

SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Regular Meeting
Wednesday, May 17, 2023
2:00 p.m. - 4:00 p.m.
MS Teams Online

AGENDA

1. Call to OrderAmy Jeon 2:00
2. Approval of Agenda
3. Approval of Minutes, April 12, 2023
4. Chair's Report 2:05
 - 4.1. Notice of Election of Committee Chair
5. New Business
 - 5.1. Language and Culture External Review ReportAmy Jeon 2:15
 - 5.2. Brewing and Brewery Operations External Review Report.....Amy Jeon 2:30
 - 5.3. Philosophy Second Annual Follow-Up Report Colin Ruloff, Shelley Boyd 2:45
 - 5.4. Fashion and Technology First Annual Follow-Up Report.....
Heather Clark, Ernest Van Der Merwe 3:00
 - 5.5. Mandate and Membership Revision.....Amy Jeon 3:15
6. Items for Discussion
7. Manager's Report for OPAMelike Kinik-Dicleli 3:25
8. Adjournment

SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Minutes of Regular Meeting

Wednesday, April 12, 2023

2:00 p.m. – 4:00 p.m.

MS Teams Online

Voting Member Quorum: 9		
Aimee Begalka Cherylynn Bassani Craig Wright David Burns Fergal Callaghan, Vice-Chair Hao Ma Jeff Dyck	Julia Denker Melissa Swanink Nishan Perera	
		Non-voting
		Amy Jeon, Chair Laura McDonald Melike Kinik-Dicleli Zena Mitchell
Regrets	Senate Office	Guests
Alan Davis Jennifer Gao Lindsay Norris Lori McElroy Marti Alger Rajmale Kaur Tomaz Gradowski	Sonia Banwait	Heather Harrison Josephine Chan Lindsay Clayton Lucie Gagne Mandeep Pannu

1. Call to Order and Territorial Acknowledgement

The Chair, Amy Jeon, called the meeting to order at 2:04 p.m.

2. Approval of Agenda

Jeff Dyck moved the agenda be confirmed as circulated.

The motion carried.

3. Approval of Minutes, March 15, 2023

Melissa Swanink moved the minutes be accepted as circulated.

The motion carried.

4. Chair's Report

The Chair welcomed Zena Mitchell in her new role as the Vice-President, Students and also welcomed Cherylynn Bassani in her new role as a newly-elected Senator.

4.1. Criminology Program Review Timeline

The Chair shared the Criminology program's timeline and informed that they are projected to submit the self-study report in the early Fall 2023.

5. New Business

5.1. Accounting Third Annual Follow-Up Report

The Chair summarized the reviewer's comments and informed that revisions were made to the suggested edits. Lindsay Clayton and Heather Harrison were present to answer questions.

The reviewers expressed their satisfaction with the revisions provided.

The Committee voted not to bring the report again for follow-up as many of the activities have already been completed.

Nishan Perera moved THAT the Senate Standing Committee on Program Review accept the Accounting Third Annual Follow-Up Report as attached.

The motion carried.

Cherylynn Bassani moved THAT the program submits another annual follow-up report next year.

The motion failed.

5.2. Computer Science and Information Technology First Annual Follow-Up Report

The Chair summarized the reviewer's comments and informed that revisions were made to the suggested edits. Mandeep Pannu and Heather Harrison were present to answer questions.

The reviewers expressed their satisfaction to the revisions provided.

Julia Denker moved THAT the Senate Standing Committee on Program Review accept the Computer Science and Information Technology First Annual Follow-Up Report as attached.

Melissa Swanink moved THAT the program submits another annual follow-up report next year.

The motion carried.

5.3. Interior Design Second Annual Follow-Up Report

The Chair summarized the reviewer's comments and informed that revisions were made to the suggested edits. Lucie Gagne was present to answer questions.

The reviewers thanked the proponent for addressing their comments in the report and shared that they would like to see the progress for the unfinished items in the next follow-up report.

Fergal Callaghan moved THAT the Senate Standing Committee on Program Review accept the Interior Design Second Annual Follow-Up Report as attached.

Fergal Callaghan moved THAT the program submits another annual follow-up report next year.

The motion carried.

5.4. Mandate and Membership Revision

The Chair shared the revision to the membership composition includes one minor change, which is to include “or designate” to the ‘Associate Vice-President, Planning and Accountability’ position.

Hao Ma moved THAT the Senate Standing Committee on Program Review recommend that the Senate Governance and Nominating Committee recommend that Senate approve the Mandate and Membership as attached.

The motion carried.

5.5. Draft Policy and Procedure AC9 Skills and Outcomes

David Burns, Associate Vice-President, Academic, provided background and shared that the changes included establishing requirements for curriculum mapping in the program review and curricular change processes with clearly articulated program learning outcomes to which course outcomes and skills are mapped.

Josephine Chan, Special Assistant to the Provost on Policy and Academic Affairs, shared the policy has been approved by the Senate Standing Committees on Curriculum and Policy, and provided as an information item to Teaching and Learning. It is now ready to be recommended to Senate.

The committee asked if any questions have arisen from the proposed changes. David Burns explained that clarification in defining “skills” vs “competencies” has been one, while another has been the defining and detailing learning outcomes.

Nishan Perera moved THAT the Senate Standing Committee on Program Review recommend that Senate approves Policy and Procedure AC9 Skills and Outcomes.

The motion carried.

6. Items for Discussion

6.1. New Role – Manager of Curriculum

David Burns shared that a new role of Manager, Curriculum has been filled and will assist proponents with understanding and coordinating curriculum changes in the program review process.

7. Manager's Report for the Office of Accountability and Planning

Melike Kinik-Dicleli, Manager, Quality Assurance presented her report. She informed there will be two self-study reports to share in the June 2023 meeting.

8. Adjournment

The meeting adjourned at 2:46 p.m.

SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Agenda Number: 4.1

Meeting Date: May 17, 2023

Presenter(s): Amy Jeon

AGENDA TITLE: NOTICE OF ELECTION OF COMMITTEE CHAIR

ACTION REQUESTED: Information

RECOMMENDED RESOLUTION

N/A

COMMITTEE REPORT

For Secretariat Use Only

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 September 1, 2023 – August 31, 2026
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

1. SSC Chair and Vice-Chair Responsibilities

Submitted by

Melike Kinik-Dicleli, Manager of Quality Assurance

Date submitted

April 26, 2023

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 PROGRAM REVIEW

Agenda Number: 5.1

Meeting Date: May 17, 2023

Presenter(s): Amy Jeon

AGENDA TITLE: LANGUAGE AND CULTURE EXTERNAL REVIEW REPORT

ACTION REQUESTED: Motion

RECOMMENDED RESOLUTION: THAT the Senate Standing Committee on Program Review accept the Language and Culture External Review Report as attached.

COMMITTEE REPORT

For Secretariat Use Only

Attachments

Language and Culture External Review Report

Submitted by

Melike Kinik-Dicleli, Manager of Quality Assurance, Office of Planning & Accountability

Date submitted

April 26, 2023



Bachelor of Arts, Minor in Language and Culture External Review Report

March 8 & 9, 2023

External Review Team Members

Dr. Julie Vig, York University

Dr. Kimberley Sutherland, Douglas College

Mr. Karl Petersen, Kwantlen Polytechnic University

OVERALL ASSESSMENT OF THE SELF-STUDY REPORT

Criteria: The Self-Study Report provides a data-supported analysis of the program's strengths, weaknesses, opportunities and challenges.

Standards for Assessing the Report:

- Strengths and areas of improvement identified in the report are supported by data and external review findings;
- Recommendations are supported by data, a clear rationale, and external review findings.

The External Reviewers:

- ☒ **Validate the Self-Study Report's findings and recommendations**
- ☐ Do not validate the Self-Study Report's findings and recommendations

Rationale for this Determination:

Based on the Self-Study report and its data, as well as online review sessions (with program chair, faculty, students, dean-s office, library, and advisor) the strengths, weaknesses, opportunities, and challenges outlined in the program review are accurately identified. Unfortunately, we were not able to meet with Alumni.

REVIEWERS' VALIDATION OF THE SELF-STUDY REPORT CHAPTERS

CHAPTER 2: Curriculum Review

Criteria: This chapter provides a clear profile of the program graduates, relevant program learning outcomes, and a curriculum mapping assessment that adequately identifies any gaps in the program's curriculum. The assessment is supported by appropriate evidence and conclusions.

Standards for Assessing this Chapter:

- Strengths and areas of improvement identified in this chapter are supported by data and external review findings;
- Recommendations in this chapter are supported by data, a clear rationale, and external review findings.

The External Reviewers:

- ☒ **Validate the Self-Study Report's findings and recommendations**
- ☐ Do not validate the Self-Study Report's findings and recommendations

Rationale for this Determination:

The following are supported by the data and interviews:

Acquisition of essential skills as outlined (problem-solving skills, writing and reading skills, visual literacy skills, technology skills, and intercultural skills).

The variety and range of subjects is a feature that attracts students. However, this could also be one reason for the difficulty in ensuring the regularity of course offerings and enabling student progression.

The Gap Analysis provides excellent insights into curriculum strengths and weaknesses.

Additional recommendations, if any, identified by the ERT— include a rationale for each recommendation:

We observe the need to provide a progression from level one into and through higher level language courses.

The language requirement for a minor is only 3 credits, which we agree is too low. A 6-credit requirement may open demand for advanced courses. This may offer at least a partial solution to the problem of retention that is mentioned in the report.

A distinction should be made between English reading, writing, and oral proficiency on one hand and these skills in target languages on the other. Proficiency in target languages appear underemphasized in comparison to proficiency in English skills.

More development of management/entrepreneurial skills is recommended. Faculty could reflect on innovative, short- and mid-term ways to do this. Examples could include more student-run events, clubs (such as for Japanese), work-related and/or community-related projects.

On the need to clarify the linkage between CLOs and PLOs, we agree with the Self-Study Report. The program could respond to the demand for additional language courses by considering the student demographics and the data about broadening offerings for Asian languages (eg. Cantonese, Korean).

The program should provide a fuller assessment of Punjabi courses in the next report.

Strengthening Alumni relations and implicating Alumni could serve to build community, add potential resource people for current students, and ensure better participation in PAC and future reviews.

CHAPTER 3: Program Relevance and Student Demand

Criteria: This chapter adequately assesses program's relevance, faculty qualifications and currency, connections to the discipline/sector, and student demand. The assessment is supported by appropriate evidence and conclusions.

Standards for Assessing this Chapter:

- Strengths and areas of improvement identified in this chapter are supported by data and external review findings;
- Recommendations in this chapter are supported by data, a clear rationale, and external review findings.

The External Reviewers:

- ☒ Validate the Self-Study Report's findings and recommendations
- ☐ Do not validate the Self-Study Report's findings and recommendations

Rationale for this Determination:

The overall relevance of the program meets the expectations and needs of the students. There seems to be a high level of buy-in from faculty and a high morale among faculty, which the students share.

Additional recommendations, if any, identified by the ERT— include a rationale for each recommendation:

A maximum class size in language courses (27) is too high for optimal proficiency outcomes. We recommend this being reduced to a target level of 17 maximum. For the Dean's office: one possibility is to reduce the enrolment threshold for class cancellations (especially cancellation of higher-level language courses needed to complete the program). An alternative could be to allow for smaller numbers in higher-level language classes.

We see a need to accommodate student demand for courses at higher levels and to reduce the unpredictability in the schedule of course offerings. Providing a clear education plan should be a primary goal.

The course listings need to make clear what courses are actually being offered. We recommend keeping the dormant courses on file (to avoid the long process of having to recreate them in the future), but only communicating to students what courses are being actively offered (a list can be posted on the department page, for example).

Opportunities for Indigenous language and cultural studies is underdeveloped, though we recognize that there are external factors contributing to this situation.

In the student meeting, comments were made about pacing. Some students reported dropping out of courses because they felt they could not process the language fast enough.

Thought should also be given to how to accommodate the various skill levels of students in beginners' classes (heritage speakers versus non-heritage speakers). One student also related a lack of well-being/feeling of safety to the varying skill levels among students in one class.

It was noted that only 7 out of 12 Faculty replied to the survey; we would like to recommend that a higher rate of response be solicited in the next Program Review.

CHAPTER 4: Effectiveness of Instructional Delivery

Criteria: This chapter adequately examines the effectiveness of the instructional design and delivery of the program and student success. The assessment is supported by appropriate evidence and conclusions.

Standards for Assessing this Chapter:

- Strengths and areas of improvement identified in this chapter are supported by data and external review findings;
- Recommendations in this chapter are supported by data, a clear rationale, and external review findings.

The External Reviewers:

- ☒ **Validate the Self-Study Report's findings and recommendations**
☐ Do not validate the Self-Study Report's findings and recommendations

Rationale for this Determination:

Authentic language practice opportunities in labs, on campus, and online are available. Some opportunities for students in individual courses are also provided. However, there seems to be some inequality across the languages taught.

Enrollment in the program courses has increased (up 34% over 5 years).

Opportunities exist for collaboration with other programs, such as Business, Indigenous Studies, Creative Writing, though more is needed as was identified in the Self-Study report recommendations.

Additional recommendations, if any, identified by the ERT—include a rationale for each recommendation:

Study abroad has suffered due to Covid restrictions. There's a need to develop financial aid for studies abroad and at home that require financial support beyond normal student fees and tuition.

Opportunities for authentic language practice and cross-cultural experiences outside the university, such as in workplace and community settings, are underdeveloped and/or developed inconsistently across languages/courses.

The new emphasis on online course offerings runs the risk of diminishing language learning proficiency outcomes even while the opportunities for language learning increase due to the availability and convenience of online learning. Blended or online courses seem to benefit students (not all, but many), the Department (with increased numbers), and the Dean's office. Perhaps online or blended courses could be coupled with a mandatory practicum (locally or internationally). COIL projects are identified as underused.

Split-level courses do not allow for targeting the needs of individual students; some faculty do not seem to support this solution, so split-level courses may well not be a viable solution (except perhaps on an individual case basis).

There are 4 full-time and 8 part-time faculty. The review team discussed whether having so many part-time and contract faculty members affected some aspects of the program unequally. Concern was expressed about the possible precarity and morale of part-time and contract faculty. This could also affect program development.

CHAPTER 5: Resources, Services and Facilities

Criteria: This chapter adequately assesses the program's resources, services, and facilities from both the student and faculty perspective. The assessment is supported by appropriate evidence and conclusions.

Standards for Assessing this Chapter:

- Strengths and areas of improvement identified in this chapter are supported by data and external review findings;
- Recommendations in this chapter are supported by data, a clear rationale, and external review findings.

The External Reviewers:

- ☒ **Validate the Self-Study Report's findings and recommendations**
☐ Do not validate the Self-Study Report's findings and recommendations

Rationale for this Determination:

Students have access to library resources, including study rooms.

Advising services are available and frequently used.

Basic technical equipment and services are adequate.

Moreover, there seem to be good communication channels and practices between Program Chair, Faculty and Library and Advising Services, which is a real asset for students.

However, students seem less satisfied here – this needs addressing/analysis; it could be linked to lack of clear Ed Plan and long-term view of course availability (which is itself linked to section cuts and enrolment thresholds....).

Additional recommendations, if any, identified by the ERT—include a rationale for each recommendation:

KP -

Library resources seem underused. Students can be directed to specific resources for courses.

A coordinator of learning opportunities abroad, in the workplace, and community (PAC?) could be highly beneficial at a department level. A coordinator could liaise with others at the Institutional level. An incentive would be offering Faculty time-release related to this role.

We encourage efforts towards community strengthening (which can help retain students from one level to another). Faculty appear open to exploring new ways to enhance already good provisions, such as finding possible new meeting spaces for students.

On library resources, there seem to be variances in provisions of material which could be analyzed and redressed. The existing budget is not equally distributed. The 2.5k budget for book purchases, for example, is used mainly by the Punjabi instructor.

CONCLUDING COMMENTS

The self-study report is detailed and demonstrates rigorous data analysis by Faculty.

Strengths, weaknesses, and areas for improvement are well-identified.

Recommendations seem well-founded and feasible, though institutional support will be essential for and central to the achievement of many of them.

Opportunities for growth seem pertinent and promising, though they will require even more Faculty time and commitment; extra support may well be needed at administration, institutional, and department levels.

Stronger community, international, disciplinary and employer relationships would be beneficial to the Program (some consideration of this is in the Self-Study report).

More internal and community promotion of the Program (spread equally across languages) is encouraged. Extra institutional support would enable this.

The language credit increase and the reinforcement of upper-level language courses mentioned in the Self-Study report are supported by the External Review team. The Dean's report mentions collecting data about the potential impact of this change, which would be valuable.

Overall, the BA Minor in Languages and Culture Program is highly relevant and elicits positive responses and enthusiasm from students. We encourage the Faculty and the larger University community to build on the recommendations in both the Self-Study and the External Reviewer's reports to allow the Program to reach its full potential.

APPENDIX 1:
EXTERNAL REVIEW SITE VISIT AGENDA

Kwantlen Polytechnic University
Bachelor of Arts, Minor in Language and Culture
External Review Remote Site Visit Agenda

March 8 & 9, 2023
Via Microsoft Teams

Thanks to External Reviewers:
Dr. Julie Vig, York University
Dr. Kimberley Sutherland, Douglas College
Mr. Karl Petersen, Kwantlen Polytechnic University

Day 1: March 8, 2023

9:00 - 9:50:	Introductions and Interview with Program Chair
9:50 - 10:00:	Break
10:00 - 11:00:	Meet with Program Faculty
11:00 - 11:10:	Break
11:10 - 12:00:	Meet with University Services Panel (Library Services/ Faculty Advising)
12:00 - 12:10:	Break
12:10 – 13:10:	Meet with Alumni

Day 2: March 9, 2023

9:00 – 10:00:	Meet with Students
10:00 - 10:10:	Break
10:10 - 10:50:	Meet Dean/Associate Dean
10:50 - 11:00:	Break
11:00 - 11:40:	Final Meeting with Program Chair
11:40 - 11:50:	Break
11:50-12:20:	External Review Team meets to discuss findings and coordinate their review.

*All times are in Pacific Standard Time.

REPORT: Language and Culture External Review Report

OVERALL ASSESSMENT:

Please provide a brief assessment of the External Review Report under review and an overall recommendation.

Reviewer #1: The recommendations are within the scope of the report with one exception. I have flagged this, but it is well outside of my scope to make a recommendation for action. If this flagged item is in scope, then please proceed.

