased student persistence, improved student performance. Pedagogical innovation through involving students in public scholarship and other forms of open pedagogy. Opportunities for KPU scholars to publish open textbooks and other OER. Enhanced support for working adults and lifelong learners at KPU. Greater institutional supports for open educational practices, including platforms, policies, and pedagogies.
				<u>June 2021 Update</u> • OER adoption continued to grow across the university through the COVID-19 pandemic. This includes the adoption of new open textbooks published by KPU faculty. • OER education, training, and support are now fully integrated into the operations of the Teaching & Learning Commons and supported by the Library. • An OER Working Group in the Marketing Department has been created to search for and make available a list of OER that might be suited to each course offered in the Marketing Department. This project is being funded by the OER Grant Program and is part of a concerted effort to promote the use of OER within this department. Pamela Ip is also creating an open educational resource (OER) textbook and ancillary resources for the Introduction to Marketing (MRKT 1199) course. Pamela has also received an Educational Leave for this project. • The Open Education Working Group (OEWG) has approved a proposal to have the Open Education Strategist calibrate the OER Grant Program by putting out targeted calls in areas and disciplines where there is a dearth of existing and relevant OER, especially as it relates to KPU course offerings. • Andrea Niosi (Instructor, Marketing) received the BCcampus Award for Excellence in Open Education, becoming the 5th member of the KPU community to receive this recognition.	<u>June 2021 Update</u> •An increasing embrace of open educational practices means that open, affordable, and equitable education is now well understood as a core part of KPU's identity. The student satisfaction survey showed that that KPU's open education initiatives (such as the ZTC program) are increasingly a significant factor in students choosing to enrol at KPU. Goal 6's strategies have resulted in significant student cost savings, as well as gains in enrolment, persistence, and performance. KPU is widely regarded as a sector leader and now even an international leader in open education, with members of the open education team being recognized with Provincial and international awards.
				<u>June 2022 Update</u> • OER adoption continued to grow across the university. This was strengthened by partnering with the KPU Library in outreach to faculty. •The OER grant program was restructured to provide greater support (course release) for selected OER creation projects.	
6.2	Support the development, growth, and effective marketing of additional Zed Cred programs.			• Third Zed Cred program launched in March 2019 (Associate of Arts in General Studies) • Fourth Zed Cred program planned for launched in June 2019 (Diploma in General Studies). • Rebranding of Zed Cred to Zero Textbook Cost programs planned for Fall 2019 • Fifth, sixth, and seventh ZTC programs launched over the 2019-2020 academic year, including the Associate of Arts Degree in Sociology, the Certificate in Foundations in Design, and the Bachelor of Arts Degree in General Studies. The BA in GS is the first 4-year ZTC program in North America and saves students over $5000 on average across four years of study. • KPU now offers over 750 unique ZTC courses, taught by over 350 instructors. The ZTC initiative has saved over 34,000 students more than $3.8 million between January 2018 and April 2020. • The ZTC initiative has been integrated into outreach efforts by the Future Students Office, guidance provided by Advising, and student orientations. • A professional marketing video for the ZTC initiative was produced and is promoted online, including through social media. • The impact of the ZTC initiative is quantifiable through the seats analysis and grade distribution dashboards. On average, ZTC courses have greater demand, lower withdrawal rates, lower DFW rates, and higher mean GPA.	

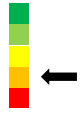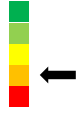|			
		June 2021 Update • The number of ZTC courses has reached record levels over the COVID-19 pandemic, with 549 ZTC sections listed in the Fall 2021 timetable and over $6 million in cumulative student savings in the ZTC program. • The eighth ZTC program and second 4-year degree launched in advance of the Fall 2021 semester (Bachelor of Interior Design). • A Marketing request has been initiated for an official ZTC promotional campaign that would target current and prospective KPU students. • A video, targeted at students, to promote searching the course timetable by ZTC attribute has been created and shared around course registration windows.	
		June 2022 Update • An 8th ZTC program was launched (Bachelor of Interior Design) • A new interactive data dashboard was launched for the ZTC program • A report was drafted that showcased the positive impact of the ZTC program on course enrolment, persistence, and performance.	
6.3	Develop a publishing infrastructure and systems to support the creation and adaptation of open educational resources.	• KPU's Open Publishing Suite (OPUS) formally launched in March 2019 and provides campus-wide support for the creation and adaptation of OER practices • OER publishing workflow and training materials currently being refined • KPU's new open textbook catalogue being branded prior to its public launch • Processes to support PressBook conversion are being established. • Information on the use of OJS to support faculty, student and classroom assignment journals is established. • Positions have been identified and costing/capacity to support development of OERs and open access journals is underway. • OER Creation and OER Adaptation grant programs were developed to support faculty authors of open textbooks and to enable them to hire student assistants and compensate external collaborators. • OPUS has been further professionalized, with the addition of a pre-publication peer review program for our open textbooks, the hiring of a part-time student from KPU's Graphic Design in Marketing program to provide graphic design and layout support for open textbooks in development. • KPU's public open textbook catalogue has been launched, with over 20 titles already published in disciplines that include Math, English Literature, Psychology, Horticulture, and Business Communications.	
		June 2021 Update • Forthcoming open textbook titles include: (1) Organic Chemistry by Xin Liu and (2) Political Ideologies and Worldviews: An introduction edited by Valérie Vézina. • The OPUS team is developing an open publishing style guide and manual that will guide OER creators and adaptors through specific publishing milestones. This project is support by our student graphic design expert, Monica Le. An outcome of this project will also include the creation of a business plan which will guide the mandate, priorities, and responsibilities of the OPUS team. • In June 2021 the Open Publishing Suite (OPUS) Team at KPU received the Outstanding Contribution Award from the BC Library Association.	
		June 2022 Update • The Open Publishing Suite was further professionalized. • Additional open textbooks titles were published.	
6.4	Articulate OERu courses and offer an exit credential to the OERu network.	• Necessary steps to articulate OERu courses have been identified in collaboration with the Registrar. • OERu courses being evaluated by KPU faculty for transfer credit • Suitable exit credential for the OERu network identified • Exploring opportunities to leverage the OERu network to support innovation pilot projects at KPU, including for open boundary courses and micro-credentialing. • The Learning Centre is considering adapting modules from the OERu's Learning in a Digital Age course to enhance student support at KPU.	
		June 2021 Update • The development of KPU's first OERu course contribution (iPSY100) is nearing completion (expected August 2021).	

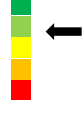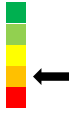|				
			June 2022 Update • KPU's first course contribution was completed (iPSY 100)	
6.5	Establish targeted Open Education initiatives to attract working adults seeking to pursue post-secondary study and provide program completion encouragement and alternatives for adult learners.		• Proposed Bachelor of General Studies (BGS) identified as a Zed Cred candidate. • Currently exploring (together with Faculty of Arts leadership) ways in which open educational practices could support mature learners' career and learning within the BGS framework. • A successful proposal to the Ministry of Advanced Education, Skills, and Training will pilot several strategies to support working adults and lifelong learners over the next two years. These include online and openly-licensed micro-courses on prior learning assessment & recognition (PLAR) and ePortfolio development that will be offered to working adults, along with the development of openly-licensed training materials for faculty assessors of PLAR applications. The funding will also add a full-time Learning Navigator to help coach and support working adults as they seek to resume their studies at KPU.	
			June 2021 Update • The Office of Teaching & Learning has developed two open and online micro-courses: Introduction to Prior Learning Assessment and Recognition (PLAR) and Introduction to ePortfolios. These micro-courses are currently being piloted by KPU Complete students and are designed to enable working adults to be able to maximize the amount of their prior learning that can be assessed and recognized. • The Office of Teaching & Learning has initiated "KPU Complete," a set of specialized supports for students aged 25 years and older including a dedicated staff Learning Navigator who provides coaching and referrals to appropriate student services.	
			June 2022 Update • The Office of Teaching & Learning has developed two openly-licenzed micro-courses for experienced learners on a) Introduction to Prior Learning Assessment & Recognition (PLAR) and b) ePortfolio Development. • The Office of Teaching & Learning has developed openly-licensed PLAR Assessor Training for faculty.	
6.6	Provide training and support for faculty to embrace open pedagogies.		• Open pedagogy workshops now offered in partnership with the Teaching & Learning Commons. • An inter-institutional Open pedagogy fellowship focused on the UN Sustainable Development Goals launched in Summer 2019, in partnership with Montgomery College (Maryland, USA). • The Open Pedagogy Fellowship program has been expanded in 2020 to include the Maricopa Community College System (Arizona, USA) in addition to Montgomery College. The number of faculty participating has tripled over the past year. • A virtual open pedagogy learning community was facilitated over the Fall 2019 and Spring 2020 semesters, in collaboration with Keene State College (New Hampshire, USA). • An expanded set of open pedagogy workshops has now been integrated into the workshops offered by the Teaching & Learning Commons.	
			June 2021 Update • Two new BC partners joined the UN SDG Open Pedagogy Fellowship: Langara College and Thompson Rivers University. These institutions will joined KPU, Montgomery Community College, Maricopa County Community Colleges, Pima Community College, and the Community College of Baltimore County to grow this award-winning fellowship program. • The inaugural Open Education Research Institute (OERI) was held during the first week of May 2021. This three-day Institute provided an opportunity for new and emerging researchers interested in open educational practices to deepen their knowledge and sharpen their skillset while connecting with other researchers and joining a BC-wide mentorship network.	
			June 2022 Update Open Education Strategist consulted on the development of the Foundations in Teaching Excellence program to ensure that open pedagogical principles were embedded, where appropriate. • Participation in the international, inter-institutional UN SDG open pedagogy fellowship continued for a 4th year • Workshops on open pedagogy in relation to open ed tech tools (e.g., Hypothesis, H5P) were developed and offered by the Teaching & Learning Commons.	