Reviewer #2:

The External Review Team has provided a positive report that validates and supports the recommendations made in the Self-Study Report. They make good suggestions for ways in which many of the recommendations can be addressed, and they also make some new recommendations. Although some of these additional recommendations may be outside the scope of program review and outside the direct control of the program (e.g. reduction of class sizes), they could still be advocated for by the program through conversations with the relevant groups.

Also, the ERT writes "There's a need to develop financial aid for studies abroad and at home that require financial support beyond normal student fees and tuition." In case it is useful, I note that there is some information on funding and scholarships for international learning at: <https://www.kpu.ca/studyabroad/go-on-exchange/funding-scholarships>

The Report:

- ☒ Reviewer #1 & #2: Recommend for approval by the SSCPR as is
- ☒ Reviewer #3: Recommend for approval by the SSCPR pending suggested actions (see below)
- ☐ Recommend for rejection by the SSCPR

MAJOR ISSUES AND SUGGESTED ACTIONS:

While External Review Reports are not returned to the External Review Team for revisions, Reports may contain major issues which the SSCPR should address. These issues could include (but are not limited to): a) recommendations that go beyond the scope of program review; b) names or other identity information.

Complete the table below ONLY if you have identified major issues in the Report. Identify actions the SSCPR should take to address these issues. Suggested actions could include (but are not limited to): a) redacting names or other identity information; b) providing an SSCPR Response that provides the External Review Team's recommendations in context. Add or remove rows in the table below as needed.

Issue	Suggested Action for the SSCPR
The recommendations on reducing class size on page 5 are beyond the scope or agency of the review or the department	Strike this recommendation

MINOR EDITS (Spelling, syntax, word choice and other mechanical issues).

Please list corresponding page numbers. Minor edits are NOT discussed at the SSCPR meeting. Add or remove rows as needed.

Minor Edits (page #)
4 – Should be “Proficiency ... appears” (not “appear”)
4 – “Alumni” should be lower case
9 – Dollar sign is needed before “2.5k”

SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Agenda Number: 5.2

Meeting Date: May 17, 2023

Presenter(s): Amy Jeon

AGENDA TITLE: BREWING AND BREWERY OPERATIONS EXTERNAL REVIEW REPORT

ACTION REQUESTED: Motion

RECOMMENDED RESOLUTION: THAT the Senate Standing Committee on Program Review accept the Brewing and Brewery Operations External Review Report as attached.

COMMITTEE REPORT

For Secretariat Use Only

Attachments

Brewing and Brewery Operations External Review Report

Submitted by

Melike Kinik-Dicleli, Manager of Quality Assurance, Office of Planning & Accountability

Date submitted

April 26, 2023



Diploma in Brewing and Brewery Operations External Reviewers Report

March 14 & 16, 2023

External Review Team Members

Travis Audet, Anheuser-Busch InBev

Alex Speers, Heriot-Watt and Dalhousie Universities

Amanda Morgan, Kwantlen Polytechnic University

OVERALL ASSESSMENT OF THE SELF-STUDY REPORT

Criteria: The Self-Study Report provides a data-supported analysis of the program's strengths, weaknesses, opportunities and challenges.

Standards for Assessing the Report:

- Strengths and areas of improvement identified in the report are supported by data and external review findings;
- Recommendations are supported by data, a clear rationale, and external review findings.

The External Reviewers:

- ☒ Validate the Self-Study Report's findings and recommendations
- ☐

Rationale for this Determination:

These recommendations came out of the two days of meetings with the program staff.

REVIEWERS' VALIDATION OF THE SELF-STUDY REPORT CHAPTERS

CHAPTER 2: Curriculum Review

Criteria: This chapter provides a clear profile of the program graduates, relevant program learning outcomes, and a curriculum mapping assessment that adequately identifies any gaps in the program's curriculum. The assessment is supported by appropriate evidence and conclusions.

Standards for Assessing this Chapter:

- Strengths and areas of improvement identified in this chapter are supported by data and external review findings;
- Recommendations in this chapter are supported by data, a clear rationale, and external review findings.

The External Reviewers:

- ☒ Validate the Self-Study Report's findings and recommendations
☐ Do not validate the Self-Study Report's findings and recommendations

Rationale for this Determination:

Faculty were questioned by the review team regarding curricula. New topics of concern such as Non-Alcohol beers (NAB), Dry hopping, carbon footprint, HACCP, etcetera seem to be covered in the program.

Additional recommendations, if any, identified by the ERT— include a rationale for each recommendation:

The faculty might consider incorporating a brand development project similar to the ICBD Natural Selection project (we've forwarded the following resource to Melike to distribute to the team - Huddleson and Speers, 2017 MBAA TQ, 54:80-86) for various beers and spirits in conjunction with local breweries and distilleries during a summer term.

For summer opportunities I would like to add something along these lines: KPU has an opportunity to make connections with breweries and breweries allied trades who are looking to offer internships for the summer break. It would be the students and employers' responsibility to manage the employment/hiring process and KPU only facilitates the connections thus minimizing the workload and any responsibility but enable a large growth opportunity.

An additional opportunity is to take structured time in the program to outline different career paths and what the growth and income potential is as the student interview indicated that did not happen in a formal manner.

As far as facility and equipment we have listed following suggestions in rough order of importance IMHO:
1) Facility not having a DE or Perlite filter is a lost opportunity for training for the students. Steinecker and Bucher-Denwel both make brewing quality small beer filters along with the lower quality wine filters that are common in craft breweries.

2) Facility primarily using dried yeasts and while convenient this is not best practice in brewing industry due to microbiologic contamination of dried yeast. While hopefully not beer spoilers, still using dried yeasts miss opportunities to build yeast propagation and clean yeast handling skills needed in a modern brewery. There are resources for low-cost manual propagation systems and a medium sized autoclave will make sterilization of Cornelius kegs simple and effective.

3) Recommend finding an application for a Burkert control valve with a control head with integrated PID. This will enable the introduction of simple process control to students in a hands-on way that can be applied to even the smallest breweries.

4) A centrifuge is not practical at KPU scale, so the next best option is to include centrifugation machine exposure on a structured site visit as this is a critical and invaluable piece of equipment that many breweries live without only due to lack of exposure.

Another curriculum area to consider removing is the beer styles content. While some students may be asking for beer style instruction, this tends to change over time with arbitrary definitions. Certainly, if beer styles were taught 20 years ago the content would look much different today.

We recognize that KPU has spent considerable time adapting their curriculum to the Master Brewer's curriculum; unfortunately, this certification has not been taken up by the industry.

However, KPU is best positioned to take their brewing program to a higher level in Canada. This statement is justified due to the fact that the program appears to be already more in depth than the two other Canadian schools. There are many ways to take a program to a higher level in skill building and knowledge potential.

The following are some possible approaches and other alternative paths that can be explored:

1) Ensure the syllabus covers all (or most) of the IBD Diploma Brewing Exam.

1a) This way students can choose to sit the exam(s) during or at the end of the program.

1b) KPU responsibility is to only meet the syllabus (or be clear what areas will be missed to students) and inform students of opportunity.

1c) KPU can track success rate and use as a means of communication of value of program.

2) KPU can choose to treat the brewing program as a minor and make a path for a BS major in a degree like Biology or Engineering.

3) KPU could choose to create a full 4-year BS degree in Brewing Science or consider a food science program.

One topic that came up in interviews that should be considered is ensuring the brewing program meets the Canadian Immigration standards for permanent residence; this would increase greatly the value for international students. It may not allow Permanent Residence straight out of the program but if the path is clear, it may attract students to KPU.

CHAPTER 3: Program Relevance and Student Demand

Criteria: This chapter adequately assesses program's relevance, faculty qualifications and currency, connections to the discipline/sector, and student demand. The assessment is supported by appropriate evidence and conclusions.

Standards for Assessing this Chapter:

- Strengths and areas of improvement identified in this chapter are supported by data and external review findings;
- Recommendations in this chapter are supported by data, a clear rationale, and external review findings.

The External Reviewers:

- ☒ Validate the Self-Study Report's findings and recommendations
☐ Do not validate the Self-Study Report's findings and recommendations

Rationale for this Determination:

Given the increase in the number of craft breweries and the turnover rate in large breweries one can expect an increase in the number of students.

Additional recommendations, if any, identified by the ERT— include a rationale for each recommendation:

Some economic justification and comparison to other KPU programs. A review of the cost/benefit of the program should be undertaken.

We were not aware of any brochure (Web or otherwise) is available for recruitment of potential students. If this is indeed the case, then it should be developed to aid in student enrollment.

CHAPTER 4: Effectiveness of Instructional Delivery

Criteria: This chapter adequately examines the effectiveness of the instructional design and delivery of the program and student success. The assessment is supported by appropriate evidence and conclusions.

Standards for Assessing this Chapter:

- Strengths and areas of improvement identified in this chapter are supported by data and external review findings;
- Recommendations in this chapter are supported by data, a clear rationale, and external review findings.

The External Reviewers:

- ☒ Validate the Self-Study Report's findings and recommendations
☐ Do not validate the Self-Study Report's findings and recommendations

Rationale for this Determination:

Virtual review by the external reviewers.

Additional recommendations, if any, identified by the ERT—include a rationale for each recommendation:

As this was a virtual visit, there was no opportunity to sit in on a full class and we only chatted with one current student, it's difficult to comment on instructional delivery.

Given our knowledge of faculty experience we have little doubt that instructional delivery is effective.

CHAPTER 5: Resources, Services and Facilities

Criteria: This chapter adequately assesses the program's resources, services, and facilities from both the student and faculty perspective. The assessment is supported by appropriate evidence and conclusions.

Standards for Assessing this Chapter:

- Strengths and areas of improvement identified in this chapter are supported by data and external review findings;
- Recommendations in this chapter are supported by data, a clear rationale, and external review findings.

The External Reviewers:

- ☒ Validate the Self-Study Report's findings and recommendations
☐ Do not validate the Self-Study Report's findings and recommendations

Rationale for this Determination:

Report and interview during off-campus site visit.

Additional recommendations, if any, identified by the ERT—include a rationale for each recommendation:

Hire a Facility Manager to enable maintenance, upkeep, program hands on assistance and free up teaching faculty to further develop program and value for students. This position could also assist with the organization of student placements during the summer break to pair the students with industry (i.e, launch of the Natural Selection project type program referred to above in Chapter 2.)

The library seems to adequately support the program. It was observed during the librarian interview that access to the J. Inst. Brew. needs to be added. Aside from this, key brewing journals are available to students. While not discussed with the team, we noted that the MBAA "Ask the Brewmaster" section might be employed as a useful teaching aid. This would require membership in the MBAA.

The instructional team shared challenges around not having a dedicated sensory space. Certainly, a space designed for this work with considerations for avoiding aromas and sounds that can affect results are important along with equipment for proper sample preparation and cleaning of glassware. ASTM or other resources can be used to help guide the design of the sensory area if pursued.

The program seems to be well equipped and served by the existing brewery. However, it was noted that addition of a pilot centrifuge and autoclave would allow for more efficient operation of the program.

CONCLUDING COMMENTS

The review team is of the opinion that the KPU brewing program is superior to other Canadian brewing schools at the Niagara and Olds Colleges in Ontario and Alberta respectively.

Well done!

APPENDIX 1: EXTERNAL REVIEW SITE VISIT AGENDA

Kwantlen Polytechnic University Brewing and Brewery Operations External Review Remote Site Visit Agenda

March 14 & 16, 2023
Online Via Microsoft Teams

Thanks to External Reviewers:
Travis Audet, Anheuser-Busch InBev
Alex Speers, Heriot-Watt and Dalhousie Universities
Amanda Morgan, Kwantlen Polytechnic University

Tuesday, March 14:

9:00 - 9:50 Introductions and First Meeting with Program Chair

9:50 - 10:00 Break

10:00 – 10:30 Virtual Tour of the Program's Facilities

10:30 - 10:40 Break

10:40 - 11:40 Meet with Faculty Members

11:40 - 11:50 Break

11:50 - 12:30 Meet with Library Liaison and Academic Advisor

12:30 - 12:40 Break

12:40 – 13:20 Meet with Dean/Associate Dean

Thursday, March 16:

9:00 – 10:00 Meet with Alumni/Program Advisory Committee

10:00 - 10:10 Break

10:10 - 11:10 Meet with Students

11:10 - 11:20 Break

11:20 - 12:00 Final Meeting with Program Chair

12:00 - 12:10 Break

12:10 - 12:40 External Review Team meets to discuss findings and coordinate their review.

*Note that listed times are in Pacific Standard Time.

REPORT: Brewing and Brewery Operations External Review Report
OVERALL ASSESSMENT:

Please provide a brief assessment of the External Review Report under review and an overall recommendation.

Reviewer #1: The report validated the program's SSR while also offering several useful suggestions for program growth and development that the program can consider. It was clearly written by people who are knowledgeable in the field. The suggestions were relevant and within the scope of program review and quality assurance overall.

Reviewer #2: The external reviewers have validated the self-study findings and recommendations. A few recommendations are outside the scope of the program's ability to implement. They should be directed to the Deans office for consideration.

Reviewer #3: Thank you to the External Review Team for participating in the review process. The report indicates validation in all areas and notes that the program is "superior" to other programs in Canada. For some chapters, under Rationale, more explanation and references to the Self-Study would have been appreciated. The report also notes a number of additional recommendations, a few of which need to be addressed by SSCPR.

The Report:

- ☒ Reviewer #1 & #2: Recommend for approval by the SSCPR as is
- ☒ Reviewer #3: Recommend for approval by the SSCPR pending suggested actions (see below)
- ☐ Recommend for rejection by the SSCPR

MAJOR ISSUES AND SUGGESTED ACTIONS:

While External Review Reports are not returned to the External Review Team for revisions, Reports may contain major issues which the SSCPR should address. These issues could include (but are not limited to): a) recommendations that go beyond the scope of program review; b) names or other identity information.

Complete the table below ONLY if you have identified major issues in the Report. Identify actions the SSCPR should take to address these issues. Suggested actions could include (but are not limited to): a) redacting names or other identity information; b) providing an SSCPR Response that provides the External Review Team's recommendations in context. Add or remove rows in the table below as needed.

Issue	Suggested Action for the SSCPR
Page 3: Brand development project similar to the ICBD Natural Selection	Although this is listed under curriculum review, it is not curriculum related but more like a program brand development initiative.
p. 4 "One topic that came up in interviews that should be considered is ensuring the brewing program meets the Canadian Immigration standards for permanent residence" –I'm not clear on the context and faculty can't "ensure." Should be reworded.	Note to BBO? – Faculty can explore ways to attract international students. They can consult with Dean's office, Office of Registrar and KPU International for more information and marketing ideas.

Issue	Suggested Action for the SSCPR
Page 4: Hire a Facility Manager to enable maintenance, upkeep, program hands on assistance and free up teaching faculty to further develop program and value for students.	Outside the scope of what the program could achieve. Direct this suggestion to the Deans office for review
Page 4: The instructional team shared challenges around not having a dedicated sensory space. Certainly, a space designed for this work with considerations for avoiding aromas and sounds that can affect results are important along with equipment for proper sample preparation and cleaning of glassware.	Outside the scope of what the program could achieve. Direct this suggestion to the Deans office for review
p. 5 "Some economic justification and comparison to other KPU programs. A review of the cost/benefit of the program should be undertaken." - I'm not sure if cost/benefit analysis is a faculty responsibility. Comparison with other programs might be helpful.	Note to BBO??
p. 7 "Hire a Facility Manager..."	Note to BBO? – Faculty can't directly hire, but can discuss budget with Dean's office and advocate for position.

MINOR EDITS (Spelling, syntax, word choice and other mechanical issues).

Please list corresponding page numbers. Minor edits are NOT discussed at the SSCPR meeting. Add or remove rows as needed.

Minor Edits (page #)

SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Agenda Number: 5.3

Meeting Date: May 17, 2023

Presenter(s): Colin Ruloff, Shelley Boyd

AGENDA TITLE: PHILOSOPHY SECOND ANNUAL FOLLOW-UP REPORT

ACTION REQUESTED: Motion

RECOMMENDED RESOLUTION: THAT the Senate Standing Committee on Program Review accept the Philosophy Second Annual Follow-Up Report as attached.

THAT the program submits another annual follow-up report next year.