6.7	Develop an institutional open education policy.		• Encouragement for creating open educational resources embedded within the institutional IP policy that is being considered by the Board of Governors. • Discussions underway with University Librarian and AVP, Research on an institutional policy for OER. • Policy RS5 (Intellectual Property) was approved and includes support and guidance for adopting open educational resources, embracing open science practices, and publishing in open access outlets.	
			June 2021 Update • No update to Goal 6.7 at this time.	
			June 2022 Update The new course information system update integrated procedural support for the adoption of OER and participation in the ZTC program.	
6.8	Embed and enhance e-portfolios that reflect open education strategies and acknowledge the added value of global open education practices.		• Advising pilot testing of Wordpress multi-site program, with pilot users from different Faculties identified and invited (sponsored by Office of Teaching & Learning). • Working with AVP Academic and the Micro-credentialing Working Group to develop a micro-credentialing/digital badging strategy that will integrate with e-portfolios to show evidence of attainment of specific skills and competencies. • Discussions continued with various stakeholders that will inform an institutional strategy for micro-credentialing/digital badging. In the mean time, a few additional groups have adopted digital badging, including the Peer Tutor Training program in the Learning Centres. • Support for the Wordpress platform has moved out of the pilot phase and is now open to all KPU faculty. Several program areas have already embraced this option and are integrating it within their curriculum. • An easy-to-use and multi-purpose ePortfolio platform (PebblePad) has been approved and will be integrated during Summer 2020. A few program areas will pilot its use during the Fall 2020 semester prior to wider rollout in Spring 2021.	
			• The Teaching and Learning Commons supports two ePortfolio platforms, WordPress and pebblePad. PebblePad was soft launched in fall 2020. Current users – WordPress (164 faculty and 732 students) PebblePad (582 faculty, 1464 students). • PebblePad was selected for its student-centered approach and ongoing alumni account program in addition to its privacy and security features and ease of use for students and faculty. • Currently developing an ePortfolio Advancement plan. • Applied to be accepted for the AAC&U ePortfolio Institute, if accepted this development program starts in January 2022.	
			June 2022 Update Portfolio use at KPU has doubled and departmental consultation has occurred in multiple areas, especially ACP, WSD, and MSB.	

GOAL 7: To enhance the employability of Trades and Technology apprentices and foundation program graduates. (Lead, Dean pro tem Faculty of Trades and Technology, Laura McDonald)				
	Strategy		**Comments**	**Impact of Goal Strategies**
7.1	To enable learners to ladder from apprenticeship trades training to undergraduate programs		•No progress yet. •Upcoming developments: •Exploring Mechatronics partnership possbilities with SFU to see how KPU's Mechatronics and Advanced Manufacturing Technology graduates may articulate into the SFU undergraduate program. •Developing a proposed Bachelor of Technology in Innovation and Project Management.	•Action on this goal of the Academic Plan has been mostly delayed while a number of operational and enrolment matters have taken priority. The Faculty seems to be generally in favour of experimenting with new delivery models and in exploring some of the teaching technology developments brought to their attention by the Teaching and Learning Commons. In terms of direct impact, it is clear that the value of Program Advisory Committees and the new leadership at the ITA will have a strong and positive effect on the growth of this Faculty.
			June 2021 Update •Staff in the Faculty of Trades and Technology are preparing to focus their time and energy on the following: exploring Mechatronics and Advanced Manufacturing articulation agreements with KPU degree programs; contacting Simon Fraser University (SFU) to determine how Mechatronics and Advanced Manufacturing diploma graduates may articulate into SFU's Mechatronic undergraduate program; and, contacting Northern Alberta Institute of Technology (NAIT) to learn the enrolment and any other pertinent information in their Bachelor of Technology program.	June 2021 Update •Action on this goal has been delayed as a number of operational and enrolment matters related to Covid-19 have taken priority. Moving forward, the Dean and Associate Dean have a plan to reach the stated goals.
			June 2022 Update • We are exploring laddering trades training to undergraduate programs, and vice versa • We are reviewing the KPU B.Tech proposal • Working with AVPA to explore possibilities • Also exploring laddering from foundation trades training to undergraduate programs	
7.2	Enhancing the renewal of pedagogical techniques to address a wider base of competencies.		•The Teaching and Learning team has engaged more faculty in using Moodle. Adopted a "Train the Trainer" model and are taking advantage of KPU's "Moodle Champion" approach by calling upon frequent users to share their knowledge with colleagues. Document projectors were installed in some classes as overhead projectors were removed from classrooms. •Instructors are experimenting with a wide range of pedogogical techniques including the following: 100% online, 70% online and 30% labs, front-loaded theory followed by labs, and project-based lab reports.	•We are waiting for programs to conclude to determine the impact. Also, we are waiting for Level 4 apprentices to write their Industry Training Authority interprovincial exams in order to compare KPU results with the ITA exam results.
			June 2021 Update •Pre-pandemic in the Foundation programs, students practiced through repetition to gain a level of competency. During the pandemic, some instructors adapted their instructional plans by using these new software products: Wacom tablet, Circuit Scribe, Lab Volt, Pebble Pad and Lightboard. • Over the last three years focused attention has been provided to building relationship between the Trades programs and the Teaching and Learning Commons. Specialized workshops have been provided to develop faculty digital skills and the Commons has attended their divisional day on an annual basis. Guidance has been provided for curriculum revisions for the Farrier program, development of Mechatronics program and the 5-year curricular revisions of multiple programs. • Custom Moodle course layout developed in partnership with the APPL faculty. • Supported ePortfolio implementation for Farrier program.	June 2021 Update •Practicing in our shops and on equipment is an exciting student experience. In the post-pandemic era, instructors will determine how to re-balance the amount of time to use the software products with time in the shops. In 2022, students should be acquiring even a wider base of competencies.
			June 2022 Update • We continue to support and fund faculty participation/completion of the Provincial Instructor Diploma Program • We are working closely with Teaching & Learning Commons to support our faculty members. This has been through increased use of Moodle, procuring targeted software packages and hardware (e.g. Wacom tablets), training in blended and fully online delivery modes, and exploring the use of VR and AR • We have received financial support from the VPA to release instructors to enhance teaching and curriculum in the Electrical department • We continue to support all appropriate professional development opportunities and endeavors.	
7.3	Encouraging a leap forward in providing hybrid, online, and micro-credential delivery.		•ITA is recognizing hybrid programs. There are a few colleges and institutes which are offering programs in a blended fashion. •KPU will reach out to partner colleges and institutes to understand the effectiveness of this delivery model in the Trades areas. •We have many online programs.	•In 2019, we had zero number of students online. •Based on the 176 Electricians and 16 Level 4 Carpenter apprentices who are online (as of June 2020), the impact is significant.

		🟩🟨🟥 ←	**June 2021 Update** •Many instructors took a major step toward blended (hybrid) delivery. As for micro-credential delivery, there is interest in several program areas: Gas Service Technician in the Appliance Service Technician program, Cross Connection in the Plumber program and various Welding levels in the Welder program. • Developed the Level Up –Learn to Teach online course to prepare faculty for the pandemic pivot. (300 attendees over 5 months). This offering will be restructured for non –pandemic faculty development in the coming year. • 2020 developed a webinar about blended learning. • Designed a course to support faculty to redesign for blended delivery, inaugural offering August 2021. • Uptake of blended and online delivery has occurred naturally as a result of the pandemic. Throughout this time, we have supported dialogue about the affordances of campus based and online approaches to encourage thoughtful integration to maximize learning. • Continued evaluation of additional learning technologies and partnership with IT to plan future KPU technology infrastructure that can support blended and hyflex delivery. • Partnered with OPA and SSCPR to update the program self-study guide to encourage review of delivery models, use of technology and updated technology-based pedagogies. • Following a lengthy period of university-wide consultation, Policy AC15 (Micro-credentials) was developed, discussed, and approved at the Senate Standing Committees of Policy Review, Academic Planning & Priorities, and Curriculum. Policy AC15 was also approved by Senate in June 2021 and is now only awaiting approval from the Board Governance Committee and Board of Governors. This policy provides a governance and approval mechanism for both competency-based micro-credentials and completion-based digital badges and is consonant with the Provincial framework on micro-credentials.	**June 2021 Update** •As we enter the post-pandemic period, instructors will move even further forward as Gerard Laverty starts his Educational Consultant (25% time release) assignment. Gerard will be available to share his knowledge with his colleagues to encourage using emerging classroom technology. As for micro-credential delivery, the next step is to determine the process and procedures for executing micro-credential delivery.
		🟩🟨🟥 ←	**June 2022 Update** • Due to the pandemic, all except one program within the Faculty of Trades and Technology delivered blended intakes • Parts and Warehousing apprenticeship and foundation intakes continue to be delivered online. Students in blended intakes are achieving levels of success which meet or exceed face to face offerings. • Blended and fully online offerings allow KPU to serve students outside of the Lower Mainland e.g. northern BC • We currently offer a number of competency-based courses for which we are exploring formalizing as micro-credentials through Policy AC15 • Policy AC15 (Micro-credentials) was developed and approved and has begun to be operationalized (e.g., formation of Senate Micro-credentials Committee). • Clear definitions and categories for course delivery models and associated guidance for course planning and scheduling were developed and approved by Senate.	
7.4	Harnessing KPU's digital transformation and technological data literacy to support and enrich the student experience.	🟩🟩🟨🟧🟥 ←	•Considerable progress has been made as we pivoted to online delivery.	•The impact on our learners should be considerable. Afterall, we placed 400 students progress on "pause" on March 20, 2020, and then re-started the first class of eight students online on April 14.
		🟩🟩🟨🟧🟥 ←	**June 2021 Update** •Students gained a rich technological experience as many instructors pivoted to blended online delivery.	**June 2021 Update** •The impact on our learners is considerable. We placed 400 students progress on "pause" on March 20, 2020, and then re-started the first class of eight students online on April 14, 2020. As of July 2021, 100's of students are experiencing various amounts of online instruction. In the Millwright program, students will be using a digital textbook.
		🟩🟨🟥 ←	**June 2022 Update** • We continue to work closely with Teaching and Learning Commons to build out our Moodle platforms. • Faculty members are actively embracing digital technology to enhance the student experience e.g. the use of two portable sympodiums, the creation of a filming studio on campus, the development of tools for multimedia experiences (lightboards) • In addition, we are actively exploring the use of VR/AR.	

7.5	Promote a direct connection to industry through Professional Advisory Committees and professional/trades associations.		•The following four Program Advisory Committees (PAC) have met within the past 12 months: Appliance Service Technician, Automotive Service, Farrier and Welding. •In addition, the Automotive Retailers Association held a networking event at KPU Tech on May 23, 2019. •By 2020, the Dean is confident that all programs will have active Program Advisory Committees. •In 2019/2020, the Farrier PAC was the only active Committee. •Members worked diligently with Gerard Laverty, Farrier Instructor, to develop a new Certificate in Farrier Science program.	•On April 1, 2020, the Board of Governors approved the Certificate in Farrier Science program.
			June 2021 Update •During the pandemic, all the staff in the Office of the Dean turned their time and attention to planning and executing Health Forms and addressing the back-log of dozens of classes which were placed on pause. Hence, only the Farrier Science Program Advisory Committee met during the pandemic.	June 2021 Update •By mid-year, the Dean volunteered to lead the re-development of AC1 Policy and Procedures for Program Advisory Committees.
			June 2022 Update • We actively participate in BCATTA, including the Dean currently serving on the BCATTA Executive • We have hosted various events for industry stakeholders and potential partners • Within the Faculty of Trades and Technology, Professional Advisory Committees are limited due to the nature of the mandated curriculum through the Industry Training Authority. PACs are more applicable to our non-ITA programs e.g. Mechatronics and Farrier • We are actively developing a Mechatronics PAC • Our faculty members actively participate in ITA curriculum working groups • We encourage and maintain direct relationships with local, national, and international industries to, in part, enhance the employability of our students. We also work closely with industry for donations of equipment, supplies, and scholarships & bursaries. Industry has been a strong supporter of initiatives such as the Community Workforce Development Grant.	
7.6	Revitalize our approach to developing research across all trades and technology disciplines.		•Dean of Trades and Technology to meet with AVP Research to engage in discussions re the possibilities and challenges of research opportunities in trades and technology. •As the Mechatronics and Advanced Manufacturing Technology program graduates complete their studies over the next two years, the program will have achieved a level of maturity and experience to incorporate applied research into, and as a complement to, the curriculum. •No action plan could be reached based on the number of challenges with a prescribed trades curriculum and embryonic stage of Mechatronics and Advanced Manufacturing program.	
			June 2021 Update •Supporting one instructor's vision of Appliance, Carpentry, Electrical, Plumbing and Welding students using tools and materials on a 'real world / hands on project' (instead of static lab projects), the Dean and Associate Dean launched a Tiny Home Initiative. The Initiative gathered so much momentum that other members of KPU believed they had a part to play.	June 2021 Update •The Tiny Home Initiative involves several other Faculties and Schools: the Faculty of Arts, School of Business and Wilson School of Design, as follows - building design (Wilson School of Design), marketing (School of Business) and interdisciplinary studies (Faculty of Arts). The research aspect is investigating and understanding how members of KPU can work together to support Student Success.
			June 2022 Update • We have engaged in conversations regarding how we can actively encourage research within the Faculty of Trades and Technology • Due to the nature of the set curriculum of our ITA apprenticeship and foundation programs, we have identified Farrier Science and Mechatronics as areas most applicable to research	

GOAL 8: Prepare KPU for the incoming graduates of the BC K-12 new curriculum (Lead Dr. Rajiv Jhangiani, Dr. Leeann Waddington, Dr. David Burns, Zena Mitchell, Registrar)				
	Strategy		Comments	Impact of Goal Strategies
8.1	Future KPU students will express their achievement in new and diverse ways. To continue to lead in this field, KPU will review its approach to university admission.		•KPU, through the work of the Kwantlen Education Incubator, has done extensive research and presented their findings at large-audience presentations on the new curriculum and KPU at school districts: Richmond, Surrey, Saanich, Nelson, Abbotsford (this summer), Kelowna and Bulkley Valley. These include speeches to the Greater Vancouver Principals and all BC Superintendents and about 1500-2000 teachers and other educators. •This research has led to the trial of e-portfolio-only admissions to the university in preparation for the K-12 graduates coming to KPU starting in 2020.	•KPU has already demonstrated its leadership in sectoral preparation for the incoming K-12 curriculum graduates. The outcome of the many internal discussions and presentations on this curriculum have galvanized our instructors to adopt new teaching methodologies and technologies to best serve this incoming cohort of self-directed students.
			June 2021 Update • No update at this time.	
			April 2022 Update • The original direction of the K12 reform process included a substantial shift away from grade-based reporting towards competency and proficiency reporting. This element of the reform process was ultimately not enacted and so KPU's efforts shifted from preparing for dramatically different achievement reporting systems to broader pedagogical innovation captured elsewhere in the Academic Plan.	• KPU took an ambitious, leading role in the early days of the reform process and, with the shift away from dramatically altered achievement reporting, was fully prepared for the remaining changes. This strategy should now be considered complete.
8.2	KPU's polytechnic and applied focus will be increasingly important as these values become more prominent in K-12 education. The university will support professional development on competency- and portfolio-based teaching and learning.		•This work is underway informed by up-to-date teaching methodologies as brought into practice by the Teaching and Learning Commons as well as by the research of KEPI.	
			June 2021 Update • Initial professional development for faculty related to ePortfolios included webinar ePortfolios Explained, video aligning PebblePad and ePortfolios to KPU academic plan, getting started tutorial and the Rollin Stone PD Tour which had approximately 100 participants in spring 2021, and is offered each semester.	
			April 2022 Update • We have rolled out an ePortfolio lab for supporting faculty to create portfolios and a monthly drop in session ePortfolio matters for related pedagogical discussions. • The PebblePad Rollin Stone introduction series is ongoing and asynchronous • Many text and video based resources have been created to support portfolio based teaching and learning. • Over 200 faculty representing more than 40 department have started using ePortfolio and there are >2400 student users in PebblePad	
8.3	KPU will review programs in light of the changing educational climate in order to maintain currency. Opportunities to increase and recognize cross- and extracurricular learning will be a central feature of 21st century education.		•This development is only now beginning to surface in the ongoing program reviews undertaken by selected programs at KPU. •Teaching Fellows, Nancy Norman & David Burns, hosted open sessions/discussions for faculty, Faculty specific sessions with faculty & school district representatives, future plans to invite district teachers to KPU for Design Thinking workshops. •As part of ongoing discussions with the Senate Standing Committee on Curriculum, Faculties have been encouraged to consider their high school pre-requisites and remove or update them to ensure alignment with BC's modernized K-12 curriculum.	