COMMITTEE REPORT

For Secretariat Use Only

Attachments

Philosophy Second Annual Follow-Up Report

Submitted by

Melike Kinik-Dicleli, Manager of Quality Assurance, Office of Planning & Accountability

Date submitted

April 28, 2023



Philosophy Second Annual Follow-Up Report

Date Self-Study Report approved by SSCPR: April 24, 2019

Date of External Review Site Visit: July 4, 2019

Date Quality Assurance Plan approved by SSCPR: Apr 21, 2021

Date First Annual Follow-Up Report approved by SSCPR: May 18, 2022

Date Second Annual Follow-Up Report submitted: April 27, 2023

Second Progress Report

MONTH/YEAR WHEN THE FIVE-YEAR ACTION PLAN BEGAN: June 2021

STRATEGY 1: The department is developing strategies for increasing the currency of the program for KPU students as well as fostering greater connectivity with other KPU programs and the wider KPU community. To achieve this goal, we are encouraging greater enrollment in upper-year philosophy courses, broadening the scope of the upper-year courses offered, with the intention of attracting a greater number of students to our major or minor program.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 1: Program Currency, Connectivity, and Quality of Curriculum Design:**

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
1.1.i) We are modifying some of the titles of our 1000-level courses, as well as some of our upper-year courses, to provide students with a better sense of the content of the courses.	Mazen Guirguis, Mark Glouberman, and Liam Dembsey	Sep 2021	Sep 2022	Complete: Department members were consulted and voted on changes. Mazen Guirguis presided over the process.
1.1.ii) We are presently articulating a new 1st-year course in	Marc	Sep 2021	Sep 2022	

Philosophy Second Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
Philosophy of Technology through Film	Champagne			Complete: Marc Champagne has developed <i>Thinking Philosophically about Technology by Watching Films</i> (Phil 1201), which is now listed on the department website.
1.1.iii) To further broaden the scope of upper-year course offerings, we are developing and articulating an outline for a Philosophy of Science course. As conspiracy theories swirl during the worst pandemic in a century, the critical thinking and science literacy that a philosophy of science course provides is an invaluable resource for KPU students. It also has the potential to open lines of connectivity with the Faculty of Science (which also goes to GOAL 2).	Brian Garrett, Melinda Hogan, Colin Ruloff	Sep 2021	Sep 2022	Complete (as of April 26, 2003): The course description for Phil 3210: <i>Introduction to The Philosophy of Science</i> has been developed and transferred onto the official course outline template.
1.1.iv) We are developing several Special Topics Courses over the next five years designed to raise the profile of the department. The remarkable diversity of talent among faculty suggests a wide range of curriculum opportunities, including: Justice and Oppression, The Ethics of AI , and Philosophy of Education . Such courses have the potential to facilitate GOAL 2 .	Mark Glouberman, Christina Behme, and Michaela Lucas	Sep 2021	Sep 2022	<p>As of April 26, 2023, two of three courses have already been developed.</p> <p>In Progress (as of April 26, 2023): Christina Behme has developed a syllabus for the course Sustainability and Ethics.</p> <p>Complete: Marc Champagne has developed a Philosophy of Technology course (<i>Thinking Philosophically about Technology by Watching Films</i>, Phil 1201), which is now listed on the Department Website.</p> <p>Complete: Puqun Li has developed a course (Phil 1202) entitled <i>Pillars in Chinese Philosophy: Zen, Theory and Practice</i>. This course has been approved by ASCC in February 2022.</p>

Philosophy Second Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
1.2.i) We are developing and articulating a course outline for a third-year Philosophy of Law course to be cross-listed with CRIM 3351 . As is evidenced by the fact that philosophy majors do better on the LSAT than any other major, Philosophy of Law – in conjunction with courses in Critical Thinking and Ethics – provides an ideal area of study for students aspiring to attend law school. (Meeting this GOAL will also contribute positively to achieving GOAL 2)	Doran Smolkin, Patrick Findler, Liam Dempsey	Sep 2021	Sep 2023	In Progress (as of April 26, 2023): The Criminology Co-Chair (Mike Larsen) has indicated that he will be in a better position to make concrete recommendations about cross-listing a third-year Philosophy of Law course with Crim 3351 once Criminology has completed its Self Study (which is ongoing). There are tentative plans to discuss this item further once the Summer 2023 semester begins.
1.2.ii) We will seek to cross-list some of our upper-year courses with comparable courses from other departments (which also goes to GOAL 2).	Mazen Guirguis and Melinda Hogan	Sep 2021	Sep 2023	In Progress (as of April 26, 2023). There are plans to discuss this item in Summer 2023. To date no action has been taken.
1.2.iii) We are broadening our course offerings in Asian philosophy with two new courses: Introduction to Zen and The Art of War . Such courses have the potential to facilitate GOAL 2 .	Puqun Li and Mark Glouberman	Sep 2021	Sep 2023	Complete: Puqun's course Introduction to Zen, is now named Pillars in Chinese Philosophy: Zen, Theory and Practice (Phil 1202). This course has been approved by ASCC in February 2022. The proposed course The Art of War has been shelved, as it was determined that Puqun does not have the relevant expertise in ethics to teach this course.

Philosophy Second Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
1.2.iv) We will investigate decreasing the 2000 level course requirements for 3000 level courses in order to increase enrolment in our upper-year courses. However, such changes would have to ensure that there is no decrease in the learning standards required for 3000 level courses.	Wayne Fenske and Mazen Guirguis	Sep 2021	Sep 2023	In Progress In Progress (as of April 26, 2023). There are plans to discuss this item further once the Summer 2023 semester begins.
1.3.i) We propose developing a course on Indigenous Philosophy ; for example, such a course could examine the ethical and metaphysical insights gleaned from Indigenous stories and legends. Or, in keeping with the focus on philosophy of law, such a course could examine the philosophy of restorative justice, reconciliation, and so on. A course of this nature would also allow the department to make meaningful connections with local indigenous groups, including the Kwantlen First Nation (which also goes to GOAL 2)	Puqun Li , Liam Dempsey, and Christina Behme	Sep 2022	Sep 2025	In Progress (as of April 26, 2023): The department is still in an information-gathering stage with respect to this item, as there are concerns regarding the definition and scope of Indigenous Philosophy. There are also concerns about how the course should be taught, as philosophy (as traditionally and conventionally understood) is a highly critical/evaluative discipline. The department intends to seek additional input from indigenous scholars regarding this item.
1.3.ii) The department will introduce an Applied Ethics Minor to attract further students from other programs into upper-level courses. The relevance and importance of sound ethical reasoning is now well understood and appreciated across many employment professions. For those students seeking – or thinking about seeking – a minor in philosophy, an Applied Ethics Minor could serve to enhance their discipline or career major. Given that this is an applied ethics minor, it also goes to GOAL 2 .	Doran Smolkin, Patrick Findler, Michaela Lucas, and Wayne Feske	Sep 2022	Sep 2025	N/A. It was determined by that there is not sufficient interest among students to introduce an Applied Ethics Minor. The main concern is that it is unlikely that the department would be able to fill upper division applied ethics classes. Without a commitment from the university to run upper level applied ethics courses with only a handful of students, it was judged too risky to start up a Minor that might not fill. We would reconsider if the university would agree to run poorly enrolled sections of upper division applied ethics courses for a few years while the Minor gained traction.

Philosophy Second Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
1.4.i) With (1.2.i – Philosophy of Law) and (1.4.i – Joint Major with Business) in hand, we will look into the viability of a Joint Business, Law & Philosophy degree with the School of Business, along with the development of joint certificates, minors, and majors with other departments. The potential for greater connectivity and experiential learning such a degree could provide also goes to GOAL 2.	Mazen Guirguis, Patrick Findler, Michaela Lucas, and Christina Behme, Colin Ruloff	Sep 2024	Sep 2026	In Progress (As of April 26, 2023). Initial discussions have begun with Shauna MacAuley Bax of the KPU Melville School of Business about the possibility of a combined PPE degree with philosophy, economics, and political science. There are plans to discuss this item further in Fall 2023.
1.4.ii) With (1.2.i – Philosophy of Law) and (1.4.i – Joint Major with Business) in hand, we will look into the viability of a Joint Business, Law & Philosophy degree with the School of Business, along with the development of joint certificates, minors, and majors with other departments. The potential for greater connectivity and experiential learning such a degree could provide also goes to GOAL 2 .	Brian Garrett, Marc Champagne, Doran Smolkin, and Colin Ruloff	Sep 2024	Sep 2026	In Progress (As of April 26, 2023): See item 1.2.i) for an update regarding a possible course cross-listing option with criminology. Also, as is noted in 1.4.1, discussions regarding the possibility of developing a combined PPE degree have begun and will resume in Fall 2023.
1.4.iii) Supporting Upper-Division Curriculum: Currently, our department offers no more than two to three upper-division courses per semester, because enrolment tends to be low as compared to our lower-division and service courses. As far as we are aware, there is no program in place for supporting new courses until they've had a chance to take root. It is recommended that such a program be devised in consultation with the office of the Dean of Arts.	Wayne Fenske and Melinda Hogan	Sep 2024	Sep 2026	In Progress: A meeting will be held in Summer 2023 to discuss this item further.

Philosophy Second Annual Follow-Up Report

STRATEGY 2: We recommend that the department attempt to incorporate some changes to in-class instructional design, so as to better address the group collaboration aspect of experiential learning; as well, the department recommends increasing links between the department and other disciplines at KPU and with the greater community.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 2: Quality of Instructional Design:**

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
2.1.i) At least 8 of the recommendations for meeting GOAL 1 also contribute positively to meeting GOAL 2 , especially with respect to interdepartmental and community connectivity.				
<p>2.1.ii) For both our Philosophy of Religion and Asian Philosophy courses, we intend to add greater experiential learning and expand interdepartmental and community connectivity by incorporating the following methods:</p> <p>a) Arrange students to visit local sacred sites (temples, churches, mosques, particularly in Richmond’s famous Highway to Heaven, i.e., No.5 Road) and talk with and learn from religious and spiritual practitioners. Students may have the opportunity to understand (or even try) rituals and practices (for example, Zen meditation). They may see the connections and differences between the doctrines of a religion or culture and their implementations.</p> <p>b) Invite local religious and spiritual leaders to give guest lectures or to organize discussions. Students may be able to see how what they learn about a religion or culture in classroom setting is taught more empirically and practically by a corresponding religious or spiritual leader. (For example, how would a pastor explain to his church people about the “Problem of Evil” without much theoretical argumentation?)</p> <p>c) In coordination with the Future Students Office, we will seek connections with local secondary schools in order to promote philosophy at KPU. This could include possible guest lectures by members of the department with the aim of introducing grade 12 students to the nature and value of philosophy through the consideration of philosophical topics and puzzles (e.g., topics like the trolley problem or the inverted spectrum hypothesis).</p>	Puqun Li, Mark Glouberman and Marc Champagne	Sep 2021	Sep 2023	<p>In Progress (As of April 26, 2023).</p> <p>(i) Puqun Li intends to implement items (a) and (b) in his teaching of Phil 2120 (<i>Phil. Of Religion</i>) and Phil 2115 (<i>Asian Philosophy</i>) for the Fall 2023 semester.</p> <p>(ii) Regarding (c), discussion with community representatives has not yet taken place.</p>

Philosophy Second Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
<p>2.1.iii) Promoting Flexible Delivery, maximizing effective use of Digital Platforms, and organizing Philosophy Student Events.</p> <ul style="list-style-type: none"> The pandemic has forced every member of the philosophy department to think seriously about the most effective ways to deliver course materials online. As we begin to return to the classroom, we remain mindful that some students and faculty wish to retain some of the flexibility that remote learning provides. To this end we will continue to offer remote and mixed delivery courses. Indeed, while some instructors wish to return to the classroom as soon as possible, others are happy to continue remote delivery while still others are considering mixed delivery. The department will encourage the development of a student Philosophy Club, and will promote Philosophy Student Events with a greater and more effective use of Digital Platforms. Not only will such events and connectivity enhance students' experience at KPU, they will promote a sense of a philosophy community at KPU. This sense of community will, we believe, encourage more students to major or minor in philosophy. Of course, achieving this greater sense of community for students interested in philosophy will be greatly enhanced by a central element of GOAL 3: a philosophy common space for informal learning and social interaction, as well as centralized department spaces, as are found at most other institutions. 	<p>Marc Champagne, Liam Dembski, Colin Ruloff and Patrick Findler</p>	<p>Sep 2021</p>	<p>Sep 2023</p>	<p>In Progress (As of April 26, 2023).</p> <p>A number of initiatives are currently underway:</p> <p>(i) Marc Champagne has already started a pilot online project called the Reason Mapping Team, which centres on student involvement.</p> <p>(ii) The department intends to re-start the student philosophy club in Fall 2023.</p> <p>(iii) Fall 2022 email discussions with Christy Jahn strongly indicate that a philosophy common space for informal social interaction is not feasible at this point.</p>
<p>2.2.i) We are augmenting the existing Departmental Speaker Series: In the spirit of increasing our community outreach, it has been proposed</p>	<p>Liam Dempsey, Brian</p>	<p>Sep 2021</p>	<p>Sep 2026</p>	

Philosophy Second Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
that we make some effort to include in our departmental colloquia qualified presenters who can speak directly of real-world ethical challenges they face in business and health care. We believe that this suggestion has merit and we intend to consider it fully.	Garrett, Puqun Li, and Doran Smolkin			Complete (As of April 26, 2023). The speaker series has been successfully revitalized as of September 2022. For the Fall 2023 there are plans to invite scholars to present papers on real-world challenges in business, health care, and in other areas. These talks will be open to undergraduates and the general public.
2.2.ii) Program Advisory Committee. Unlike many other disciplines and programs, philosophy does not train students for specific occupations. In this respect, philosophy is more like math than engineering. Mindful of this, we will investigate how Philosophy can best utilize such an advisory committee by consulting industry standards and looking closely at how other philosophy departments, in the lower mainland and beyond, have done so.	Wayne Fenske, Melinda Hogan, and Mazen Guirguis, Colin Ruloff	Sep 2021	Sep 2026	In Progress (As of April 26, 2023). We will meet in Summer 2023 to determine how the philosophy undergraduate can succeed in a career outside the academy. We will accomplish this by initially identifying a range of pathways into non-academic employment, as outlined in the American Philosophical Association’s whitepaper “A Non-Academic Career”? Our intention is to complete this by the end of Summer 2023.
2.2.iii) Importantly, a number of the suggestions under GOAL 1 lend themselves to the ARTS 4800 Practicum . For example: an aspiring law student who is majoring or minoring in philosophy could, perhaps after completing our third-year course in Philosophy of Law , shadow a lawyer, or attend local trials, the Human Rights Tribunal, labour arbitration, and so on; a nursing student who is doing an Applied Ethics Minor might do a practicum in an emergency room or an oncology ward where ethical reasoning is routinely employed; a student working on a Joint Major with Business might do a practicum working with a corporate ombudsman; a student pursuing a Joint Business, Law & Philosophy degree could work with an NGO or an NPO.	Liam Dempsey and Marc Champagne, Patrick Findler	Sep 2023	Sep 2026	In Progress (As of April 26, 2023). A department meeting was held in Spring 2023 to discuss potential ways in which the philosophy undergraduate can obtain professional experience in a non-academic environment. The goal here was to identify a range of non-academic opportunities that enable the undergraduate to meaningfully utilize and develop their unique philosophical skills and abilities. The results of this meeting will be written up in Fall 2023.

Philosophy Second Annual Follow-Up Report

STRATEGY 3: The Philosophy department should continue to lobby for a **common room**, and other **resources required** for the normal functions of an Arts department to better encourage and foster a **sense of community** and belonging.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 3: Quality of Services, Resources and Facilities:**

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
<p>3.1.i) Marketing Philosophy:</p> <p>a) We are producing a video for students showcasing the value of philosophy and highlighting how it is different from other university disciplines.</p> <p>b) We intend to work with Academic Advising to ensure Philosophy is included on the web page showcasing KPU Pathways and to make information about its honours program more accessible to students. One way to do so is advertise upcoming upper-division courses so that students can plan their schedules in advance.</p> <p>c) We are considering advertising in KPU's own student newspaper, The Runner, to draw new students' attention to what Philosophy has to offer. (a), (b), and (c) also go to GOAL 1 and GOAL 2.</p>	<p>Marc Chapagne, Michaela Lucas, and Melinda Hogan, Colin Ruloff</p>	<p>Sep 2021</p>	<p>Sep 2023</p>	<p>In Progress.</p> <p>(i) Regarding (a), Marc Champagne has already produced a short YouTube video promoting philosophy.</p> <p>(ii) Significant work has begun on items (b) and (c).</p> <p>(iii) A number of marketing initiatives are currently underway, including the creation of a philosophy alumni database, a new department bulletin board, an updated philosophy webpage, a philosophy department newsletter, and new philosophy department rack-cards (which advertise our minor, major and honours program). There are also plans to do class visits for lower and upper-division courses with the aim of attracting more students to the program, and to celebrate World Philosophy Day (Nov 16, 2023) on the KPU Surrey Campus.</p>

Philosophy Second Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
3.2.i) The onsite visit by the External Reviewers revealed a lack of common space that is neither consistent with industry standards nor conducive to fostering a sense of community. More generally, the Philosophy Department would greatly benefit from a discernible presence at KPU: a departmental office, private office spaces for faculty, and a departmental lounge or meeting room in which we can schedule regular colloquia and conduct our ongoing business.	Brian Garrett and Wayne Fenske	Sep 2021	Sep 2026	Status unknown. We (along with the department as a whole) judge that there is a pressing need for common space. The department has been lobbying the administration for a common room for at least two decades. At one point the department was promised a common room; but the administration decided to turn it into a prayer room instead. We will meet to discuss further options in Fall 2022.
<p>Other medium and long-term issues which would benefit the department but which lies largely in the hands of the administration:</p> <p>i. The department is reconsidering how philosophy enrolment is handled: Students tend to discover philosophy after they have arrived at KPU. Consequently, they tend to take philosophy courses only when they have space in their schedule to experiment, and this is relevant to how enrolment in philosophy (especially at the upper-division) should be handled. The recommendation is to consider each upper-division course that is offered in light of forward-looking factors, including, but not limited to, serving students whose goal is to complete a philosophy credential.</p> <p>ii. PD Support and faculty currency: Almost every member of our faculty is engaged in a research project. As a relatively new university, it is imperative</p>	Liam and Colin	Sep 2023	Sep 2026	It was tentatively determined that these items are no longer relevant, as these items do not appear to be goals or strategies. We will confirm this in September 2022.

Philosophy Second Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
that KPU support and encourage research, particularly for disciplines such as philosophy for which teaching, learning and research are so intimately tied. We look forward to the university rewarding those who do research with paid time to develop new projects at a level that goes beyond the currently limited opportunities.				

PROGRAM UNDER REVIEW: Philosophy

Instructions for Reviewers

Your assessment should ensure that progress on the Goals and Planned Actions is clearly articulated. If no progress has occurred on a Goal and/or Planned Action, please ensure that a clear rationale has been provided.

OVERALL ASSESSMENT:

Please provide a brief assessment of the Annual Follow-Up Report under review and an overall recommendation.

Reviewer #1: Recommend for approval by the SSCPR pending suggested MINOR edits.

Reviewer #2: This report clearly displayed the philosophy department's short-term, mid-term, and long-term goals and plans, as well as the progress they have made towards achieving these goals.

It clearly articulated progress, dates, and leads/point-people. This is good second report with some admirable progress being reported.

The report demonstrated the department's proactive approach in seeking better teaching methods, including philosophy clubs, contacts with various religious groups in the community, and connections with specific professions to enable students to participate in internships. The department also actively collaborates with other departments within and outside of the school. All these goals are progressing well.

The Report (click on the box that corresponds to your recommendation):

- ☒ Reviewer #1 & #2: Recommend for approval by the SSCPR as is
- ☒ Reviewer #3: Recommend for approval by the SSCPR pending suggested actions (see below)
- ☐ Recommend for rejection by the SSCPR

MAJOR ISSUES AND SUGGESTED ACTIONS:

Complete this section ONLY if you have identified the following major issues with the Annual Follow-Up:

- a) Progress to date is unclear.
- b) No clear rationale has been provided for why no progress has occurred.