|			
		June 2021 Update Cross-disciplinary learning activities are emerging . These include recent collaboration between Biology and Fine Arts, the Tiny Homes poject that transends Trades, Arts, and Design; and the Arts Rockfish conservation project in Howe Sound.	
		June 2022 Update KPU has expanded its offerings in this area dramatically. Programs that combine several areas of study have been created or have expanded. These include the Arts Practicum, Graduate Diplomas in Green Business and Global Business, and five new programs in Entertainment Arts. We have created new frameworks for credentials (AC 14) and microcredentials (AC 15) - both of which expand the range of programming options on which KPU can draw. Further changes to AC14 are now being proposed that will increase laddering opportunties between programs. Major revisions to the policy on creating and changing programs (AC10) have also increased our ability to nimbly react to changing educational needs.	• KPU now has better and more flexible policy on the creation and revision of programs and a wider array of interdisciplinary opportunties.
8.4	KPU will embed best practices in e-portfolio training and development to enhance the practice of assessment, facilitate admissions and provide powerful tools for learners to successfully demonstrate their learning to future employers and graduate admissions.	•Recent results and examples of the Surrey Portfolio Pathway Partnership are now available at kpu.ca/KEPI •KEPI Director has published an open access paper and an EdCan feature on the subject and has also presented his findings to the OECD working group.	
		June 2021 Update • Summer integration of PebblePad to Moodle and fall 2021 roll out of training for the PebblePad Assessment and Feedback module (ATLAS). • Beginning consultation on use of ePortfolio for use	
		June 2022 Update • Initial dialogue has occurred about use of PebblePad for faculty performance review as well as PD and service tracking. Arts is interested in piloting this in the coming year. • Partnering with WSD to embed ePortfolio practices across program, they will be part of the AAC&U ePOrtfolio Institute if we are accepted. • BA framework is seeking support to integrate ePortfolios across courses. • The Teaching & Learning Commons has developed training and supports for faculty and programs who wish to adopt and integrate e-portfolios.	
8.5	We will dismantle boundaries between faculties, and between academic and vocational programming to enable a more permeable flow between areas. Students educated in a system oriented to problem solving such as the BC K-12 curriculum should not expect walls between trades and undergraduate study.	•This initiative has yet to be launched. It will be led by the Faculty of Trades and Technology. •With the recent approval of Policy AC 6 (Recognition of Prior Learning) KPU has now formalized a bridge between vocational and academic programming by way of PLAR (prior learning assessment and reocognition). Through a combination of industry-based evaluations and competency based assessments, students may be awarded credit for red seal certifications that can be applied toward undergraduate credentials at KPU.	
		June 2021 Update • Initial dialogue has occurred about use of PebblePad for faculty performance review as well as PD and service tracking. Arts is interested in piloting this in the coming year. • Partnering with WSD to embed ePortfolio practices across program, they will be part of the AAC&U ePOrtfolio Institute if we are accepted. • BA framework is seeking support to integrate ePortfolios across courses.	

|				
			June 2022 Update • The Provost continues to investigate formal laddering or bridging programs that, beyond the initial step of establishing a renewed approach to PLAR, may allow for easier and more direct access. • With the recent approval of Policy AC 6 (Recognition of Prior Learning) KPU has now formalized a bridge between vocational and academic programming by way of PLAR (prior learning assessment and reocognition). Through a combination of industry-based evaluations and competency based assessments, students may be awarded credit for red seal certifications that can be applied toward undergraduate credentials at KPU.	
8.6	New digital support systems will be established to help students and faculty collect and curate work and assessment feedback that transcends individual courses.		•This initiative has not been launched yet.	
			June 2021 Update • ePortfolio and use of PebblePad launched and enjoying initital succsess, offering of ePortfolio microcourse..	
			June 2022 Update • Eportfolios are implemented across courses in a program in Mechatronics, Ferrier, BUIS,HRMT, CADD. ELST, Nursing, Access programs and work is underway for all programs in the School of Design • Consultations for cross program implementation have occurred in Public Relations, Applied Communications, ENTR, Nursing, BIOL	
8.7	KPU will continue to promote the recognition of prior learning, and learning undertaken outside of the formal classroom.		•Prior learning recognition is an essential component of the emerging Strategic Enrolment planning process about to be launched at KPU. Experiential learning, co-curricular learning and prior learning are fundamental elements of our emerging adult learner strategy. •KPU's recent approval of Policy AC 6 *Recognition of Prior Learning* (RPL) has expanded the ways in which KPU now recognizes prior learning: through broader approaches to transfer credit and expanded competency based PLAR assessments. These new RPL principles provide recogniztion that KPU learners bring life and work experiences deserving of formal recognition, eliminate the duplication of learning and in turn reduce financial barriers and expand access.	
			June 2021 Update • The Office of Teaching & Learning has developed two open and online micro-courses: Introduction to Prior Learning Assessment and Recognition (PLAR) and Introduction to ePortfolios. These micro-courses are currently being piloted by KPU Complete students and are designed to enable working adults to be able to maximize the amount of their prior learning that can be assessed and recognized. • Work is underway to develop a training module and associated guide for faculty PLAR assessors. This is expected to be completed over the 2021-2022 academic year. • KPU joined BCPLAN (British Columbia's Prior Learning Action Network) as an institutional membership.	

		<u>June 2022 Update</u>
		• The Office of Teaching & Learning has developed two micro-courses for experienced learners on a) Introduction to Prior Learning Assessment & Recognition (PLAR) and b) ePortfolio Development.
		• The Office of Teaching & Learning has developed PLAR Assessor Training for faculty.
		
		•The Future Students' Office (FSO) has made the promotion of prior learning more prominent it their recruitment strategy of adult learners through:
		  -promotion of KPU complete: KPU COMPLETE , a student support initiative designed to help experienced and mid-career learners make a smooth transition to post-secondary education
		  -creation of a new experienced / mature learner-focused website
		  -development of a viewbook specifically geared toward experienced / mature learners
		  -creation of asynchronous, on-demand information sessions geared toward prospective experienced / mature learners deployed through Recruitment's Constituent Relationship Management (CRM) system.
		
		• The OReg team is working with the BC Council on Admission and Transfer (BCCAT) to make available within the BC Transfer Guide KPU's out of province and international articulations – aimed to provide greater transparency related to prior learning recognition that extends beyond our region.	

GOAL 9: To offer Graduate Studies at KPU. (Lead Dr. Deepak Gupta, AVP Research and Graduate Studies)			
Strategy		**Comments**	**Impact of Goal Strategies**
9.1 Establish an administrative unit to manage graduate education at KPU in 2018.		•Done. Office of Graduate Studies approved by Senate in Spring 2018	•Senate's 2018 approval of a Graduate Studies Department gave strong impetus to the development of Masters degree concept discussions by faculty members of the Faculty of Arts, Science and Horticulture, Health, School of Business and the Wilson School of Design. The Senate-approved Food Sustainable Graduate Certificate in Sustainable Food Systems and Security is now at the course development stage with an on-schedule implementation for Fall 2021.
	←	June 2020 Update •The Senate Standing Committee on Research enhanced its mandate to become the Senate Standing Committee on Research and Graduate Studies (SSCRGS). This ensures we have a place in our academic governance structure to review graduate programming. The Office of Graduate Studies will be housed within the AVP, Research portfolio starting 2020-21.	June 2020 Update •This year perhaps represents the strong set of moves to advance Goal 9. The leadership of the Provost in engaging a small task force of senior academic administrators has provided a significant momentum. KPU now also has a committee home in the academic governance framework to discuss and recommend various aspects of graduate studies. •KPU's engagement with external associations and conferences, together with the advanced launched of the Graduate Certificate has helped with progress against schedule for this Goal.
	←	June 2021 Update • Some funding has been set aside to support administrative expenses related to management of graduate studies at KPU. • The Library developed a Subject Guide to inform development and administration of graduate programs. Additional staffing is required to accelerate this work and is planned for 2021/22.	June 2021 Update •The pandemic adversely affected progress on this goal as energies and attention of the KPU community was diverted to imminent challenges. This summer and fall, we are again reinvesting time and resources to advance this goal.
	←	June 2022 Update • Following an open competition and a selection process, two faculty members from different academic areas of the university (Drs. Mariana Gatzeva and Dianne Symonds) have been selected to support the nascent Office of Graduate Studies and the Graduate Studies Policy Working Group in the development of academic policies and standards for graduate studies. • President Alan Davis broadcast a video message inviting the university-wide community to engage in consultations over 2022 on envisioning graduate studies at KPU. • Synchronous introductory consultations started in May 2022 with presentations to key faculty councils.	
9.2 Engage the Faculties and Institutes in the development of unique and differentiated graduate diplomas, graduate certificates and Masters degrees.		•Much new programme work in development across several Faculties. •AVPA, AVPR and Associate Deans working together to identify potential new graduate programs that are of a polytechnic nature: Masters degree programs, graduate diplomas and consideration for converting existing post-baccs into post-grad certificates.	
	←	June 2020 Update •An internal task force headed by the Provost has started activity since Fall 2019. •Following Board and Senate approvals as well as budget allocation, the Graduate Certificate in Sustainable Food Systems and Security is now at the course development stage and marketing stages with an on-schedule implementation advanced to Fall 2020, instead of the original Fall 2021. •This Certificate lends itself to a future Master's degree as well. •Several potential program concepts proposed by Faculties and Institutes are being for graduate level, including a master's degree in dietetics. We have also engaged the Provincial in initial discussions.	

		🟩🟩🟨🟥 ←	**June 2021 Update** • The AVP Academic's team has developed an inventory of program ideas at the graduate level in consultation with Schools and Faculties. • The Provost has met with the Assistant Deputy Minister for AEST to create graduate programs at KPU and has received support for a conceptual roadmap.	
		🟩🟩🟨🟥 ←	**June 2022 Update** • A Moodle site is being developed with support from the Teaching and Learning Commons with resources and materials for asynchronous discussions. • Faculties and Schools were engaged in 2021 in discussions on new graduate program offerings, resulting in an inventory of several program ideas at various stages of development. • A new graduate certificate was successfully launched in summer of 2021 in food systems and security involving inter-disciplinary expertise from the Institute for Sustainable Food Systems and Security, Faculty of Arts, and Faculty of Science and Horticulture.	
9.3	Launch the new program development governance process for new graduate studies in 2018.		•More than 21 polices have been identified for various levels of revision to reflect graduate programs. Some of these are underway. For example, the new Credential Framework policy includes reference to graduate programs. The development of programming, programming standards and credential qualifications for newly offered graduate diplomas is ongoing, and for Master's programs is outstanding.	
		🟩🟩🟨🟥 ←	**June 2020 Update** •KPU has invested into learning best practices from other institutions on program development governance processes. KPU was represented at Canadian Association of Graduate Studies (CAGS) and the Western Canadian Deans of Graduate Studies (WCDGS) conferences. •KPU is also acquiring membership in these organizations. •KPU also recently contracted with Hanover Research to undertake custom consultancy and gain access to their digital libraries.	
		🟩🟩🟨🟥 ←	**June 2021 Update** • KPU is now admitted as a member of both the Canadian Association of Graduate Studies (CAGS) and the Western Canadian Deans of Graduate Studies (WCDGS) conferences. • The policy AC10 revision includes considerations for graduate studies. • Work has started on a Graduate Studies Regulation, involving the AVP Academic's team, Associate Vice President, Enrolment Services and Registrar, and the Associate Vice President, Research, Innovation, and Graduate Studies.	
		🟩🟩🟨🟥 ←	**June 2022 Update** • Update of academic policies with nominal changes to incorporate graduate studies has started through the Office of the Provost. • The updated policy and procedure AC10 now explicitly incorporates specific requirements for graduate studies in the program development governance process. • Update of existing policies or creation of new policies with substantial considerations of graduate studies will follow the university-wide consultations underway for 2022.	
9.4	Activate Faculty workgroups and Senate Standing Committee on Academic Planning and Priorities to develop programming, programming standards and credential qualifications.		•Discussions underway with SFU Faculty of Education to collaborate on flexible graduate programs for faculty - leading to higher degrees so that faculty can upgrade their credentials to be able to teach graduate programs (PhDs, EdDs and Masters degrees that can move in to doctoral programs).	

		June 2020 Update •The Faculty Council in the Wilson School of Design recently established their Faculty Committee on Research and Graduate Studies. •The expected hire of the new AVP Academic, the updated mandate of the AVP Research, as well as the engagement of the SSCRGS is expected to foster development of programming, program standards, and credential qualifications.	
		June 2021 Update • The Senate Standing Committee on Research and Graduate Studies is engaged in discussions on minimum faculty qualifications for research and graduate programs. • The Provincial Degree Quality Assurance Board (DQAB) standards for masters' degrees will inform KPU' programming standards for graduate studies. • The AVP Academic's Office is working on a framework to help inform and prioritize development of new graduate programs at KPU. • More progress is anticipated for 2021/22.	
		June 2022 Update • A pan-university Graduate Studies Policies Working Group has been convened (including three faculty members) to develop key philosophical questions, engage in consultations, and identify policies that need to be updated or developed. • A few faculties (e.g., Wilson School of Design) have set up standing faculty committees with a mandate to cover research and/or graduate studies. • A graduate studies department has been set up in the Melville School of Business housing the two graduate diplomas offered from that School.	
9.5	Launch first Master's program at KPU in 2021.	•On track for Fall 2021 introduction of first Graduate Certificate in Sustainable Food Systems and Security. Actual Master's program not able to realistically launch until Fall 2022.	
		June 2020 Update •The introduction of first Graduate Certificate in Sustainable Food Systems and Security has been advanced to Fall 2020. •The pandemic has created unprecedented challenges and uncertainly inside and outside KPU about new programming. At the same time, it has likely created new opportunities as well. •The creation of the Sustainable Enrolment Planning Council has provided an institutional venue to look at programming strategically, and opportunities to create robust master's level degrees.	
		June 2021 Update • The introduction of first Graduate Certificate in Sustainable Food Systems and Security (with the potential to eventually become a master's degree) has been advanced to summer 2021. Additional marketing effort has strengthened the pool of applicants and admitted students. • The School of Business has created a dedicated department for graduate programs.	
		June 2022 Update • An applied master's degree in operations and supply chain management is being planned and developed through the Melville School of Business. • A master of science in nursing in professional practice is being planned and developed through the Faculty of Health. • 2021 saw the graduation of the inaugural cohorts of students from the Graduate Diploma in Global Business Management and the Graduate Diploma in Green Business Management and Sustainability.	
9.6	Establish a Graduate Commons as an extension of the Office of Graduate Studies by 2021. This unit will house a variety of academic service areas that will provide instruction and support around the specific academic needs of graduate students including citation management; in-depth literature reviews; the Learning Centre; thesis writing strategy; and grant writing.	•Preliminary efforts underway to review potential physical locations and structures for a Graduate Commons for students.	

			June Update 2020: •Preliminary efforts underway to review potential physical locations and structures for a Graduate Commons for students. •An opportunity is being currently explored at the main Surrey Campus in the Library building. •The ongoing development of Master Campus Plans with the notion of Research Parks and Innovation Hubs will further support this endeavor.	
			June 2021 Update • The 2020 Teaching, Research, and Library Support Survey had questions related to the readiness and supports needed by KPU's educator on graduate studies. The input provided by the KPU community has informed programs and services needed to be offered via a Graduate Commons.	
			June 2022 Update • The Graduate Commons will be further designed through university-wide consultations over 2022. • Further development of the Office of Graduate Studies and the Graduate Commons is subject to incremental base funding and timely hiring.	

SENATE STANDING COMMITTEE ON ACADEMIC PLANNING AND PRIORITIES

Agenda Item: *10.1*
Meeting Date: *September 23, 2022*
Presenter(s): *David Burns*

Agenda Item	Update on Duolingo Data
Action Requested	Information
Committee Report	For Secretariat Use Only
Context & Background	The study on English Proficiency and International Student Performance conducted by OPA, report dated April 26, 2022, contained an error in one section. Specifically, the final section on performance in ENGL 1100 reported the wrong success rates. The rates reported were for performance in the entire term, instead of success in ENGL 1100. This has been corrected in the attached. Only Figures 8, 9 and 10 are affected. Changes in the relevant text have been highlighted. GPA results were correct in the original and so were not changed. This change has no impact on the conclusions of the study with respect to Duolingo. In fact, they reinforce the conclusions that Duolingo is an effective method of assessing English proficiency. International students who were admitted based on Duolingo did better in ENGL 1100 than did students admitted based on either IELTS or grade 12 English.
Consultations	Office of Planning and Accountability
Attachments	Corrected Study on English Proficiency June 22 2022
Submitted by	*David P. Burns, Associate Vice-President, Academic*
Date submitted	*June 27, 2022*

Study on English Proficiency and International Student Performance

Research Conducted by Office of Planning & Accountability

Corrected June 22, 2022

Purpose and Methodology

Purpose

The Office of Planning & Accountability conducted a study to assess performance of international students in relation to the method of assessing their English proficiency for admission to undergraduate studies at KPU. Two aspects of performance were examined:
- Performance in first semester as an undergraduate at KPU
- Performance in ENGL 1100

Scope

Included in the study were 3,722 international students who started undergraduate studies at KPU in Fall 2020, Spring 2021, Summer 2021 and Fall 2021, excluding:
- Transfer students, since they already have post-secondary experience;
- Visiting, general studies and dual credit students, since they are not admitted as undergraduate students;
- Students who withdrew from all courses in the semester; and
- Students whose only courses had non-numeric grades, although students who took both numeric and non-numeric courses were included for their numeric courses.

Methods of Assessing English Proficiency at KPU

There are a great many ways to satisfy the English proficiency requirements for admission to undergraduate studies at KPU. The appendix lists all the methods used by the students in scope for this study and the number of students who used each method. A total of 143 students met more than one requirement for assessing English proficiency and so are counted in each category their met. Only six categories had a sufficient number of students to be included in this study. The relevant numbers are shown in the highlighted column in Table 1, which excludes transfer students. This totals to 2,548 students for whom undergraduate performance was assessed. Note, for undergraduate admission, most students who used EPT also used another method. Only 2 international students used only EPT, one a transfer student.

Table 1: Number of International Students by English Proficiency Methods Assessed in Study

Method	Non-Unique Headcount		Unique Headcount	
	All	No Transfers	All	No Transfers
IELTS	2,885	2,234	2,844	2,212
UG English Course	312	79	250	54
Grade 12 English	265	231	221	204
Duolingo	174	80	96	41
EPT	67	32	2	1
ENGQ 1091/1092/1099	40	38	38	36

Study Methodology

First-semester performance for each English Proficiency Group in Table 1 was assessed in three ways:

- Average term GPA

- Success Rate: % of students who received a GPA of 2 or higher

- Distribution of GPA:
    o Good: term GPA of 3.0 or higher
   o Fair: term GPA between 2.0 and 2.99
    o Poor: term GPA below 2.0

Of the 2,548 students included in the study, 754 took ENGL 1100 during the time period covered. Their performance on ENGL 1100 was assessed in two ways:

- Grade point average in ENGL 1100

- Success Rate: % with a C or higher; a grade of C is considered the minimum for success since 'C' is considered "satisfactory achievement," is equivalent to a GPA of 2, and is the minimum required for the course to count as a prerequisite.