Issue (page #)	Suggested Action	Program's Response
Page 3, 1.2.iii)	More reasonable explanations are needed here. The course on the Art of War has been suspended. Will it be revisited in September 2023 at the scheduled time? Is this time frame Sept 202 accurate if there aren't enough resources to address it again?	As I indicate in the revised report, there is no intention to develop this course in the future, as Dr. Puqun does not have the relevant expertise to teach this course.
Page 7, 2.2.i)	The goal is marked as completed, but the completion date is listed as Sept 2026, and the detailed description indicates that further	This item has been completed in the revised report.

	discussion is planned. Is this project actually completed or still in progress?	
Page 2 Philosophy of Technology through Film	No start and end date	The start and end date for this item is already indicated on page 1.
Page 3 1.2.iii) We are broadening our course offerings in Asian philosophy with two new courses: Introduction to Zen and The Art of War. Such courses have the potential to facilitate GOAL 2.	Change the end date to when it was completed	This has been completed in the revised report.
Page 4 1.3.ii) The department will introduce an Applied Ethics Minor to attract further students from other programs into upper-level courses. The relevance and importance of sound ethical reasoning is now well understood and appreciated across many employment professions. For those students seeking – or thinking about seeking – a minor in philosophy, an Applied Ethics Minor could serve to enhance their discipline or career major. Given that this is an applied ethics minor, it also goes to GOAL 2.	Change N/A to completed and add the date and you completed the investigation and concluded with your research and final decision.	This has been completed in the revised report.
Page 5 1.4.i) With (1.2.i – Philosophy of Law) and (1.4.i – Joint Major with Business) in hand, we will look into the viability of a Joint Business, Law & Philosophy degree with the School of Business, along with the development of joint certificates, minors, and majors with other departments. The potential for greater connectivity and experiential learning such a degree could provide also goes to GOAL 2 1.4.ii) With (1.2.i – Philosophy of Law) and (1.4.i – Joint Major with Business) in hand, we will look into the viability of a Joint Business, Law & Philosophy degree with the School of Business, along with the development of joint certificates, minors, and majors with other	Change all the start dates to current dates rather than 2024 as you state that you are in progress.	This has been completed in the revised report.

<p>departments. The potential for greater connectivity and experiential learning such a degree could provide also goes to GOAL 2.</p> <p>1.4.iii) Supporting Upper-Division Curriculum: Currently, our department offers no more than two to three upper-division courses per semester, because enrolment tends to be low as compared to our lower-division and service courses. As far as we are aware, there is no program in place for supporting new courses until they've had a chance to take root. It is recommended that such a program be devised in consultation with the office of the Dean of Arts.</p>		
<p>Page 10 3.2.i) The onsite visit by the External Reviewers revealed a lack of common space that is neither consistent with industry standards nor conducive to fostering a sense of community. More generally, the Philosophy Department would greatly benefit from a discernible presence at KPU: a departmental office, private office spaces for faculty, and a departmental lounge or meeting room in which we can schedule regular colloquia and conduct our ongoing business.</p>	<p>Instead of Status unknown you may want to say ongoing if it still something in progress.</p>	<p>This has been completed in the revised report.</p>
<p>Page 10 Other medium and long-term issues which would benefit the department but which lies largely in the hands of the administration:</p>	<p>If you have tentatively determined that these items are no longer relevant than I would suggest it say completed with your reasoning and change the date to match when it was completed.</p>	<p>This has been completed in the revised report.</p>

MINOR EDITS (Spelling, syntax, word choice and other mechanical issues).

Please list corresponding page numbers. Minor edits are NOT discussed at the SSCPR meeting. Add or remove rows as needed.

Minor Edits (page #)

Page # of the first 5 pages needs to be corrected. Right now, they are all labelled as Page 1.

Note: The page numbers appear to be correct on my version of the report.

Minor Edits (page #)
In Page 2, Complete (as of April 26, 2003) should be corrected <i>Note: This has been completed in the revised report.</i>
Complete-by dates of the 1.1 iii) , 1.1 iv) and 1.2. iii) need to be updated. <i>Note: This has been completed in the revised report.</i>
In Page 4, In Progress In Progress (as of April 26, 2023). needs to be corrected. <i>Note: This error does not appear on my version of the report.</i>
First several pages have the same page numbering <i>Note: The page numbers appear to be correct on my version of the report.</i>



Philosophy Second Annual Follow-Up Report

Date Self-Study Report approved by SSCPR: April 24, 2019

Date of External Review Site Visit: July 4, 2019

Date Quality Assurance Plan approved by SSCPR: Apr 21, 2021

Date First Annual Follow-Up Report submitted: May 03, 2022

Date First Annual Follow-Up Report submitted: April 27, 2023

Second Progress Report

MONTH/YEAR WHEN THE FIVE-YEAR ACTION PLAN BEGAN: June 2021

STRATEGY 1: The department is developing strategies for increasing the currency of the program for KPU students as well as fostering greater connectivity with other KPU programs and the wider KPU community. To achieve this goal, we are encouraging greater enrollment in upper-year philosophy courses, broadening the scope of the upper-year courses offered, with the intention of attracting a greater number of students to our major or minor program.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 1: Program Currency, Connectivity, and Quality of Curriculum Design:**

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
1.1.i) We are modifying some of the titles of our 1000-level courses, as well as some of our upper-year courses, to provide students with a better sense of the content of the courses.	Mazen Guirguis, Mark Glouberman, and Liam Dembsey	Sep 2021	Sep 2022	Complete: Department members were consulted and voted on changes. Mazen Guirguis presided over the process.
1.1.ii) We are presently articulating a new 1st-year course in	Marc	Sep 2021	Sep 2022	

Philosophy Second Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
Philosophy of Technology through Film	Champagne			Complete: Marc Champagne has developed <i>Thinking Philosophically about Technology by Watching Films</i> (Phil 1201), which is now listed on the department website.
1.1.iii) To further broaden the scope of upper-year course offerings, we are developing and articulating an outline for a Philosophy of Science course. As conspiracy theories swirl during the worst pandemic in a century, the critical thinking and science literacy that a philosophy of science course provides is an invaluable resource for KPU students. It also has the potential to open lines of connectivity with the Faculty of Science (which also goes to GOAL 2).	Brian Garrett, Melinda Hogan, Colin Ruloff	Sep 2021	April 2023 Sep 2022	Complete (as of April 26, 2023): The course description for Phil 3210: <i>Introduction to The Philosophy of Science</i> has been developed and transferred onto the official course outline template.
1.1.iv) We are developing several Special Topics Courses over the next five years designed to raise the profile of the department. The remarkable diversity of talent among faculty suggests a wide range of curriculum opportunities, including: Justice and Oppression, The Ethics of AI, and Philosophy of Education . Such courses have the potential to facilitate GOAL 2 .	Mark Glouberman, Christina Behme, and Michaela Lucas	Sep 2021	April 2023 Sep 2022	<p>As of April 26, 2023, two of three courses have already been developed.</p> <p>In Progress (as of April 26, 2023): Christina Behme has developed a syllabus for the course Sustainability and Ethics.</p> <p>Complete: Marc Champagne has developed a Philosophy of Technology course (<i>Thinking Philosophically about Technology by Watching Films</i>, Phil 1201), which is now listed on the Department Website.</p> <p>Complete: Puqun Li has developed a course (Phil 1202) entitled <i>Pillars in Chinese Philosophy: Zen, Theory and Practice</i>. This course has been approved by ASCC in February 2022.</p>

Philosophy Second Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
1.2.i) We are developing and articulating a course outline for a third-year Philosophy of Law course to be cross-listed with CRIM 3351 . As is evidenced by the fact that philosophy majors do better on the LSAT than any other major, Philosophy of Law – in conjunction with courses in Critical Thinking and Ethics – provides an ideal area of study for students aspiring to attend law school. (Meeting this GOAL will also contribute positively to achieving GOAL 2)	Doran Smolkin, Patrick Findler, Liam Dempsey	Sep 2021	Sep 2023	In Progress (as of April 26, 2023): The Criminology Co-Chair (Mike Larsen) has indicated that he will be in a better position to make concrete recommendations about cross-listing a third-year Philosophy of Law course with Crim 3351 once Criminology has completed its Self Study (which is ongoing). There are tentative plans to discuss this item further once the Summer 2023 semester begins.
1.2.ii) We will seek to cross-list some of our upper-year courses with comparable courses from other departments (which also goes to GOAL 2).	Mazen Guirguis and Melinda Hogan	Sep 2021	Sep 2023	In Progress (as of April 26, 2023). There are plans to discuss this item in Summer 2023. To date no action has been taken.
1.2.iii) We are broadening our course offerings in Asian philosophy with two new courses: Introduction to Zen and The Art of War . Such courses have the potential to facilitate GOAL 2 .	Puqun Li and Mark Glouberman	Sep 2021	Feb 2022 Sep 2023	Complete: Puqun's course Introduction to Zen, is now named Pillars in Chinese Philosophy: Zen, Theory and Practice (Phil 1202). This course has been approved by ASCC in February 2022. The proposed course The Art of War has been shelved, as it was determined that Puqun does not have the relevant expertise in ethics to teach this course. There is no intention to develop this course in the future.
1.2.iv) We will investigate decreasing the 2000 level course requirements for 3000 level courses in order to increase enrolment in our upper-year courses. However, such changes would have to	Wayne Fenske and Mazen	Sep 2021	Sep 2023	In Progress In Progress (as of April 26, 2023). There are plans to discuss

Philosophy Second Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
ensure that there is no decrease in the learning standards required for 3000 level courses.	Guirguis			this item further once the Summer 2023 semester begins.
1.3.i) We propose developing a course on Indigenous Philosophy ; for example, such a course could examine the ethical and metaphysical insights gleaned from Indigenous stories and legends. Or, in keeping with the focus on philosophy of law, such a course could examine the philosophy of restorative justice, reconciliation, and so on. A course of this nature would also allow the department to make meaningful connections with local indigenous groups, including the Kwantlen First Nation (which also goes to GOAL 2)	Puqun Li , Liam Dempsey, and Christina Behme	Sep 2022	Sep 2025	In Progress (as of April 26, 2023): The department is still in an information-gathering stage with respect to this item, as there are concerns regarding the definition and scope of Indigenous Philosophy. There are also concerns about how the course should be taught, as philosophy (as traditionally and conventionally understood) is a highly critical/evaluative discipline. The department intends to seek additional input from indigenous scholars regarding this item.
1.3.ii) The department will introduce an Applied Ethics Minor to attract further students from other programs into upper-level courses. The relevance and importance of sound ethical reasoning is now well understood and appreciated across many employment professions. For those students seeking – or thinking about seeking – a minor in philosophy, an Applied Ethics Minor could serve to enhance their discipline or career major. Given that this is an applied ethics minor, it also goes to GOAL 2 .	Doran Smolkin, Patrick Findler, Michaela Lucas, and Wayne Feske	Sep 2022	April 2023 Sep 2025	Complete N/A. It was determined by that there is not sufficient interest among students to introduce an Applied Ethics Minor. The main concern is that it is unlikely that the department would be able to fill upper division applied ethics classes. Without a commitment from the university to run upper level applied ethics courses with only a handful of students, it was judged too risky to start up a Minor that might not fill. We would reconsider if the university would agree to run poorly enrolled sections of upper division applied ethics courses for a few years while the Minor gained traction.
1.4.i) With (1.2.i – Philosophy of Law) and (1.4.i – Joint Major with Business) in hand, we will look into the viability of a Joint Business, Law & Philosophy degree with the School of Business, along with the	Mazen Guirguis, Patrick	Sep 2024	Sep 2026	In Progress (As of April 26, 2023). Initial discussions have begun with

Philosophy Second Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
development of joint certificates, minors, and majors with other departments. The potential for greater connectivity and experiential learning such a degree could provide also goes to GOAL 2.	Findler, Michaela Lucas, and Christina Behme, Colin Ruloff			Shauna MacAuley Bax of the KPU Melville School of Business about the possibility of a combined PPE degree with philosophy, economics, and political science. There are plans to discuss this item further in Fall 2023.
1.4.ii) With (1.2.i – Philosophy of Law) and (1.4.i – Joint Major with Business) in hand, we will look into the viability of a Joint Business, Law & Philosophy degree with the School of Business, along with the development of joint certificates, minors, and majors with other departments. The potential for greater connectivity and experiential learning such a degree could provide also goes to GOAL 2 .	Brian Garrett, Marc Champagne, Doran Smolkin, and Colin Ruloff	April 2023 Sep 2024	Sep 2026	In Progress (As of April 26, 2023): See item 1.2.i) for an update regarding a possible course cross-listing option with criminology. Also, as is noted in 1.4.1, discussions regarding the possibility of developing a combined PPE degree have begun and will resume in Fall 2023.
1.4.iii) Supporting Upper-Division Curriculum: Currently, our department offers no more than two to three upper-division courses per semester, because enrolment tends to be low as compared to our lower-division and service courses. As far as we are aware, there is no program in place for supporting new courses until they've had a chance to take root. It is recommended that such a program be devised in consultation with the office of the Dean of Arts.	Wayne Fenske and Melinda Hogan	April 2023 Sep 2024	Sep 2026	In Progress: A meeting will be held in Summer 2023 to discuss this item further.

Philosophy Second Annual Follow-Up Report

STRATEGY 2: We recommend that the department attempt to incorporate some changes to in-class instructional design, so as to better address the group collaboration aspect of experiential learning; as well, the department recommends increasing links between the department and other disciplines at KPU and with the greater community.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 2: Quality of Instructional Design:**

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
2.1.i) At least 8 of the recommendations for meeting GOAL 1 also contribute positively to meeting GOAL 2 , especially with respect to interdepartmental and community connectivity.				
<p>2.1.ii) For both our Philosophy of Religion and Asian Philosophy courses, we intend to add greater experiential learning and expand interdepartmental and community connectivity by incorporating the following methods:</p> <p>a) Arrange students to visit local sacred sites (temples, churches, mosques, particularly in Richmond’s famous Highway to Heaven, i.e., No.5 Road) and talk with and learn from religious and spiritual practitioners. Students may have the opportunity to understand (or even try) rituals and practices (for example, Zen meditation). They may see the connections and differences between the doctrines of a religion or culture and their implementations.</p> <p>b) Invite local religious and spiritual leaders to give guest lectures or to organize discussions. Students may be able to see how what they learn about a religion or culture in classroom setting is taught more empirically and practically by a corresponding religious or spiritual leader. (For example, how would a pastor explain to his church people about the “Problem of Evil” without much theoretical argumentation?)</p> <p>c) In coordination with the Future Students Office, we will seek connections with local secondary schools in order to promote philosophy at KPU. This could include possible guest lectures by members of the department with the aim of introducing grade 12 students to the nature and value of philosophy through the</p>	Puqun Li, Mark Glouberman and Marc Champagne	Sep 2021	Sep 2023	<p>In Progress (As of April 26, 2023).</p> <p>(i) Puqun Li intends to implement items (a) and (b) in his teaching of Phil 2120 (<i>Phil. Of Religion</i>) and Phil 2115 (<i>Asian Philosophy</i>) for the Fall 2023 semester.</p> <p>(ii) Regarding (c), discussion with community representatives has not yet taken place.</p>

Philosophy Second Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
consideration of philosophical topics and puzzles (e.g., topics like the trolley problem or the inverted spectrum hypothesis).				
2.2.i) We are augmenting the existing Departmental Speaker Series : In the spirit of increasing our community outreach, it has been proposed that we make some effort to include in our departmental colloquia qualified presenters who can speak directly of real-world ethical challenges they face in business and health care. We believe that this suggestion has merit and we intend to consider it fully.	Liam Dempsey, Brian Garrett, Puqun Li, and Doran Smolkin, Colin Ruloff	Sep 2021	Sep 2026	Complete (As of April 26, 2023). The Speaker Series has been successfully revitalized as of September 2022. As such, this item has been completed ahead of the scheduled Sept 2026 completion date. Invitations to prospective speakers for the Fall 2023 semester have already been sent out. The speaker series has been successfully revitalized as of September 2022. For the Fall 2023 there are plans to invite scholars to present papers on real-world challenges in business, health care, and in other areas. These talks will be open to undergraduates and the general public.
2.2.ii) Program Advisory Committee . Unlike many other disciplines and programs, philosophy does not train students for specific occupations. In this respect, philosophy is more like math than engineering. Mindful of this, we will investigate how Philosophy can best utilize such an advisory committee by consulting industry standards and looking closely at how other philosophy departments, in the lower mainland and beyond, have done so.	Wayne Fenske, Melinda Hogan, and Mazen Guirguis, Colin Ruloff	Sep 2021	Sep 2026	In Progress (As of April 26, 2023). We will meet in Summer 2023 to determine how the philosophy undergraduate can succeed in a career outside the academy. We will accomplish this by initially identifying a range of pathways into non-academic employment, as outlined in the American Philosophical Association's whitepaper "A Non-Academic Career"? Our intention is to complete this by the end of Summer 2023.

Philosophy Second Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
2.2.iii) Importantly, a number of the suggestions under GOAL 1 lend themselves to the ARTS 4800 Practicum . For example: an aspiring law student who is majoring or minoring in philosophy could, perhaps after completing our third-year course in Philosophy of Law , shadow a lawyer, or attend local trials, the Human Rights Tribunal, labour arbitration, and so on; a nursing student who is doing an Applied Ethics Minor might do a practicum in an emergency room or an oncology ward where ethical reasoning is routinely employed; a student working on a Joint Major with Business might do a practicum working with a corporate ombudsman; a student pursuing a Joint Business, Law & Philosophy degree could work with an NGO or an NPO.	Liam Dempsey and Marc Champagne, Patrick Findler	Sep 2023	Sep 2026	In Progress (As of April 26, 2023). A department meeting was held in Spring 2023 to discuss potential ways in which the philosophy undergraduate can obtain professional experience in a non-academic environment. The goal here was to identify a range of non-academic opportunities that enable the undergraduate to meaningfully utilize and develop their unique philosophical skills and abilities. The results of this meeting will be written up in Fall 2023.