For comparison purposes, 2,945 domestic students who were admitted based on their grade 12 English were also assessed.

Success rates are used because, unlike grades, they include all students. When students withdraw from a course, that doesn't affect their GPA, so using only GPA can distort the results. This is especially true when comparing domestic and international students, because international students are much less likely to withdraw from a course than are domestic students, as shown in Figure 1. For this reason, the focus of the analysis is on success rates.

Figure 1: Withdrawal rates of International and Domestic students
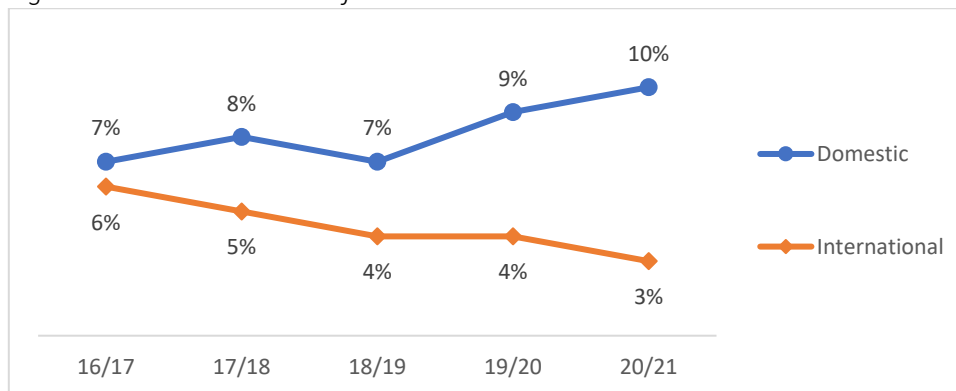
Results: Performance in First Semester

Overall Results

Figure 2 shows the term GPAs and success rates in first semester for the six groups based on their method of assessing English proficiency, as well as the comparison with domestic students who were assessed based on

grade 12 English. Performance of the international students in most groups compares favourably with that of domestic students. In four of the six groups, the percentage of international students who were successful in each group was similar to, or even higher than, the percentage of domestic students who were successful. Students who were assessed using Duolingo had slightly lower success rates, but more than 70% were successful. International students who took grade 12 English in BC had the lowest success rates at 65%. Figure 3 provides more detail, showing the percentage whose performance was good (GPA of at least 3), or poor (GPA under 2). IELTS and Duolingo were similar in terms of percentage of students with good GPAs, but slightly more students assessed with Duolingo had poor GPAs. However, the worst performing group were international students who were admitted based on grade 12 English: 35% of these students had poor GPAs in their first semester.

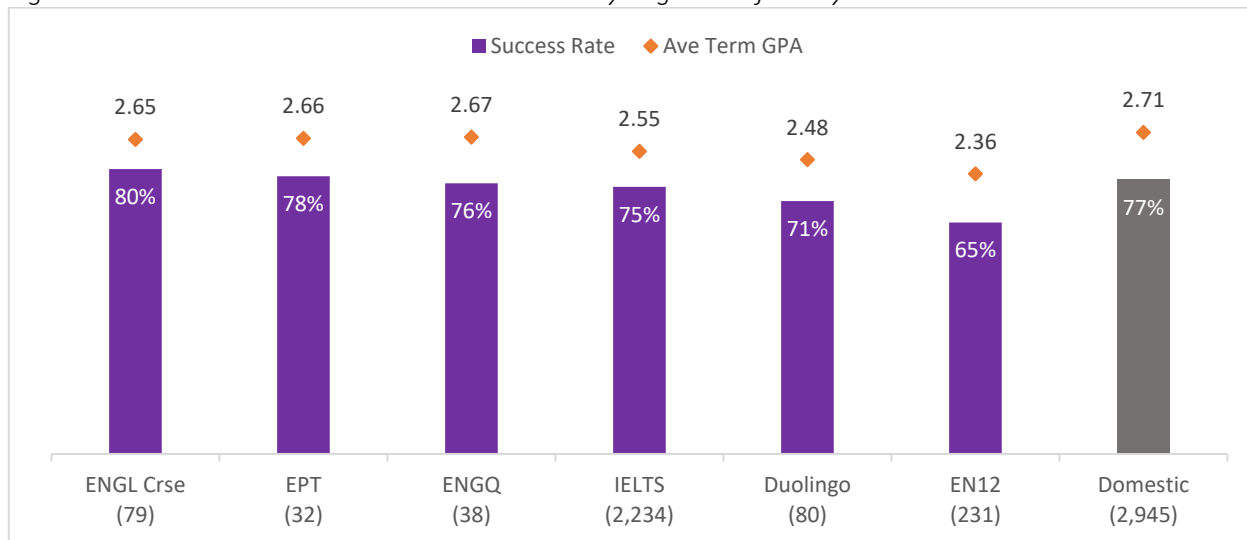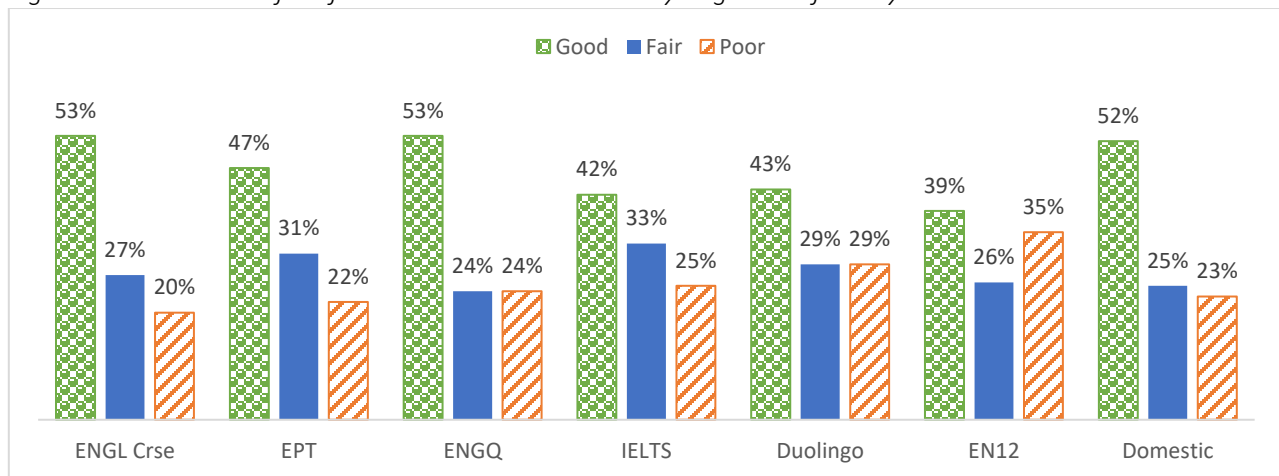*Figure 2: GPA and Success Rates in First Semester by English Proficiency Measure*

Figure 3: Distribution of Performance in First Semester by English Proficiency Measure

Performance in Relation to English 12 Grades

It turns out that, compared to international students, a higher proportion of domestic students received an A in grade 12 English (19% for international; 27% for domestic), which can distort the results when just

comparing first term performance of the two groups who were assessed based on grade 12 English. To eliminates that distortion, Figure 4 compares domestic and international students based on their grade in grade 12 English. The success rates of international students who had a grade of C+ in grade 12 English was similar to that of domestic students who had a grade of C+ in grade 12 English: 62% for international students, compared to 65% for domestic students. The distribution of the performance for students who had a C+ in grade 12 English, shown in Figure 5, was also similar.

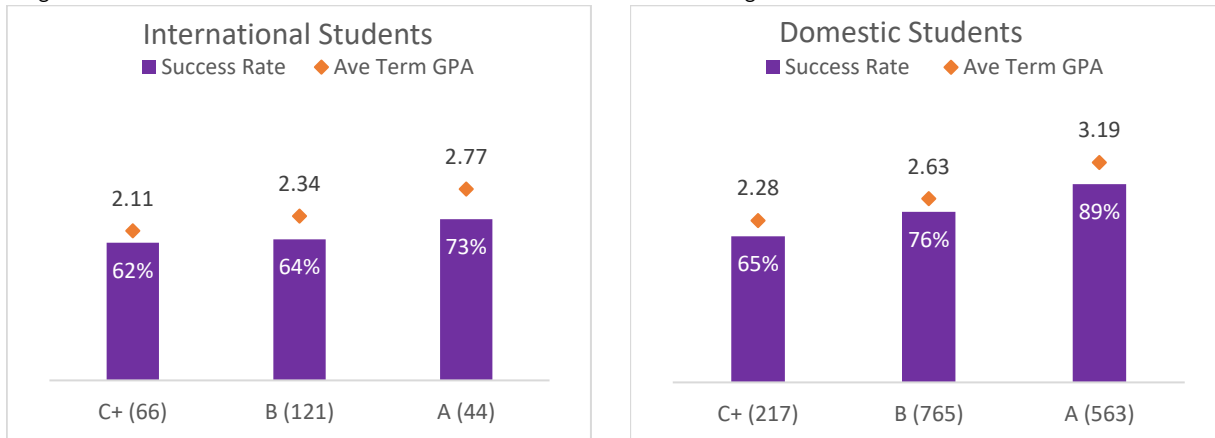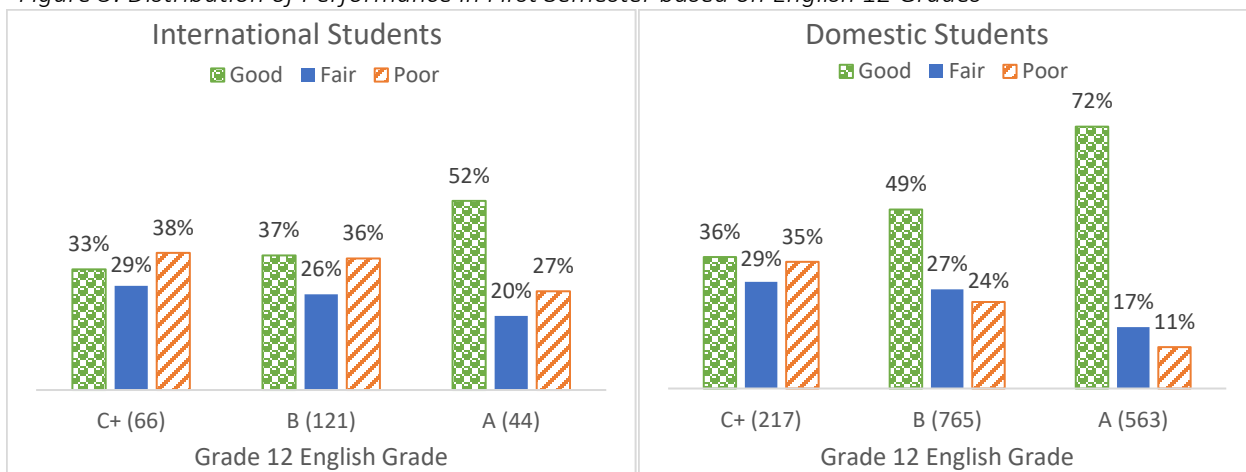*Figure 4: GPA and Success Rates in First Semester based on English 12 Grades*

Figure 5: Distribution of Performance in First Semester based on English 12 Grades

Comparison of IELTS and Duolingo

Students admitted to undergraduate studies based on IELTS were categorized based on their overall IELTS score of 6.5, the minimum required, 7, 7.5 or 8. The performance of these 4 groups is shown in Figure 6. Performance in first term was positively related to IELTS score, up to a score of 7.5.

Also shown is the performance of the group admitted based on Duolingo scores, broken into groups based on the Duolingo score. The number of students in each Duolingo group (shown in parentheses) is small so caution is needed in interpreting these results. There is a lot of variability in performance across the Duolingo scores, due to the low number of students in each group. All but one group did at least as well as the students who met the minimum IELTS score. In fact, students who met the minimum Duolingo score did better, on average, than did those who met the minimum IELTS score. This difference is reflected in Figure 7, which

shows that a higher percentage of students with the minimum Duolingo score had good GPAs (3 or higher) than students with the minimum IELTS score: 46% for Duolingo compared to 33% for IELTS). The reverse is also true; a lower percentage of students with the minimum Duolingo score had poor GPAs (lower than 2) than students with the minimum IELTS score: 23% for Duolingo versus 30% for IELTS.

Figure 6: GPA and Success Rates in First Semester based on IELTS and Duolingo Scores
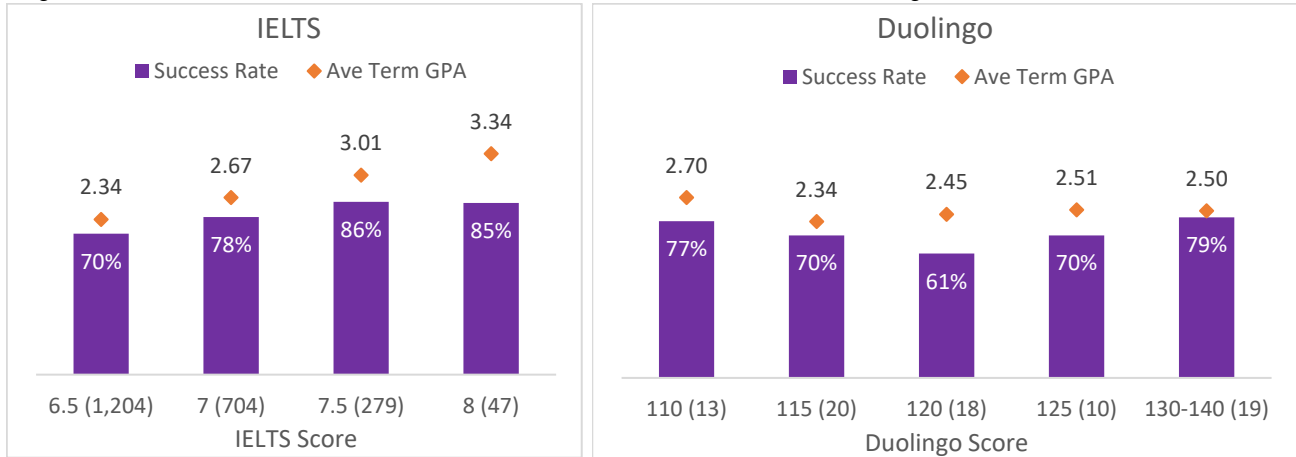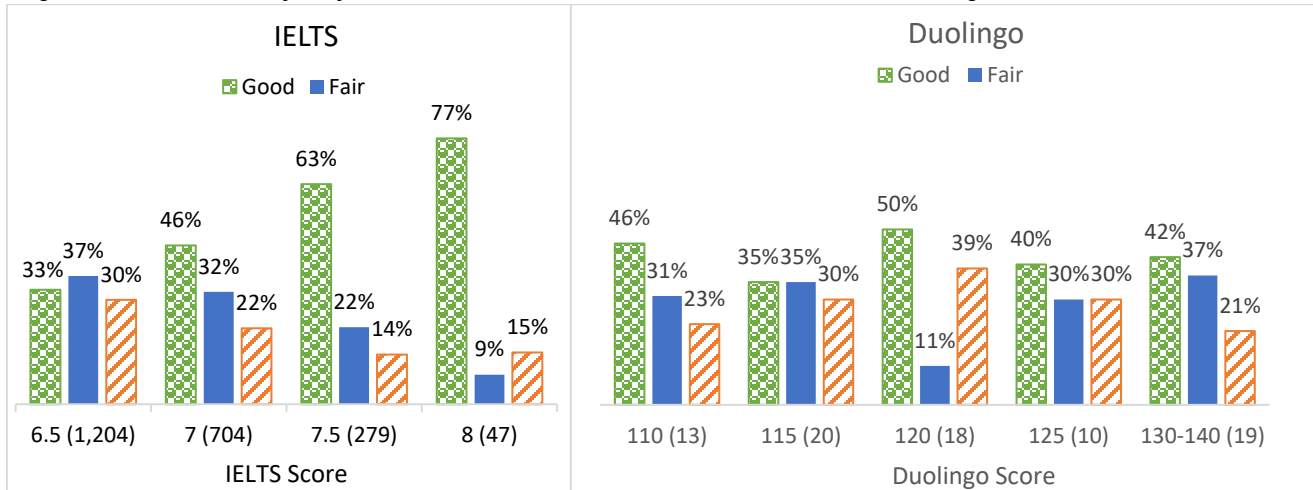
Figure 7: Distribution of Performance in First Semester based on IELTS and Duolingo Scores

Results: Performance in ENGL 1100

Of the 2,548 students included in the results presented in the prior section, 754 took ENGL 1100 during the time period covered. Their performance on ENGL 1100 is presented in this section. Note, there were only enough students to compare IELTS, Duolingo, ENGQ and EN12. For comparison, the results of 1,711 domestic students who took ENGL 1100 is also provided.

Success rates in ENGL 1100 for international students whose English proficiency was assessed by Duolingo or ENGQ were higher than international students who were assessed based on EN12, while the success rates of students assessed with IELTS were similar to those assessed with EN12. Domestic students whose English proficiency was assessed by EN12 had higher success rates than all four groups of International students.