Philosophy Second Annual Follow-Up Report

STRATEGY 3: The Philosophy department should continue to lobby for a **common room**, and other **resources required** for the normal functions of an Arts department to better encourage and foster a **sense of community** and belonging.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: **GOAL 3: Quality of Services, Resources and Facilities:**

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
<p>3.1.i) Marketing Philosophy:</p> <p>a) We are producing a video for students showcasing the value of philosophy and highlighting how it is different from other university disciplines.</p> <p>b) We intend to work with Academic Advising to ensure Philosophy is included on the web page showcasing KPU Pathways and to make information about its honours program more accessible to students. One way to do so is advertise upcoming upper-division courses so that students can plan their schedules in advance.</p> <p>c) We are considering advertising in KPU's own student newspaper, The Runner, to draw new students' attention to what Philosophy has to offer. (a), (b), and (c) also go to GOAL 1 and GOAL 2.</p>	Marc Chapagne, Michaela Lucas, and Melinda Hogan, Colin Ruloff	Sep 2021	Sep 2023	<p>In Progress.</p> <p>(i) Regarding (a), Marc Champagne has already produced a short YouTube video promoting philosophy.</p> <p>(ii) Significant work has begun on items (b) and (c).</p> <p>(iii) A number of marketing initiatives are currently underway, including the creation of a philosophy alumni database, a new department bulletin board, an updated philosophy webpage, a philosophy department newsletter, and new philosophy department rack-cards (which advertise our minor, major and honours program). There are also plans to do class visits for lower and upper-division courses with the aim of attracting more students to the program, and to celebrate World Philosophy Day (Nov 16, 2023) on the KPU Surrey Campus.</p>

Philosophy Second Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
3.2.i) The onsite visit by the External Reviewers revealed a lack of common space that is neither consistent with industry standards nor conducive to fostering a sense of community. More generally, the Philosophy Department would greatly benefit from a discernible presence at KPU: a departmental office, private office spaces for faculty, and a departmental lounge or meeting room in which we can schedule regular colloquia and conduct our ongoing business.	Brian Garrett and Wayne Fenske	Sep 2021	Sep 2026	<u>OngoingStatus-unknown</u> :- We (along with the department as a whole) judge that there is a pressing need for common space. The department has been lobbying the administration for a common room for at least two decades. At one point the department was promised a common room; but the administration decided to turn it into a prayer room instead. We will meet to discuss further options in Fall 2022.
<p>Other medium and long-term issues which would benefit the department but which lies largely in the hands of the administration:</p> <p>i. The department is reconsidering how philosophy enrolment is handled: Students tend to discover philosophy after they have arrived at KPU. Consequently, they tend to take philosophy courses only when they have space in their schedule to experiment, and this is relevant to how enrolment in philosophy (especially at the upper-division) should be handled. The recommendation is to consider each upper-division course that is offered in light of forward-looking factors, including, but not limited to, serving students whose goal is to complete a philosophy credential.</p> <p>ii. PD Support and faculty currency: Almost every</p>	Liam and Colin	Sep 2023	Sep 2026	<u>Complete</u> . It was tentatively determined that these items are no longer relevant, as these items do not appear to be goals or strategies. We will confirm this in September 2022.

Philosophy Second Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete by (M/YY)	Progress to Date/Reasons for Lack of Progress
member of our faculty is engaged in a research project. As a relatively new university, it is imperative that KPU support and encourage research, particularly for disciplines such as philosophy for which teaching, learning and research are so intimately tied. We look forward to the university rewarding those who do research with paid time to develop new projects at a level that goes beyond the currently limited opportunities.				

SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Agenda Number: 5.4

Meeting Date: May 17, 2023

Presenter(s): Heather Clark, Ernest Van Der Merwe

AGENDA TITLE: FASHION AND TECHNOLOGY FIRST ANNUAL FOLLOW-UP REPORT

ACTION REQUESTED: Motion

RECOMMENDED RESOLUTION: THAT the Senate Standing Committee on Program Review accept the Fashion and Technology First Annual Follow-Up Report as attached.

THAT the program submits another annual follow-up report next year.

COMMITTEE REPORT

For Secretariat Use Only

Attachments

Fashion and Technology First Annual Follow-Up Report

Submitted by

Melike Kinik-Dicleli, Manager of Quality Assurance, Office of Planning & Accountability

Date submitted

April 27, 2023



Fashion & Technology First Annual Follow-Up Report

Date Self-Study Report approved by SSCPR: June 23rd, 2021

Date of External Review: September 28th & 29th, 2021

Date Quality Assurance Plan approved by SSCPR: May 18, 2022

Date First Annual Follow-Up Report submitted to SSCPR:

First Progress Report

The Fashion and Technology program aims to deliver practical design and manufacturing methodologies using industry relevant tools and technology through applied practice, techniques, hands-on, and digital applications. Students in the program have a willingness to explore and adapt gained knowledge, skills, and bring with them a diversity in academic attitude. We are a community of passionate and collaborative individuals, focused on working in and supporting an evolving industry.

This first annual progress report from the Fashion and Technology program follows up on the goals and strategies outlined in the Quality Assurance plan shared with SSCPR and approved in May 2022. Work on many of these goals and strategies is ongoing. The focus of the team during the 2022/2023 academic year has been to address program and curriculum updates which are currently planned to take effect September 2024. To continue work on these goals and strategies, supporting the academic plan, funding is needed. At this time, we would like to highlight three initiatives that require funding to move forward. While these initiatives are included in the strategies and goals cited below, we have chosen to highlight them here as priorities of the Fashion and Technology program for the immediate impact they would have on new applicants, students, and growth of the program. These priorities support Vision 2026, the Wilson School of Design, and KPU through achieving complementary program goals and strategies, while ensuring the stability and sustainable growth of the degree.

Additional Sections to Program Courses

Since the second cohort of the Fashion and Technology program was removed, applicants for both first year and advanced entry (entry to the program at a point beyond first year) has returned to consistent historical numbers which supported two cohorts. Since this program reduction we have seen increased demand from applicants, in addition to continued demand from industry partners for an increase in graduates to fill available positions within the apparel industry, and a reduction in the limited attrition that tends to happen in early years of the program. The removal of the second program cohort resulted in a mediated agreement by which the Fashion and Technology program could address the concerns that lead to this reduction. At the September 2021 Wilson School of design Faculty council meeting, committee members endorsed a document titled *Fashion and Technology Program: Addressing the Mediated Settlement resulting from the Cohort Removal*. Within this document the faculty team identified a number of initiatives to support program promotion, growth in application numbers, and sustainable program growth. Currently we are still waiting to see resulting funding and approvals of the initiatives highlighted in this document, initiatives which were also echoed in the Quality Assurance plan submitted and approved in Spring 2022.

At this time we are seeking funding to offer additional sections to program courses. These additional sections would enable the Fashion and Technology program to accommodate a greater number of students to the program, allow for an increased number of graduates to meet industry demands and needs in a thriving and growing local apparel industry, and to better support students looking to engage in the program on a part time and flexible basis.

Fashion & Technology First Annual Follow-Up Report

Increase Program Promotion

The KPU Future Students Office does a wonderful job promoting KPU and the many programs we offer in western Canada. With KPU offering the second longest running degree granting fashion program in Canada, which is only one of only three degree granting programs in the country, there is great opportunity to increase promotion of the KPU Fashion and Technology program across Canada. Increased promotion of this flagship program would also serve to further promote both the Wilson School of Design, and KPU and the many unique programs the institution offers to applicants across Canada. Once program updates have been approved, we will move forward with seeking to formalize articulation agreements with non-degree granting fashion programs across Canada to promote advanced entry options into the KPU Fashion and Technology program. To support the promotion of advanced entry option into the program we will also need the increased seats available to support these students. Currently the KPU Fashion and Technology program is the only degree granting fashion program to offer advanced entry options within Canada, and this is an opportunity that faculty seek to make the most of, should institutional support be provided.

To help promote the Fashion and Technology program to applicants for first year entry we recommend that alumni of the program are utilized. Through a system of honorariums to compensate these alumni for their time to engage in promotional activities such as: guest speaking in high schools; attending and representing the Wilson School of Design at industry events; promoting the Wilson School of Design and programs through other educational and promotional opportunities, our reach may extend across the country. We request funding for these additional promotional activities for the Fall 2023 semester and recruitment activities for Fall 2024 entry.

It should be noted this is a repeated call for funding, as this request was shared in our prior program reviews.

Fashion and Technology Program Extension Courses

We envision these courses and learning opportunities being optional, but important components of the Bachelor of Design, Fashion and Technology credential. This would allow those who would like to develop and build skills to apply for the Fashion and Technology program, develop a portfolio, and support skill building by other community members such as industry partners and textiles secondary teachers. These extension courses should be offered in the form of single day workshops, continuing studies courses, master classes, and we strongly recommend credited courses offered within the Wilson School of Design. Through cost recovery models we will enable the Fashion and Technology program to elevate promotion of the program itself and the Wilson School of Design/KPU, while also presenting opportunities for others to gain, build, and further develop their skills and knowledge. Funding is needed for time release for faculty to plan, and develop these courses, workshops, and learning opportunities so we they can be open for registration and enrolment as soon as possible.



Fashion & Technology First Annual Follow-Up Report

MONTH/YEAR WHEN THE FIVE-YEAR ACTION PLAN BEGINS: **June 2022**

STRATEGY 1: Assess and revise the program curriculum and structure

- Evaluation and evolution of the current curriculum: review/refine/revise and update program content to ensure learners develop robust core competencies and that the program is responsive to the fashion industry.
- Embed a foundation of holistic awareness in program curriculum touching on ethics, moral dilemmas, and allowing for reaction to society and industry.

GOAL(S) THIS STRATEGY SUPPORTS:

- GOAL 1: Address currency and instructional design of curriculum relevancy.
- GOAL 2: Strengthen competitive advantage by increasing options, accessibility, and flexibility for students and applicants within the Fashion and Technology program.
- GOAL 3: Garner support to allow for experiential learning in enhanced work-integrated environments in order to maintain relevance to the local and global fashion industry.
- GOAL 4: Incorporate additional infrastructure support for students to foster resilience, leadership, and engagement.

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
Assess current program curriculum with teaching/learning resources for relevancy. Identify areas for updates and changes. <ul style="list-style-type: none">• Request a conversation with KPU Teaching and Learning Team members to discuss curriculum mapping and learning outcomes, and program structure• Consult with other WSD programs (DEPD and FIND may be best aligned) to identify potential areas for curriculum overlap	Chair & Faculty	06/22	06/23	<p>Initial consultations and conversations took place in June 2022, and continued throughout the 2022/2023 academic year. Throughout fall 2022, and January 2023 the KPU Teaching and Learning Commons provided consultations, resources, and supports for the development of Program Learning Outcomes and curriculum mapping.</p> <p>During the 2022/2023 academic year conversations took place across FASN, DEPD, FIND, and WSD Curriculum Committee regarding potential program overlap, and development and revision of DESN courses. These conversations resulted in the recommendation that FASN, DEPD, and DESN aim to implement updates concurrently for Fall 2024 to allow for further alignment and collaboration.</p>

Fashion & Technology First Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
Schedule ongoing faculty meetings and work collaboratively, utilizing reflective practice techniques and strategic ways to review/refine/revise program content (existing curriculum, structure, and outcomes) based on the recommendations throughout the self-study review report and external review report.	Chair & Faculty	06/22	04/24	<p>FASN faculty conversations took place in person approx. every 2 weeks throughout the fall 2022 and spring 2023 semesters. These conversations ensured faculty made well thought out and collective decisions regarding program updates. Extended faculty accountable time has been utilized for the work that has been done.</p> <p>Current Fashion and Technology student consultation regarding planned updates was conducted in January 2023 to gain additional insight with feedback that has been addressed by faculty through continued discussion.</p> <p>In the fall 2022 semester the Wilson School of Design Faculty Council hosted guest speakers on UN Goals for Sustainable Development. An activity stemming from this, SDG Mapping with courses across the faculty being completed November 30th, 2022.</p> <p>Upon approval of program and curriculum updates (planned for fall 2023, with implementation for Fall 2024), the FASN faculty team plans to work with the Teaching and Learning commons to identify alignment of projects and learning activities across courses.</p>

Fashion & Technology First Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
<ul style="list-style-type: none"> Revise curriculum content to ensure professional readiness, and to address future trends and drivers for change such as sustainability, advancement in technology, and globalization Explore and investigate ways to integrate UN Goals for Sustainable Development <ul style="list-style-type: none"> Reflect on how the goals might be integrated into the program curriculum updates Consider how these goals might be used to support the implementation of program content focusing on designing and creating for plus size and gender fluid styles, include (environmental) sustainability initiatives, and Indigenous ways of learning Plan to include these concepts, theory, and practical application through program curriculum, aims, and initiatives Review curriculum, with a focus on scaffolding, to support learners in gaining knowledge and meeting skill development aims Strive to increase connections between projects across courses, and to identify and reduce learning/content redundancies. Review curriculum in relation to Ministry skill development measures and targets, particularly related to writing and comprehension Respond to the British Columbia K-12 curriculum transformation 				
<p>Assess viability of program streams and learning avenues, and potentially seek collaboration with other WSD and KPU programs and faculties.</p> <ul style="list-style-type: none"> Consult with appropriate key partners, including industry members Engage in conversation with other WSD and KPU programs where there may be curriculum overlap 	Chair & Faculty	06/22	12/22	<p>Consultation took place with Jennifer O'Brien, Program Development Specialist, and David Burns, AVP Academic, and Wilson School of Design dean Andhra Goundrey in fall 2022 regarding potential implementation of program streams. Feedback was shared with FASN faculty team which resulted in the decision to not pursue program streams at this time. However there is still desire to plan for sustainable program growth so that we might better meet industry demand.</p> <p>Consultation took place with program chairs of Product Design, Fashion Marketing, and Foundations in Design programs about potential for curriculum overlap which has</p>

Fashion & Technology First Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
				resulted in the planned development of some new DESN courses, and the planned adoption of a FMRK course in the FASN program.
Revise curriculum based on assessment and findings.	Chair & Faculty	09/22	12/23	<p>When planning for curriculum shifts and updates faculty will be mindful of KPU Policy AC14.</p> <p>Revised curriculum is planned to be shared with SSCC for the October 2023 meeting, with approval then being sought in November 2023 Senate.</p>
Present revised course outlines and D7 Program Change form, for discussion and approval at WSD Curriculum Committee	Chair & Committee	01/23	06/23	The updated D form and supporting courses in the FASN program needing approval are planned to be brought to the WSD Curriculum Committee in their May and June 2023 meetings.
Present course outlines for approval at SSCC	Chair & SSCC	02/23	10/23	<p>The FASN program plans to present changes, in addition to new and revised course outlines at the October 2023 SSCC meeting. It has been asked for FASN, DEPD, and DESN courses and program updates to be presented as a package for the way that they interact together.</p> <p><i>*Specific dates for meeting and submission deadline will</i></p>

Fashion & Technology First Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
				<i>be added once these meeting dates for the next academic year are shared.</i>
Present courses for approval at KPU Senate	SSCC Chair	03/23	11/23	<p>The FASN program plans to seek approval for the changes and new and revised courses at the November 2023 Senate meeting for planned implementation Fall 2024.</p> <p><i>*Specific dates for meeting and submission deadline will be added once these meeting dates for the next academic year are shared.</i></p>
Communicate changes to key partners/audiences <ul style="list-style-type: none"> Update KPU program website and marketing materials to reflect curriculum and any program changes for Fall 2024 Communicate changes with current and continuing students so they know their way forward Share updates with program advisor committee and industry partners to ensure they are informed of updates 	Chair, WSD Deans Office, & Program Assistant	12/23	12/24	<p>The FASN team will make sure the all-marketing material reflects updated information. As the program changes roll out, all departments from FSO to International will be informed and updated as necessary along the process.</p> <p>This work will begin once program updates are approved.</p>
Implement revised program curriculum	Chair & Faculty	09/24	09/25	<p>At the time of writing this report program and curriculum updates are still being written, and are planned for September 2024 implementation. Once program updates are finalized, consultations will happen regarding planning for implementation to best support students.</p>

Fashion & Technology First Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
Monitor course and program revisions to assess for effectiveness. Update and amend as needed.	Chair & Faculty	09/24	04/25	Should updates all be rolled out at once, this assessment will be completed 04/25 with any updates or changes potentially taking effect 09/25. Should the updates be rolled out gradually this will be an ongoing process and will be addressed as needed based on student and faculty feedback and input.

Resource Implications (if applicable)
<p>What are the resources required to achieve this Strategy?</p> <ul style="list-style-type: none"> Faculty and staff accountable time required for all initiatives WSD Deans’ office and administrative assistants as well as Educational Advisor <ul style="list-style-type: none"> Once WSF Curriculum Committee has approved program updates, support will be needed to add changes to CourseLeaf outlines Time for faculty to lead and coordinate curriculum and course outline revisions Consultation with KPU library WSD liaison to assess resources Budget will be needed for: <ul style="list-style-type: none"> Offering additional courses sections as a way to increase student intake and meet industry demands Increasing program promotion across Canada
<p>When are these resources required?</p> <ul style="list-style-type: none"> 06/22 to 12/24 as there will be key consulting needed to align both learning outcomes and assessments when planning for program updates
<p>What Faculty and/or Institutional support is required?</p> <ul style="list-style-type: none"> Close collaboration with the WSD Dean’s office and administrative support for program and course outline revisions through the Curriculum Committee process; this will include both the Faculty and Senate level committees Senate Office and Provost/VPA Office for Ministry related approvals if required On-going engagement from the program Advisory Committee will be critical to maintain currency, relevancy and experiential learning opportunities On-going teaching and learning commons consultation

Fashion & Technology First Annual Follow-Up Report

STRATEGY 2: Build on current opportunities for experiential practice in the program.

- Hands-on and real-life experiences may include guest speakers, field trip hosting, project partnerships, materials, and space.
- Plan for flexibility to adapt to industry changes as needed within the FASN program with support from KPU and WSD through nimble, minimal processes.

GOAL(S) THIS STRATEGY SUPPORTS:

- GOAL 1: Address currency and instructional design of curriculum relevancy.
- GOAL 3: Garner support to allow for experiential learning in enhanced work-integrated environments in order to maintain relevance to the local and global fashion industry.