Figure 8: Average Grade Point and Success Rates in ENGL 1100 based by English Proficiency Measure
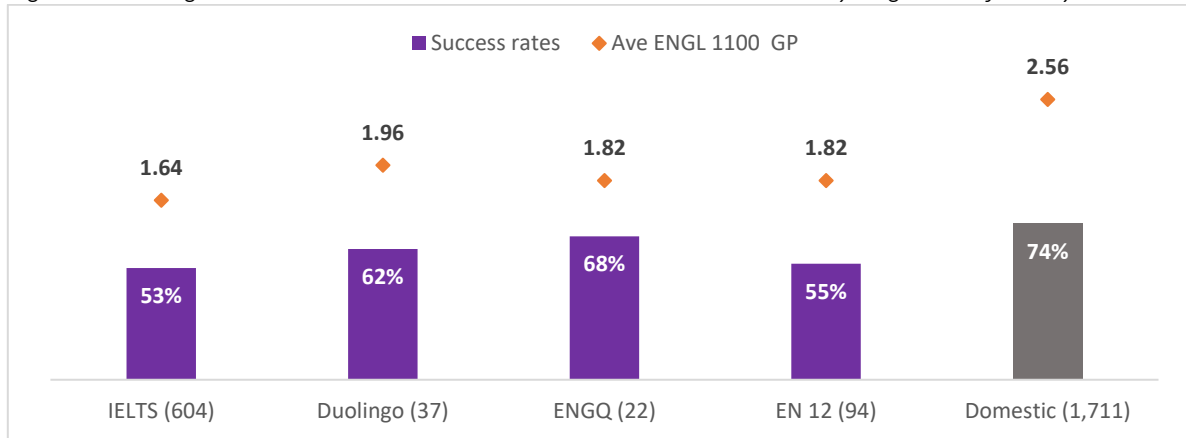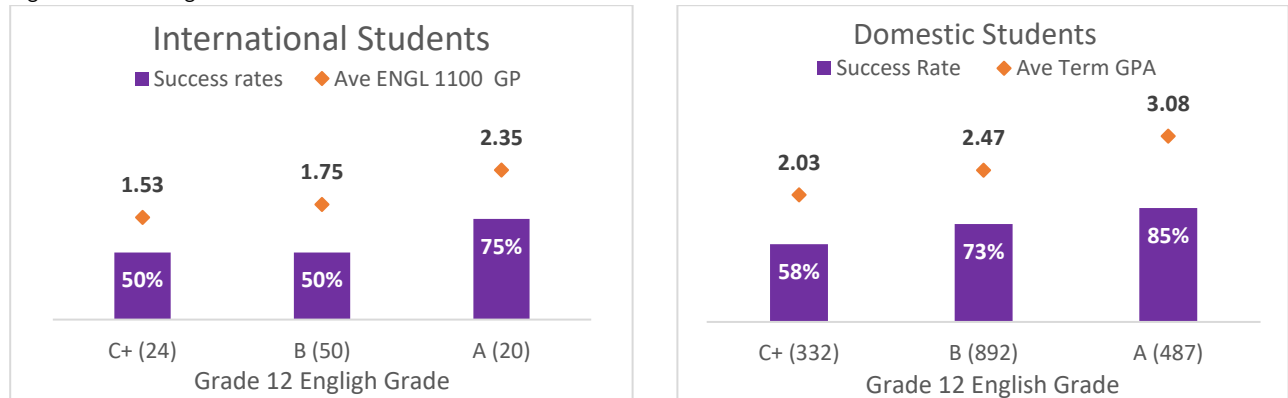

Figure 9 compares performance in ENGL 1100 of international and domestic students based on their grade in EN12. <mark>Success rates in ENGL 1100 of international students who met the minimum EN12 requirement of C+ were slightly lower than those of domestic students with a C+ in EN12.</mark>

Figure 9: Average Grade Point and Success Rates in ENGL 1100 based on EN12 Grade

Performance in ENGL 1100 in relation to IELTS is provided in Figure 10. Note, the number of students whose English proficiency was assessed based on Duolingo was insufficient for a comparison of Duolingo scores. <mark>Performance in ENGL 1100 was positively related to IELTS score, but international students with an IELTS score of 6.5 had lower success rates than did either international or domestic students with a C+ in EN12.</mark>

Figure 10: Average Grade Point and Success Rates in ENGL 1100 based on IELTS Score
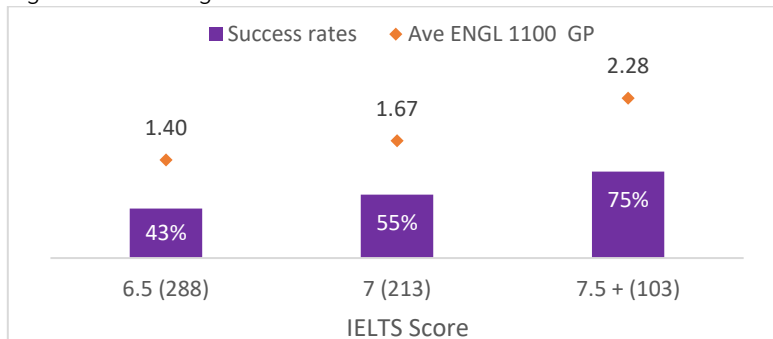
Summary and Conclusions

Comparing the different methods of assessing English proficiency is basically assessing whether the methods are equivalent in determining that the student has an adequate the level of English proficiency for success in undergraduate studies. Achieving a minimum level of English proficiency is necessary, but not sufficient, for success. Many other factors influence performance in undergraduate studies. Adequate academic preparation, good study skills, motivation, intelligence and many other factors affect student performance. This study only looked at English proficiency as assessed for undergraduate admission and can't control for the influence of these other factors. They unavoidably contribute some noise to the comparisons.

If we take the performance of domestic students who were admitted with a C+ in grade 12 English as the standard for adequate performance, then we would expect other methods, if adequate, to have 65% of students successful in their first undergraduate term. Students who met the minimum Duolingo or IELTS score exceeded that baseline. So, too, did those admitted based on EPT, ENGQ, UG English requirements. The only group to fell below that baseline were international students who were admitted with a C+ in grade 12 English. At 62%, they fell slightly below the standard.

When considering the performance in ENGL 1100, the success rate of domestic students who were admitted with a C+ in grade 12 English was 58%. International students admitted with a C+ in grade 12 English fell just below the standard. Students admitted with the minimum IELTS score did not meet the standard. International students who met the Duolingo and ENGQ requirements also exceeded that standard.

Taken together, these findings indicate that students who met the English proficiency requirements that were assessed in this study were adequately prepared for undergraduate studies, other factors being equal. Of course, other factors are not necessarily equal, as they are not controlled for in our admission process.

Appendix: English Proficiency Requirements

This table shows the number of students who met each English proficiency requirement for admission into undergraduate studies. Some students met more than one requirement and so are counted in each requirement they met. Only the highlighted cells are covered in the study.

UG English Proficiency Requirement Met	Non-Unique Headcount		Unique Headcount	
	All	**No Transfers**	**All**	**No Transfers**
IELTS overall minimum of 6.5, minimum of 6.0 in each band, taken within two year of admission	2,885	2,234	2,844	2,212
3 credits of undergraduate English (ENGL) with a minimum grade of C- from a recognized post-secondary institution where English is the primary language of instruction	312	79	250	54
HS course (EN12, EF12, LT12, etc.) C+	265	231	221	204
Duolingo: Score of 110 or higher, taken within two years of admission	174	80	96	41
KPU English Placement Test (EPT) with placement into ENGL 1100	67	32	2	1
Baccalaureate degree, two-year diploma, or 60 credits of undergraduate study, with a minimum CGPA of 2.0, at a recognized post-secondary institution where English is the primary language of instruction	46	0	32	0
ENGQ 1091, 1092, 1099 (C in one)	40	38	38	36
Checklist: Post-secondary English	28	19	23	16
ILAC 3.3 or 3.4	21	17	21	16
ELST 0381 & 0383 (B in both)	19	12	16	10
Pearson Test of English (PTE): Score of 61 or higher, taken within the last two years from the term of admission	15	9	15	9
Test of English as a Foreign Language (TOEFL): iBT 88 or higher, with no sub score less than 20, taken within the last two years of admission	11	4	9	2
Checklist: Others	9	6	9	6
UNKNOWN	3	1	3	1
ELST 0381 (B) and KPU Placement score higher than 0383 level	0	0	0	0
CAEL 70 or higher with no sub-score less than 60 taken within last 2 years	0	0	0	0
DLPI level 5 with an essay score of 30 or higher taken within last 2 years	0	0	0	0
Multiple			143	72
Unique headcount	**3,722**	**2,680**	**3,722**	**2,680**

SENATE STANDING COMMITTEE ON ACADEMIC PLANNING AND PRIORITIES
Agenda Item: *10.2*
Meeting Date: *September 23, 2022*
Presenter(s): Zena Mitchell

Agenda Item	Language Proficiency Index (LPI) Discontinuance

Action Requested	Information

Recommended Resolution	That Language Proficiency Index (LPI) is removed as a testing option to meet KPU's **English Proficiency Requirement for Admission**

Committee Report	For Secretariat Use Only
Context and Background	LPI was discontinued as a testing option to meet KPU's English Proficiency Requirement for Admission in July 2020. Test scores are only valid for 2 years and results are no longer valid as of July 2022. The last intake to accept LPI as a viable testing option in meeting KPU's English Proficiency Requirement for Admission was the May 2022 intake and the test has been discontinued (with an effective date of Fall 2022).
Key Messages	LPI is discontinued as a testing option to meet KPU Admission requirements for English Proficiency.
Submitted by	*Zena Mitchell*
Date submitted	*August 15, 2022*