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
<p>Explore sourcing options to create a position for “External Liaison”</p> <ul style="list-style-type: none"> • Some strong themes and specific ideas emerged in recommendations that support the need to enhance experiential learning. The program, and its students would greatly benefit from the development of an Industry Liaison position that would facilitate a strategic and targeted approach to connections as a way to further facilitate key industry projects and connections. 	WSD Faculty Council	09/22	12/24	<p>The development and resourcing of an Industry Liaison would facilitate a strategic and targeted approach to connections, partnerships, practicum, curriculum industry projects, and Co-op. With an external liaison in place, this will further support continued quality assurance plan implementation.</p> <p>In December 2022 a posting for a Work Integrated Learning Partnership Specialist as a 3 month, temporary part time role was posted. Someone was hired as of February 2023, with work ending March 2023. It is unclear if any work was done to support FASN program specific initiatives as there was no program consultation done by this individual.</p> <p>Further funding for this role to be full time and ongoing is requested for this position to be effective, and greater support of this role to collaborate with programs in work experiences and practicum courses would further support students and industry connections.</p>

Fashion & Technology First Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
<p>Identify and establish a complement of new industry experiences, and connections including but not limited to field schools, and industry linked projects.</p> <ul style="list-style-type: none"> Given that opportunity for employment and collaboration are global, our program needs to be comparable to relevant and recognized design institutions on the international scale. 	Chair, Faculty & External Liaison	09/22	05/25	<p>In May 2023 faculty members Michael Pope and Heather Clark will be leading the first credit based field school offered by the Fashion and Technology program, which includes travel to New York City.</p> <p>It is recommended that the program continue to pursue industry links (through guest speakers, field trips, etc.), additional student and faculty exchange opportunities, and be open to other industry experiences and connections. Further clarity on this item should come into view once the planned program updates are approved.</p> <p>The FASN team is continuing to work with KPU International to develop new international exchange partnerships, and re-start existing partnerships with exchange again being an option for KPU students.</p>
<p>Explore and potentially implement a Co-op program or enhanced work experience option for Fashion and Technology.</p> <ul style="list-style-type: none"> Industry and the advisory committee propose to build on the current 120-hour unpaid practicum format with a co-op opportunity or enhanced work experience option that include funding opportunities so that students might be paid for their time and work. 	Chair & Faculty	09/22	09/24	<p>Spring 2022 – Investigation was done in the WSD on what implementing a co-op might look like for our cohort-based programs. At this time due the requirements of co-op, and the limitations of a cohort based program, co-op is not an option.</p> <p>A 6 credit DESN Professional Work Integrated Learning course is currently in the process of being approved with a planned implementation date of Fall 2024. The aim is to have this course offered for registration in the fall semester, with students then having until spring/summer to complete the course,</p>

Fashion & Technology First Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
				<p>including a required number of hours.</p> <p>Offering this course with a DESN designation will create accessibility to those in all Wilson School of Design programs, and potentially beyond to engage in preparing for, and completing work experience hours within an identified design based industry.</p>

Fashion & Technology First Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
<p>Establish a program/WSD department/faculty committee that will work to:</p> <ul style="list-style-type: none"> ○ Explore ways of working with other academic units (in a variety of capacities) to expand on cross-discipline opportunities ○ Further evaluate opportunities for community service/learning and work with our program advisory committee to define how community service/learning opportunities can be best structured to maximize both service learning and leadership skills development for our students ○ Look for meaningful ways to build collaborative partnership with Indigenous communities and to expand Indigenous participation in the program ○ Work with research centers and community organizations to link student projects and research projects with various community needs ○ Seek opportunities for financial support for research and teaching activities conducted in the faculty 	<p>Chair & Faculty</p> <p>&</p> <p>WSF Faculty Council</p>	<p>09/22</p>	<p>04/27</p>	<p>Fall 2022 funding was received to post for an indigenous designer in residence. Moving forward with filling this role has been on hold until KPU is able to identify a way to appropriately assess for indigenous status. As funding expired for this position in March 2023, the future of this posting and role is unknown.</p> <p>Postings were shared on the KPU career centre website for an Applied Design Research Partnership Strategist, and Applied Design Research Service Strategist. Both postings were for temporary part time, 3 month positions with funding ending March 2023.</p> <p>Much of the work on the above initiatives have been conducted through the Wilson School of Design Research and Graduate Studies Committee on behalf of the entire Wilson School of Design.</p> <p>With the evolving nature of the fashion industry, we see the work of this committee referenced in the steps as continuing and on-going over an extended period and supported by WSD Faculty Council.</p>

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
<p>Collaborate with industry partners for gaining enhanced technology skills and knowledge.</p> <ul style="list-style-type: none"> Establish partnerships for students to work with industry partners to learn and build on their skill development regarding technology and tools Offer opportunities for industry partners to build and develop their skills, knowledge, and ability through the WSD potentially through CPS, micro credential options, workshops, etc. Foster further faculty learning and PD opportunities 	Chair & Faculty	09/23	04/27	<p>Our industry partners have very specialized expertise. Innovative tools, equipment, processes, and expertise could be aligned using industry mentors to support students in new methods and techniques. This can make us nimbler and avoid the lead time to adjust curriculum or approval processes. Gerber, Clo3D, and other company specific technologies might be available during non-work hours and faculty/ students could engage, tour, learn in industry settings. As we plan within the faculty team for the implementation of the program updates, upon approval by senate we will seek to further define the type of partnerships being sought.</p> <p>With some ongoing challenges with CPS offerings we currently have on hold a number of ideas and initiatives until such a time that further clarity on the future of these initiatives is known.</p> <p>Since non-credited micro credentials are just beginning to be realized within KPU, the FASN faculty team is watching closely to assess for our own future plans. Once work comes to a close on receiving approvals on planned program updates, and planning for implementation of the updates, the faculty team will focus on the potential development of micro credentials as a way to complement updated curriculum.</p>

Resource Implications (if applicable)
<p>What are the resources required to achieve this Strategy?</p> <ul style="list-style-type: none"> • Faculty and staff time required for all initiatives • WSD Deans’ office and administrative assistants. • Budget must be available for conferences, industry events and local exhibitions and all students should be encouraged to attend, entrance fees be covered, subsidized or volunteer positions facilitated for equitable access. • Ongoing and continual funding will also be needed to support the industry liaison role
<p>When are these resources required?</p> <ul style="list-style-type: none"> • Fall 2022 - ongoing
<p>What Faculty and/or Institutional support is required?</p> <ul style="list-style-type: none"> • Faculty accountable and/or professional development time • Time releases for faculty and industry liaison to support ongoing work • Continued collaboration and coordination with WSD committees, the KPU community, and industry partners

STRATEGY 3: Enhance student learning supports.

- Student learning supports may be course, program, or Wilson School of Design specific

GOAL(S) THIS STRATEGY SUPPORTS:

GOAL 2: Strengthen competitive advantage by increasing options, accessibility, and flexibility for students and applicants within the Fashion and Technology program.

GOAL 3: Garner support to allow for experiential learning in enhanced work-integrated environments in order to maintain relevance to the local and global fashion industry.

GOAL 4: Incorporate additional infrastructure support for students to foster resilience, leadership, and engagement.

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
Investigate program model for greater flexibility to support students <ul style="list-style-type: none"> • Reassessing all co-requisites and pre-requisites • Considering the timetabling of courses each semester • Identifying routes through the program for those seeking to take a reduced course load for a semester or more 	Chair & Faculty	09/22	09/24	<p>Conversations regarding these steps took place in conjunction with conversations regarding program curriculum. Many decisions were carefully considered to allow for as much flexibility as possible for student while remaining a cohort based, lock step program.</p> <p>All co-requisites have been removed, and pre-requisites have been carefully planned to ensure student learning is scaffolded.</p> <p>It is recommended by the faculty team that additional sections of courses be added to meet program demand by applicants and industry demand for alumni, and these sections are offered in evenings, weekends, and across different semesters so that students might have some increased flexibility of when they register for program courses.</p>

Fashion & Technology First Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
Develop and offer an enhanced orientation to the FASN program for advanced entry students <ul style="list-style-type: none"> Orientation to focus on supporting skill development in design thinking and critical thinking/analysis Address learning gaps for advanced entry students to help with the transition to the WSD Investigate the format for this orientation. This might be formatted as a micro credential, workshop, or training to earn a badge for successful completion. 	Chair & Faculty	05/23	09/27	This enhanced orientation may initially be planned for and take place to support incoming advanced entry students for the Fall 2023 semester, however it is anticipated that this orientation support piece will be continually built on over the coming years.
Create and implement a post-secondary design education transition course for incoming first year students <ul style="list-style-type: none"> This intro to university course may be required for students to complete before the start of their program Collaborate with the KPU Learning Centre to examine existing offerings to determine what may need to be added to support WSD design students 	Faculty, WSD, KPU Learning Centre	01/23	09/22	Design 101 was offered to all incoming Wilson School of Design students for the Fall 2022 semester. This online course was created in collaboration with the Wilson School of Design and KPU Learning Centre. It is hoped that this course will be continually offered for those coming into the Wilson School of Design, and that regular updates will be made to the course as feedback is shared.
Formalize an alumni mentorship program for students <ul style="list-style-type: none"> Identify a structure and areas for formalize alumni connections Connect and collaborate with the WSD Alumni Chapter Implement a mentorship program for FASN students 	Chair, Faculty & WSD	09/22	09/25	The last updated shared from the WSD Alumni Chapter is that their leadership is currently in transition. Once new leadership is identified and shared program outreach will happen. The WSD did have funding for a Peer Mentor program and unfortunately that funding came to an end in March 2023. Further investigation will be done into the format that a mentorship program for FASN specific students might take.

Fashion & Technology First Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
<p>Increase access to labs, and lab technician and training support</p> <ul style="list-style-type: none"> Investigate what is needed to offer additional lab access, and determine how additional access may be offered Collaborate with the WSD lab coordinator to identify lab training needs not yet met and determine a plan to create and implement training 	WSD Lab Coordinator, WSD Deans Office, KPU	09/22	05/24	<p>Throughout the spring 2023 semester lab training opportunities were available to Wilson School of Design students and supported by the lab coordinators office.</p> <p>Due to the need of classroom spaces at the Wilson School of Design, labs continue to be used for production and non-production courses. Lab accessibility both in evenings, and on weekends has not changed due to Richmond KPU campus limitations.</p>
<p>Build upon KPU institutional support in collaboration with the Learning Centre and Teaching and Learning Commons to create and develop additional learning resources</p> <ul style="list-style-type: none"> Prioritize offering masterclasses (taught by industry members) to enhance learning opportunities, and as a revenue stream connection Development OER Resources including but not limited to pattern drafting and careers in the fashion industry Build upon CPS design offerings and develop a 12-month calendar of course offerings Identify areas, skills and concepts which might be developed into micro-credentials 	Chair, Faculty, WSD & KPU Learning Centre	09/23	08/27	<p>At this time the faculty priority has been planning program and curriculum updates. Through these conversations ideas, suggestions and thoughts regarding masterclasses, OER resource development, and CPS offerings have been noted for future work.</p> <p>With ongoing challenges regarding CPS offerings we currently have on hold a number of ideas and initiatives until such a time that further clarity on the future of these initiatives is known and we are able to move forward.</p> <p>To move forward with masterclasses, OER development, and CPS initiatives there will need to be specific faculty time releases and funding provided to ensure these are developed and implemented effectively.</p> <p>A single TLC commons OER Creation grant is</p>

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
				not currently enough to develop a brand new OER. WSD time releases will be needed to supplement OER creation grant time release work for timely development of these resources to support student learning.
<p>Formalize the implementation of learning supports for design studies (digital skills, production skills etc.)</p> <ul style="list-style-type: none"> Promote KPU learning centre peer tutor positions to WSD and FASN students Continue to encourage FASN students to apply to be a WSD peer mentor 	Faculty, WSD & KPU Learning Centre	09/22	04/24	<p>The WSD Peer Mentorship program will require ongoing institutional funding and will ideally build on the success of this program that was implemented in Spring 2022, and carried on until Spring 2023. Funding of this initiative ended March 2023.</p> <p>Ongoing funding is required to maintain this initiative, as well as an annual review of peer mentor activities and their contribution to learning supports for the WSD community.</p> <p>KPU learning centre peer tutor positions will be promoted to FASN students on an ongoing basis when positions arise.</p>

Resource Implications (if applicable)
<p>What are the resources required to achieve this Strategy?</p> <ul style="list-style-type: none">• Time and budget will be needed for planning, development, implementation, and teaching<ul style="list-style-type: none">○ Budget needed for:<ul style="list-style-type: none">▪ Offering additional sections of program courses▪ Increasing lab technician support▪ Developing and implementing machinery and lab training▪ Supporting the development, planning, implementation, and promotion of a 12-month CPS calendar of course and masterclasses▪ Faculty time releases development of OER resources▪ Continuation of current WSD Peer Mentor program

Resource Implications (if applicable)
<p>When are these resources required?</p> <ul style="list-style-type: none"> Fall 2022, and ongoing to support the continuation of these resources
<p>What Faculty and/or Institutional support is required?</p> <ul style="list-style-type: none"> Faculty accountable/professional development time Time releases for faculty and industry liaison to support ongoing work Continued collaboration and coordination with WSD dean’s office, the KPU learning centre and KPU Learning Commons

STRATEGY 4: Build upon student recruitment and program recognition and awareness efforts

GOAL(S) THIS STRATEGY SUPPORTS:

- GOAL 2: Strengthen competitive advantage by increasing options, accessibility, and flexibility for students and applicants within the Fashion and Technology program.
- GOAL 3: Garner support to allow for experiential learning in enhanced work-integrated environments in order to maintain relevance to the local and global fashion industry.
- GOAL 4: Incorporate additional infrastructure support for students to foster resilience, leadership, and engagement.

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
<p>Plan for on-going events and opportunities to network with other alumni, industry, and current students</p> <ul style="list-style-type: none"> Investigate and identify key program events for possible implementation <ul style="list-style-type: none"> Consider how the fashion show, an event we are known for, might transform post-pandemic; consider other sources of funding to support this event Plan and implement these events to include program key partners Collaborate with FASN alumni for participation in an event 	Chair & Faculty	10/22	04/25	<p>Prior to the onset of the global pandemic in March 2020, we offered an annual fashion show event which was very well attended by industry, secondary school students and teachers, and other community members. This fashion show was a celebration of our graduating students, and an ideal marketing opportunity. Despite not being able to hold this event for the past two years we continue to hear from applicants that attending this event inspired them to apply to the program.</p> <p>In April 2023 there is a planned WSD Collective Event taking place featuring the graduating students from all 7 design programs. Post event program faculty will discuss the future of program events and how we might continue to best support our students and promote the program.</p> <p>Other events for program, faculty, and student will continue to be sought out.</p>

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
<p>Build on community and recruitment links/initiatives - community outreach</p> <ul style="list-style-type: none"> Develop and plan for CPS and micro credential offerings Explore opportunities for offering high school workshops, and guest speaking sessions with FASN students and faculty Continue to support WSD students in the creation of the WSD Colouring Book (Fall 2022 saw edition 3 of this book) 	Chair, Faculty & WSD	05/22	On-going	<p>With ongoing challenges with CPS offerings we currently have on hold a number of ideas and initiatives until such a time that further clarity on the future of these initiatives is known.</p> <p>Since non-credited micro credentials are just beginning to be realized within KPU, the FASN faculty team is watching closely to assess for program future plans. Once work comes to a close on receiving approvals from planned program updates, and planning for implementation of the updates, the faculty team will then focus on the potential development of micro credentials as a way to complement updated curriculum.</p> <p>In Spring 2023, FASN 4th years in course FASN 4211 were all asked to visit a high school to practice their public speaking skills while speaking to their work. After a pandemic pause on this initiative, we are excited that we have been able to resume this activity.</p> <p>High school and applicant portfolio building workshops are being planned for the 2023/2024 academic year, and will be planned in collaboration with the KPU Future Students Office..</p> <p>The Wilson School of Design colouring book (4th edition) is currently being worked on by a trio of current WSD students. On going</p>

Fashion & Technology First Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
				<p>funding is needed to compensate students for their time editing this piece which is used for numerous promotional activities in addition to sharing copied with incoming and continuing WSD students.</p> <p>We also envision this step as something that will continue to be built on over the coming years, and will require faculty workload assigned to support these initiatives.</p>
<p>Develop a Fashion (and Design) Careers OER touching on job titles, tasks/duties, skills and knowledge and salary ranges</p> <ul style="list-style-type: none"> This OER could be used by our current WSD and FASN students to gain a better understanding of the industry and to be used as a starting point for researching perspective careers OER may also be used by secondary school partners to aid in meeting learning outcomes for Applied Design Skills and Technology courses, and guidance counsellors for their personal knowledge and to share with students to add to their understanding Resource may be used to address questions and misunderstandings about the potential for careers in the (fashion) design industry 	Chair & Faculty	01/23	08/24	<p>At this time the faculty priority has been planning program and curriculum updates. With current competing priorities, work has not begun on this initiative.</p> <p>KPU Teaching and Learning commons funding (OER Creation Grant) may be applied for, and WSD faculty time release will be needed to supplement workload and ensure this resource is developed in a timely manner.</p>
<p>Investigate additional pathways into the programs for secondary school students</p> <ul style="list-style-type: none"> Determine and implement a dual credit path through the FASN program Promote the pathway to secondary school partners 	Chair, Faculty, WSD & KPU	01/23	06/26	<p>While there is still a desire to implement a dual credit option for high school students seeking to pursue post secondary fashion education, at this time there is a continued perceived lack of interest from administrators.</p> <p>Becoming part of the Youth Training in Trades program is a goal, with areas within the fashion industry being certified as red seal trades. We are in need of industry partners to support this initiative by sharing data and information with the organization, and of</p>

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
				<p>greater government (provincial and federal) recognition of the economic impact of the Canadian Apparel Industry.</p> <p>Program Chair has engaged in conversations with other fashion programs in the Vancouver area, as well as with the BC Apparel and Gear association board members. While there is interest in pursuing this initiative, dedicated time for faculty is needed to research current industry needs, collaborate with industry partners and pursue approval for trade status and involvement in the Youth Training in Trades program. Gaining approval to be part of this program would have a positive impact on not only the KPU Fashion and Technology program, but would also have a positive impact on clothing and textile programs at the secondary level which could have a direct correlation with future applicants.</p>

Fashion & Technology First Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
Develop teaching/learning activity package(s) that might be implemented into secondary school textile/clothing/fashion classrooms <ul style="list-style-type: none"> Work with secondary school instructors to identify areas of learning to focus on Packages may include teaching tools and supports for implementation, and student learning resources 	Faculty	01/23	04/24	<p>At this time the faculty priority has been planning program and curriculum updates. Due to our faculty size, work has not begun on this initiative.</p> <p>Time releases for faculty are needed to address this work. Activity packages for secondary schools could touch on the many skills inclusive of all Wilson School of Design programs to better promote programs to potential applicants, and to create further awareness of what is taught in design programming.</p>
Continue to attend and present at the annual THESA (Teachers of Home Economics Specialty Association) Conference to support and connect with home economics teachers <ul style="list-style-type: none"> Inquire to set up a WSD table at the event to promote programs and have FASN faculty connect with attendees Plan and lead a workshop at this annual event 	Faculty	10/22	On going	<p>Looking to the future we may investigate the potential of the WSD hosting this event onsite, and on campus.</p> <p>Fall 2022 - The Wilson School of Design had a table in the exhibitors area to the delight of many of the secondary school teachers in attendance at the event.</p> <p>With faculty continuing to be stretched in regarding to workload, service requirements and more, faculty are limited in their ability to plan and execute workshops at this event at this time.</p>
Increase cross Canada and international program and Wilson School of Design promotion in collaboration with FSO and KPU marketing <ul style="list-style-type: none"> Explore ways to connect with FASN/WSD alumni to promote program 	FSO, KPU Marketing	09/22	05/23	<p>Program info sessions and portfolio Q&A sessions throughout the Fall 2022 and Spring 2023 continued to be offered in a mix of online and in-person session in a range of times with the aim to appeal to potential applicants in multiple time zones.</p>

Fashion & Technology First Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
				A proposal to utilize program alumni to support promotion of the program was shared with the WSD Deans Office and FSO in spring 2022, and we are still awaiting a response.

Resource Implications (if applicable)
<p>What are the resources required to achieve this Strategy?</p> <ul style="list-style-type: none"> Time and budget will be needed for planning, development, and implementation <ul style="list-style-type: none"> Budget needed for: <ul style="list-style-type: none"> Program year end event that is used as a marketing opportunity for KPU, WSD, and the FASN program, a way to connect with industry partners, and celebrate graduating students Faculty time for development, planning, implementation, and promotion of a 12-month CPS calendar of courses and masterclasses Faculty time for development and offering of high school workshops to support recruitment efforts WSD student compensation/honorariums to compensate for efforts in developing the WSD colouring book <ul style="list-style-type: none"> The resulting colouring book project is shared with incoming and continuing WSD students, and 1000+ copies are shared with high school classrooms to promote WSD programs Faculty time for development of Fashion (and Design) Careers OER Creation of teaching and learning packages shared with high schools for WSD promotion

Resource Implications (if applicable)
<ul style="list-style-type: none"> Continued attendance and representation at annual THESA conference Cross Canada and international WSD and FASN program marketing through social media, participation and sponsorship of events and conferences, faculty attendance at national and international conferences and fashion education focused events, and utilization of WSD alumni for program promotion. Continuation of the WSD Peer Mentor program
<p>When are these resources required?</p> <ul style="list-style-type: none"> Fall 2022 & ongoing
<p>What Faculty and/or Institutional support is required?</p> <ul style="list-style-type: none"> FSO and KPU Marketing supports, collaboration, and consultation

PROGRAM UNDER REVIEW: Fashion and Technology

Instructions for Reviewers

Your assessment should ensure that progress on the Goals and Planned Actions is clearly articulated. If no progress has occurred on a Goal and/or Planned Action, please ensure that a clear rationale has been provided.

OVERALL ASSESSMENT:

Please provide a brief assessment of the Annual Follow-Up Report under review and an overall recommendation.

Reviewer #1: This report is excellent in many ways. The creativity and desire for positive change is seen on every page. This department is innovative and looks at the program with a view for the long term. Many areas show progress since the last time we reviewed their plans. However, they have run into some difficulties with implementing ideas. The reasons for delays have been well explained. Funding is an issue and it appears that some members are at capacity of what they are able to offer. I hope that some of these barriers are overcome so that more of this plan can be realized. The only concern I have with this report is that the acronyms are not unpacked. It is probably a simple revision to go through and give full wording to each of them. We are creating a report that many outsiders will see and I think most of them would be scratching their heads during reading. But overall, this report is well done and actually exciting in its large scope.

Reviewer #2: Overall a fulsome report. Repeated requests for funding and time release may not be appropriate. Would like to see specific individuals/positions named under "Led by" instead of potentially large groups. Anecdotal comment regarding the "perceived lack of interest from administrators" is not appropriate.

Reviewer #3: The Fashion and Technology team has provided a detailed progress report as its first annual follow-up, including an excellent introduction that emphasizes the need for ongoing funding, and highlights three key initiatives: additional course sections, program promotion, and program extension courses. As stated in the report, the labour market demand for graduates to fill positions in the apparel industry continues to be strong.

Some clarifications/suggestions are noted below, in addition to some minor edits.

Congratulations to the team for this detailed report, and for their accomplishments to date!

The Report (click on the box that corresponds to your recommendation):

- ☐ Recommend for approval by the SSCPR as is
- ☒ Reviewer #1, #2 and #3: Recommend for approval by the SSCPR pending suggested actions (see below)
- ☐ Recommend for rejection by the SSCPR

MAJOR ISSUES AND SUGGESTED ACTIONS:

Complete this section ONLY if you have identified the following major issues with the Annual Follow-Up:

- Progress to date is unclear.
- No clear rationale has been provided for why no progress has occurred.

Issue (page #)	Suggested Action	Program's Response
Multiple	Unpack the acronyms so that an outsider can understand it.	<u>All acronyms are spelled out the first time referenced, ie. Fashion and Technology (FASN), and followed by the acronym. Subsequent references are referred to by acronym.</u>
p. 5 "...respond to the BC K-12 curriculum transition..."	Provide an update on this?	<u>See page 4 for document update. This response has been integrated in program course outline work and edits as updates are planned.</u> <i><u>*Note there is odd spacing between the preamble and following bullets in the left-hand column. This seems to be a document format issue.</u></i>
p. 5 "Assess viability of program streams and..."	Should this be marked as 'completed'?	<u>The date given is 12/22 (December 2022), which the FASN faculty team identifies as completed. Notes in the right-hand column are to share what was the outcome and to confirm that work was done on this initiative. Should the FASN program at a future point inquire into this initiative again it would be helpful to have the historical information captured in this document of what information was gained and why a certain decision was made at the time.</u>
p. 16, 2 nd box: start date is later than completion date	Revise dates	<u>Updated.</u> <u>A revised date was shared for start on, and the first iteration of DESN 100 was offered for those stepping into WSD programs in Fall 2022.</u>

MINOR EDITS (Spelling, syntax, word choice and other mechanical issues).

Please list corresponding page numbers. Minor edits are NOT discussed at the SSCPR meeting. Add or remove rows as needed.

Minor Edits (page #)
Throughout the document, be consistent with Fall or fall and Spring or spring. <u>Completed. All changed to fall or spring (with lowercase) unless at the start of a sentence.</u>
All acronyms should be spelled out the first time and then shortened from there on. FASN, DEPD, FIND, WSD, WSF (?), TLC, SDG, FMRK <u>Completed and updated.</u>
2 – line 2; delete first instance of “only” <u>Completed.</u>
2 – line 3; delete “both” as three entities are listed <u>Completed.</u>
2 – line 5; correct sentence to read “Through the support of advanced entry...” <u>Completed.</u>
3 (and throughout document); be more specific in who will lead the work <u>The faculty team will not be naming specific individuals for action items and initiatives as this has the potential to limit options. Program faculty in a given year may be teaching across three programs, pick up time releases, a variety of service work and be unable to lead certain initiatives. Identifying only a ‘program chair’. program faculty, or a certain committee allows for flexibility in team members to identify who might have the capacity to lead a certain initiative in a given year.</u>
<u>Faculty workload/regularization – number of faculty in the program</u>
4 – Teaching and Learning Commons (capitalize the C) <u>Completed.</u>
6 – change D to D7 <u>The series of ‘D’ forms, including D7 are being merged into a single ‘D’ form, that will be used in the Senate and Senate Standing Committee process starting fall 2023. The reference to the ‘D form’ in the progress to date column is intentional here to stay current with senate processes as we look forward to next steps.</u>
7 – Program Advisory Committee – capitalize and fix spelling of “advisory” <u>Completed.</u>
7 – “...make sure all marketing material...” <u>Completed.</u>
8 – should WSF be WSD? WSF has not previously been referenced <u>This should be ‘WSD’ the ‘F’ was a mis-type and has been changed.</u>
8 – Program Advisory Committee – capitalize the P <u>Completed.</u>
8 – Teaching and Learning Commons – capitalize TLC <u>Completed.</u>
12 – capitalize Indigenous <u>Completed.</u>
12 – correct “refenced” to “referenced” <u>Completed.</u>
16 – “The last update...”; correct updated to update <u>Completed.</u>
20 – KPU Teaching and Learning Commons; include the full and proper title <u>Completed.</u>
23 – remove the anecdotal comment about “perceived lack of interest from administrators”. This is not appropriate in a document like this. <u>Changed to: A desire to implement a dual credit option for high school students seeking to pursue post secondary fashion education is sought by program faculty. KPU administrator support will be needed to move this initiative forward.</u>
25 – “...stretched in regards to workload...”; correct regarding to regards <u>Completed.</u>



Fashion & Technology First Annual Follow-Up Report

Date Self-Study Report approved by SSCPR: June 23rd, 2021

Date of External Review: September 28th & 29th, 2021

Date Quality Assurance Plan approved by SSCPR: May 18, 2022

Date First Annual Follow-Up Report submitted to SSCPR:

First Progress Report

The Fashion and Technology program aims to deliver practical design and manufacturing methodologies using industry relevant tools and technology through applied practice, techniques, hands-on, and digital applications. Students in the program have a willingness to explore and adapt gained knowledge, skills, and bring with them a diversity in academic attitude. We are a community of passionate and collaborative individuals, focused on working in and supporting an evolving industry.

This first annual progress report from the Fashion and Technology program follows up on the goals and strategies outlined in the Quality Assurance plan shared with [Senate Standing Committee on Program Review \(SSCPR\)](#) and approved in May 2022. Work on many of these goals and strategies is ongoing. The focus of the team during the 2022/2023 academic year has been to address program and curriculum updates which are currently planned to take effect September 2024. To continue work on these goals and strategies, supporting the academic plan, funding is needed. At this time, we would like to highlight three initiatives that require funding to move forward. While these initiatives are included in the strategies and goals cited below, we have chosen to highlight them here as priorities of the Fashion and Technology program for the immediate impact they would have on new applicants, students, and growth of the program. These priorities support Vision 2026, the Wilson School of Design [\(WSD\)](#), and [Kwantlen Polytechnic University \(KPU\)](#) through achieving complementary program goals and strategies, while ensuring the stability and sustainable growth of the degree.

Additional Sections to Program Courses

Since the second cohort of the Fashion and Technology program was removed, applicants for both first year and advanced entry (entry to the program at a point beyond first year) has returned to consistent historical numbers which supported two cohorts. Since this program reduction we have seen increased demand from applicants, in addition to continued demand from industry partners for an increase in graduates to fill available positions within the apparel industry, and a reduction in the limited attrition that tends to happen in early years of the program. The removal of the second program cohort resulted in a mediated agreement by which the Fashion and Technology program could address the concerns that lead to this reduction. At the September 2021 Wilson School of design Faculty council meeting, committee members endorsed a document titled *Fashion and Technology Program: Addressing the Mediated Settlement resulting from the Cohort Removal*. Within this document the faculty team identified a number of initiatives to support program promotion, growth in application numbers, and sustainable program growth. Currently we are still waiting to see resulting funding and approvals of the initiatives highlighted in this document, initiatives which were also echoed in the Quality Assurance plan submitted and approved in ~~s~~Spring 2022.

At this time we are seeking funding to offer additional sections to program courses. These additional sections would enable the Fashion and Technology program to accommodate a greater number of students to the program, allow for an increased number of graduates to meet industry demands and needs in a thriving and growing local apparel industry, and to better support students looking to engage in the program on a part time and flexible basis.

Fashion & Technology First Annual Follow-Up Report

Increase Program Promotion

The KPU Future Students Office does a wonderful job promoting KPU and the many programs we offer in western Canada. With KPU offering the second longest running degree granting fashion program in Canada, which is only one of ~~only~~ three degree granting programs in the country, there is great opportunity to increase promotion of the KPU Fashion and Technology program across Canada. Increased promotion of this flagship program would also serve to further promote ~~both~~ the Wilson School of Design, and KPU and the many unique programs the institution offers to applicants across Canada. Once program updates have been approved, we will move forward with seeking to formalize articulation agreements with non-degree granting fashion programs across Canada to promote advanced entry options into the KPU Fashion and Technology program. Through e-support the promotion of advanced entry option into the program we will also need the increased seats available to support these students. Currently the KPU Fashion and Technology program is the only degree granting fashion program to offer advanced entry options within Canada, and this is an opportunity that faculty seek to make the most of, should institutional support be provided.

To help promote the Fashion and Technology program to applicants for first year entry we recommend that alumni of the program are utilized. Through a system of honorariums to compensate these alumni for their time to engage in promotional activities such as: guest speaking in high schools; attending and representing the Wilson School of Design at industry events; promoting the Wilson School of Design and programs through other educational and promotional opportunities, our reach may extend across the country. We request funding for these additional promotional activities for the fall 2023 semester and recruitment activities for fall 2024 entry.

It should be noted this is a repeated call for funding, as this request was shared in our prior program reviews.

Fashion and Technology Program Extension Courses

We envision these courses and learning opportunities being optional, but important components of the Bachelor of Design, Fashion and Technology credential. This would allow those who would like to develop and build skills to apply for the Fashion and Technology program, develop a portfolio, and support skill building by other community members such as industry partners and textiles secondary teachers. These extension courses should be offered in the form of single day workshops, continuing studies courses, master classes, and we strongly recommend credited courses offered within the Wilson School of Design. Through cost recovery models we will enable the Fashion and Technology program to elevate promotion of the program itself and the Wilson School of Design/KPU, while also presenting opportunities for others to gain, build, and further develop their skills and knowledge. Funding is needed for time release for faculty to plan, and develop these courses, workshops, and learning opportunities so we they can be open for registration and enrolment as soon as possible.



Fashion & Technology First Annual Follow-Up Report

MONTH/YEAR WHEN THE FIVE-YEAR ACTION PLAN BEGINS: **June 2022**

STRATEGY 1: Assess and revise the program curriculum and structure

- Evaluation and evolution of the current curriculum: review/refine/revise and update program content to ensure learners develop robust core competencies and that the program is responsive to the fashion industry.
- Embed a foundation of holistic awareness in program curriculum touching on ethics, moral dilemmas, and allowing for reaction to society and industry.

GOAL(S) THIS STRATEGY SUPPORTS:

- GOAL 1: Address currency and instructional design of curriculum relevancy.
- GOAL 2: Strengthen competitive advantage by increasing options, accessibility, and flexibility for students and applicants within the Fashion and Technology program.
- GOAL 3: Garner support to allow for experiential learning in enhanced work-integrated environments in order to maintain relevance to the local and global fashion industry.
- GOAL 4: Incorporate additional infrastructure support for students to foster resilience, leadership, and engagement.

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
<p>Assess current program curriculum with teaching/learning resources for relevancy. Identify areas for updates and changes.</p> <ul style="list-style-type: none">• Request a conversation with KPU Teaching and Learning Team members to discuss curriculum mapping and learning outcomes, and program structure• Consult with other WSD programs (Product Design (DEPD) and Foundations in Design (FIND) may be best aligned) to identify potential areas for curriculum overlap	Chair & Faculty	06/22	06/23	<p>Initial consultations and conversations took place in June 2022, and continued throughout the 2022/2023 academic year. Throughout fall 2022, and January 2023 the KPU Teaching and Learning Commons provided consultations, resources, and supports for the development of Program Learning Outcomes and curriculum mapping.</p> <p>During the 2022/2023 academic year conversations took place across Fashion and Technology Program (FASN), Product Design (DEPD) Program, Foundations in Design (FIND), and Wilson School of Design (WSD) FASN, DEPD, FIND, and WSD Curriculum Committee regarding potential program overlap, and development and revision of Design (DESN) courses. These conversations resulted in the recommendation that FASN,</p>

Fashion & Technology First Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
				DEPD, and DESN aim to implement updates concurrently for Fall 2024 to allow for further alignment and collaboration.
Schedule ongoing faculty meetings and work collaboratively, utilizing reflective practice techniques and strategic ways to review/refine/revise program content (existing curriculum, structure, and outcomes) based on the recommendations throughout the self-study review report and external review report.	Chair & Faculty	06/22	04/24	<p>FASN faculty conversations took place in person approx. every 2 weeks throughout the fall 2022 and spring 2023 semesters. These conversations ensured faculty made well thought out and collective decisions regarding program updates. Extended faculty accountable time has been utilized for the work that has been done.</p> <p>Current Fashion and Technology student consultation regarding planned updates was conducted in January 2023 to gain additional insight with feedback that has been addressed by faculty through continued discussion.</p> <p><u>Through planning program updates and revising curriculum we have been mindful of the British Columbia K-12 curriculum transformation and the future students we will be working with. A key framework of the revisions in the K-12 system have been utilizing design thinking processes, supporting students through inquiry based learning models, and competency based learning and assessment. In the Fashion and Technology program much of the work our students engage with utilize a design thinking framework; this is continuing with the planned updates with further emphasis on prototyping processes to support learners. Concepts of inquiry and investigating are also</u></p>

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
				<p><u>being added to program course outlines. With the shift in the K-12 system being more toward competency based in both learning and assessment, there have been conversations with program faculty around what program courses might shift to this model of assessment and at this time have identified some potential courses which may be a fit for this.</u></p> <p>In the fall 2022 semester the Wilson School of Design Faculty Council hosted guest speakers on UN Goals for Sustainable Development. An activity stemming from this, <u>Sustainable Development Goals (SDG)</u> Mapping with courses across the faculty being completed November 30th, 2022.</p> <p>Upon approval of program and curriculum updates (planned for fall 2023, with implementation for fFall 2024), the FASN faculty team plans to work with the Teaching and Learning <u>C</u>ommons to identify alignment of projects and learning activities across courses.</p>

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
<ul style="list-style-type: none"> Revise curriculum content to ensure professional readiness, and to address future trends and drivers for change such as sustainability, advancement in technology, and globalization Explore and investigate ways to integrate UN Goals for Sustainable Development <ul style="list-style-type: none"> Reflect on how the goals might be integrated into the program curriculum updates Consider how these goals might be used to support the implementation of program content focusing on designing and creating for plus size and gender fluid styles, include (environmental) sustainability initiatives, and Indigenous ways of learning Plan to include these concepts, theory, and practical application through program curriculum, aims, and initiatives Review curriculum, with a focus on scaffolding, to support learners in gaining knowledge and meeting skill development aims Strive to increase connections between projects across courses, and to identify and reduce learning/content redundancies. Review curriculum in relation to Ministry skill development measures and targets, particularly related to writing and comprehension Respond to the British Columbia K-12 curriculum transformation 				
<p>Assess viability of program streams and learning avenues, and potentially seek collaboration with other WSD and KPU programs and faculties.</p> <ul style="list-style-type: none"> Consult with appropriate key partners, including industry members Engage in conversation with other WSD and KPU programs where there may be curriculum overlap 	Chair & Faculty	06/22	12/22 (Completed)	<p>Consultation took place with Jennifer O’Brien, Program Development Specialist, and David Burns, Associate Vice Provost, AVP Academic, and Wilson School of Design dean Andhra Goundrey in fall 2022 regarding potential implementation of program streams. Feedback was shared with FASN faculty team which resulted in the decision to not pursue program streams at this time. However there is still desire to plan for sustainable program growth so that we might better meet industry demand.</p> <p>Consultation took place with program chairs of Product Design, Fashion Marketing, and Foundations in Design programs about potential for curriculum overlap which has</p>

Fashion & Technology First Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
				resulted in the planned development of some new DESN courses, and the planned adoption of a Fashion Marketing (FMRK) course in the FASN program.
Revise curriculum based on assessment and findings.	Chair & Faculty	09/22	12/23	<p>When planning for curriculum shifts and updates faculty will be mindful of KPU Policy AC14 KPU Credential Framework.</p> <p>Revised curriculum is planned to be shared with Senate Standing Committee on Curriculum (SSCC) for the October 2023 meeting, with approval then being sought in November 2023 Senate.</p>
Present revised course outlines and D7 Program Change form, for discussion and approval at WSD Curriculum Committee	Chair & WSD Curriculum Committee	01/23	06/23	<p>The updated D form and supporting courses in the FASN program needing approval are planned to be brought to the WSD Curriculum Committee in their May and June 2023 meetings.</p> <p>Update: The updated D form and any final program course outline edits will be shared with the WSD Curriculum Committee in the September 2023 meeting.</p>

Fashion & Technology First Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
Present course outlines for approval at SSCC	Chair & SSCC	02/23	10/23	<p>The FASN program plans to present changes, in addition to new and revised course outlines at the October 2023 SSCC meeting. It has been asked for FASN, DEPD, and DESN courses and program updates to be presented as a package for the way that they interact together.</p> <p><i>*Specific dates for meeting and submission deadline will be added once these meeting dates for the next academic year are shared.</i></p>
Present courses for approval at KPU Senate	SSCC Chair	03/23	11/23	<p>The FASN program plans to seek approval for the changes and new and revised courses at the November 2023 Senate meeting for planned implementation f Fall 2024.</p> <p><i>*Specific dates for meeting and submission deadline will be added once these meeting dates for the next academic year are shared.</i></p>
Communicate changes to key partners/audiences <ul style="list-style-type: none"> Update KPU program website and marketing materials to reflect curriculum and any program changes for Fall 2024 Communicate changes with current and continuing students so they know their way forward Share updates with Pprogram Aadvisory Ccommittee and industry partners to ensure they are informed of updates 	Chair, WSD Deans Office, & Program Assistant	12/23	12/24	<p>The FASN team will make sure the all-marketing material reflects updated information. As the program changes roll out, all departments from Future Students Office (FSO)SO to International will be informed and updated as necessary along the process.</p> <p>This work will begin once program updates are approved.</p>
Implement revised program curriculum	Chair & Faculty	09/24	09/25	<p>At the time of writing this report program and curriculum updates are still being written, and are planned for September 2024 implementation. Once program updates are finalized, consultations will happen regarding</p>

Fashion & Technology First Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
				planning for implementation to best support students.
Monitor course and program revisions to assess for effectiveness. Update and amend as needed.	Chair & Faculty	09/24	04/25	Should updates all be rolled out at once, this assessment will be completed 04/25 with any updates or changes potentially taking effect 09/25. Should the updates be rolled out gradually this will be an ongoing process and will be addressed as needed based on student and faculty feedback and input.

Resource Implications (if applicable)
<p>What are the resources required to achieve this Strategy?</p> <ul style="list-style-type: none"> Faculty and staff accountable time required for all initiatives WSD Deans’ office and administrative assistants as well as Educational Advisor <ul style="list-style-type: none"> Once WSF Curriculum Committee has approved program updates, support will be needed to add changes to CourseLeaf outlines Time for faculty to lead and coordinate curriculum and course outline revisions Consultation with KPU library WSD liaison to assess resources Budget will be needed for: <ul style="list-style-type: none"> Offering additional courses sections as a way to increase student intake and meet industry demands Increasing program promotion across Canada
<p>When are these resources required?</p> <ul style="list-style-type: none"> 06/22 to 12/24 as there will be key consulting needed to align both learning outcomes and assessments when planning for program updates
<p>What Faculty and/or Institutional support is required?</p> <ul style="list-style-type: none"> Close collaboration with the WSD Dean’s office and administrative support for program and course outline revisions through the Curriculum Committee process; this will include both the Faculty and Senate level committees Senate Office and Provost/Vice Provost Academic office <u>PA Office</u> for Ministry related approvals if required On-going engagement from the Program Advisory Committee will be critical to maintain currency, relevancy and experiential learning opportunities On-going Teaching and Learning Commons consultation

STRATEGY 2: Build on current opportunities for experiential practice in the program.

- Hands-on and real-life experiences may include guest speakers, field trip hosting, project partnerships, materials, and space.
- Plan for flexibility to adapt to industry changes as needed within the FASN program with support from KPU and WSD through nimble, minimal processes.

GOAL(S) THIS STRATEGY SUPPORTS:

GOAL 1: Address currency and instructional design of curriculum relevancy.

GOAL 3: Garner support to allow for experiential learning in enhanced work-integrated environments in order to maintain relevance to the local and global fashion industry.

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
<p>Explore sourcing options to create a position for “External Liaison”</p> <ul style="list-style-type: none"> • Some strong themes and specific ideas emerged in recommendations that support the need to enhance experiential learning. The program, and its students would greatly benefit from the development of an Industry Liaison position that would facilitate a strategic and targeted approach to connections as a way to further facilitate key industry projects and connections. 	WSD Faculty Council	09/22	12/24	<p>The development and resourcing of an Industry Liaison would facilitate a strategic and targeted approach to connections, partnerships, practicum, curriculum industry projects, and Co-operative education. With an external liaison in place, this will further support continued quality assurance plan implementation.</p> <p>In December 2022 a posting for a Work Integrated Learning Partnership Specialist as a 3 month, temporary part time role was posted. Someone was hired as of February 2023, with work ending March 2023. It is unclear if any work was done to support FASN program specific initiatives as there was no program consultation done by this individual.</p> <p>Further funding for this role to be full time and ongoing is requested for this position to be effective, and greater support of this role to collaborate with programs in work experiences</p>

Fashion & Technology First Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
				and practicum courses would further support students and industry connections.
<p>Identify and establish a complement of new industry experiences, and connections including but not limited to field schools, and industry linked projects.</p> <ul style="list-style-type: none"> Given that opportunity for employment and collaboration are global, our program needs to be comparable to relevant and recognized design institutions on the international scale. 	Chair, Faculty & External Liaison	09/22	05/25	<p>In May 2023 faculty members Michael Pope and Heather Clark will be leading the first credit based field school offered by the Fashion and Technology program, which includes travel to New York City.</p> <p>It is recommended that the program continue to pursue industry links (through guest speakers, field trips, etc.), additional student and faculty exchange opportunities, and be open to other industry experiences and connections. Further clarity on this item should come into view once the planned program updates are approved.</p> <p>The FASN team is continuing to work with KPU International to develop new international exchange partnerships, and re-start existing partnerships with exchange again being an option for KPU students.</p>
<p>Explore and potentially implement a Co-op program or enhanced work experience option for Fashion and Technology.</p> <ul style="list-style-type: none"> Industry and the advisory committee propose to build on the current 120-hour unpaid practicum format with a co-op opportunity or enhanced work experience option that include funding opportunities so that students might be paid for their time and work. 	Chair & Faculty	09/22	09/24	<p>Spring 2022 – Investigation was done in the WSD on what implementing a co-op might look like for our cohort-based programs. At this time due the requirements of co-op, and the limitations of a cohort based program, co-op is not an option.</p> <p>A 6 credit <u>Design (DESN)</u> Professional Work Integrated Learning course is currently in the process of being approved with a planned implementation date of f Fall 2024. The aim is</p>

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
				<p>to have this course offered for registration in the fall semester, with students then having until spring/summer to complete the course, including a required number of hours.</p> <p>Offering this course with a DESN designation will create accessibility to those in all Wilson School of Design programs, and potentially beyond to engage in preparing for, and completing work experience hours within an identified design based industry.</p>

Fashion & Technology First Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
<p>Establish a program/WSD department/faculty committee that will work to:</p> <ul style="list-style-type: none"> ○ Explore ways of working with other academic units (in a variety of capacities) to expand on cross-discipline opportunities ○ Further evaluate opportunities for community service/learning and work with our program advisory committee to define how community service/learning opportunities can be best structured to maximize both service learning and leadership skills development for our students ○ Look for meaningful ways to build collaborative partnership with Indigenous communities and to expand Indigenous participation in the program ○ Work with research centers and community organizations to link student projects and research projects with various community needs ○ Seek opportunities for financial support for research and teaching activities conducted in the faculty 	<p>Chair & Faculty</p> <p>&</p> <p>WSD Faculty Council</p>	<p>09/22</p>	<p>04/27</p>	<p>Fall 2022 funding was received to post for an Indigenous designer in residence. Moving forward with filling this role has been on hold until KPU is able to identify a way to appropriately assess for Indigenous status. As funding expired for this position in March 2023, the future of this posting and role is unknown.</p> <p>Postings were shared on the KPU career centre website for an Applied Design Research Partnership Strategist, and Applied Design Research Service Strategist. Both postings were for temporary part time, 3 month positions with funding ending March 2023.</p> <p>Much of the work on the above initiatives have been conducted through the Wilson School of Design Research and Graduate Studies Committee on behalf of the entire Wilson School of Design.</p> <p>With the evolving nature of the fashion industry, we see the work of this committee referenced in the steps as continuing and on-going over an extended period and supported by WSD Faculty Council.</p>

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
<p>Collaborate with industry partners for gaining enhanced technology skills and knowledge.</p> <ul style="list-style-type: none"> Establish partnerships for students to work with industry partners to learn and build on their skill development regarding technology and tools Offer opportunities for industry partners to build and develop their skills, knowledge, and ability through the WSD potentially through Continuing Professional Studies (CPS), micro credential options, workshops, etc. Foster further faculty learning and Professional Development (PD) opportunities 	Chair & Faculty	09/23	04/27	<p>Our industry partners have very specialized expertise. Innovative tools, equipment, processes, and expertise could be aligned using industry mentors to support students in new methods and techniques. This can make us nimbler and avoid the lead time to adjust curriculum or approval processes. Gerber, Clo3D, and other company specific technologies might be available during non-work hours and faculty/ students could engage, tour, learn in industry settings. As we plan within the faculty team for the implementation of the program updates, upon approval by senate we will seek to further define the type of partnerships being sought.</p> <p>With some ongoing challenges with CPS offerings we currently have on hold a number of ideas and initiatives until such a time that further clarity on the future of these initiatives is known.</p> <p>Since non-credited micro credentials are just beginning to be realized within KPU, the FASN faculty team is watching closely to assess for our own future plans. Once work comes to a close on receiving approvals on planned program updates, and planning for implementation of the updates, the faculty team will focus on the potential development of micro credentials as a way to complement updated curriculum.</p>

Resource Implications (if applicable)
<p>What are the resources required to achieve this Strategy?</p> <ul style="list-style-type: none"> • Faculty and staff time required for all initiatives • WSD Deans’ office and administrative assistants. • Budget must be available for conferences, industry events and local exhibitions and all students should be encouraged to attend, entrance fees be covered, subsidized or volunteer positions facilitated for equitable access. • Ongoing and continual funding will also be needed to support the industry liaison role
<p>When are these resources required?</p> <ul style="list-style-type: none"> • Fall 2022 - ongoing
<p>What Faculty and/or Institutional support is required?</p> <ul style="list-style-type: none"> • Faculty accountable and/or professional development time • Time releases for faculty and industry liaison to support ongoing work • Continued collaboration and coordination with WSD committees, the KPU community, and industry partners

STRATEGY 3: Enhance student learning supports.

- Student learning supports may be course, program, or Wilson School of Design specific

GOAL(S) THIS STRATEGY SUPPORTS:

GOAL 2: Strengthen competitive advantage by increasing options, accessibility, and flexibility for students and applicants within the Fashion and Technology program.

GOAL 3: Garner support to allow for experiential learning in enhanced work-integrated environments in order to maintain relevance to the local and global fashion industry.

GOAL 4: Incorporate additional infrastructure support for students to foster resilience, leadership, and engagement.

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
Investigate program model for greater flexibility to support students <ul style="list-style-type: none"> • Reassessing all co-requisites and pre-requisites • Considering the timetabling of courses each semester • Identifying routes through the program for those seeking to take a reduced course load for a semester or more 	Chair & Faculty	09/22	09/24	<p>Conversations regarding these steps took place in conjunction with conversations regarding program curriculum. Many decisions were carefully considered to allow for as much flexibility as possible for student while remaining a cohort based, lock step program.</p> <p>All co-requisites have been removed, and pre-requisites have been carefully planned to ensure student learning is scaffolded.</p> <p>It is recommended by the faculty team that additional sections of courses be added to meet program demand by applicants and industry demand for alumni, and these sections are offered in evenings, weekends, and across different semesters so that students might have some increased flexibility of when they register for program courses.</p>

Fashion & Technology First Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
Develop and offer an enhanced orientation to the FASN program for advanced entry students <ul style="list-style-type: none"> Orientation to focus on supporting skill development in design thinking and critical thinking/analysis Address learning gaps for advanced entry students to help with the transition to the WSD Investigate the format for this orientation. This might be formatted as a micro credential, workshop, or training to earn a badge for successful completion. 	Chair & Faculty	05/23	09/27	This enhanced orientation may initially be planned for and take place to support incoming advanced entry students for the f Fall 2023 semester, however it is anticipated that this orientation support piece will be continually built on over the coming years.
Create and implement a post-secondary design education transition course for incoming first year students <ul style="list-style-type: none"> This intro to university course may be required for students to complete before the start of their program Collaborate with the KPU Learning Centre to examine existing offerings to determine what may need to be added to support WSD design students 	Faculty, WSD, KPU Learning Centre	01/2 2 3	09/22	Design 100 Intro to Fall was offered to all incoming Wilson School of Design students for the f Fall 2022 semester. This online course was created in collaboration with the Wilson School of Design and KPU Learning Centre. It is hoped that this course will be continually offered for those coming into the Wilson School of Design, and that regular updates will be made to the course as feedback is shared.
Formalize an alumni mentorship program for students <ul style="list-style-type: none"> Identify a structure and areas for formalize alumni connections Connect and collaborate with the WSD Alumni Chapter Implement a mentorship program for FASN students 	Chair, Faculty & WSD	09/22	09/25	The last updated d shared from the WSD Alumni Chapter is that their leadership is currently in transition. Once new leadership is identified and shared program outreach will happen. The WSD did have funding for a Peer Mentor program and unfortunately that funding came to an end in March 2023. Further investigation will be done into the format that a mentorship program for FASN specific students might take.

Fashion & Technology First Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
<p>Increase access to labs, and lab technician and training support</p> <ul style="list-style-type: none"> Investigate what is needed to offer additional lab access, and determine how additional access may be offered Collaborate with the WSD lab coordinator to identify lab training needs not yet met and determine a plan to create and implement training 	WSD Lab Coordinator, WSD Deans Office, KPU	09/22	05/24	<p>Throughout the spring 2023 semester lab training opportunities were available to Wilson School of Design students and supported by the lab coordinators office.</p> <p>Due to the need of classroom spaces at the Wilson School of Design, labs continue to be used for production and non-production courses. Lab accessibility both in evenings, and on weekends has not changed due to Richmond KPU campus limitations.</p>
<p>Build upon KPU institutional support in collaboration with the Learning Centre and Teaching and Learning Commons to create and develop additional learning resources</p> <ul style="list-style-type: none"> Prioritize offering masterclasses (taught by industry members) to enhance learning opportunities, and as a revenue stream connection Development OER Resources including but not limited to pattern drafting and careers in the fashion industry Build upon CPS design offerings and develop a 12-month calendar of course offerings Identify areas, skills and concepts which might be developed into micro-credentials 	Chair, Faculty, WSD & KPU Learning Centre	09/23	08/27	<p>At this time the faculty priority has been planning program and curriculum updates. Through these conversations ideas, suggestions and thoughts regarding masterclasses, Open Education Resource (OER) resource development, and CPS offerings have been noted for future work.</p> <p>With ongoing challenges regarding CPS offerings we currently have on hold a number of ideas and initiatives until such a time that further clarity on the future of these initiatives is known and we are able to move forward.</p> <p>To move forward with masterclasses, OER development, and CPS initiatives there will need to be specific faculty time releases and funding provided to ensure these are developed and implemented effectively.</p>

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
				A single Teaching and Learning Commons (TLC) commons OER Creation grant is not currently enough to develop a brand new OER. WSD time releases will be needed to supplement OER creation grant time release work for timely development of these resources to support student learning.
Formalize the implementation of learning supports for design studies (digital skills, production skills etc.) <ul style="list-style-type: none"> Promote KPU learning centre peer tutor positions to WSD and FASN students Continue to encourage FASN students to apply to be a WSD peer mentor 	Faculty, WSD & KPU Learning Centre	09/22	04/24	<p>The WSD Peer Mentorship program will require ongoing institutional funding and will ideally build on the success of this program that was implemented in sSpring 2022, and carried on until sSpring 2023. Funding of this initiative ended March 2023.</p> <p>Ongoing funding is required to maintain this initiative, as well as an annual review of peer mentor activities and their contribution to learning supports for the WSD community.</p> <p>KPU learning centre peer tutor positions will be promoted to FASN students on an ongoing basis when positions arise.</p>

Resource Implications (if applicable)
<p>What are the resources required to achieve this Strategy?</p> <ul style="list-style-type: none">• Time and budget will be needed for planning, development, implementation, and teaching<ul style="list-style-type: none">○ Budget needed for:<ul style="list-style-type: none">▪ Offering additional sections of program courses▪ Increasing lab technician support▪ Developing and implementing machinery and lab training▪ Supporting the development, planning, implementation, and promotion of a 12-month CPS calendar of course and masterclasses▪ Faculty time releases development of OER resources▪ Continuation of current WSD Peer Mentor program

Resource Implications (if applicable)
<p>When are these resources required?</p> <ul style="list-style-type: none"> Fall 2022, and ongoing to support the continuation of these resources
<p>What Faculty and/or Institutional support is required?</p> <ul style="list-style-type: none"> Faculty accountable/professional development time Time releases for faculty and industry liaison to support ongoing work Continued collaboration and coordination with WSD dean’s office, the KPU <u>L</u>earning <u>C</u>entre and KPU <u>T</u>eaching and <u>L</u>earning Commons

STRATEGY 4: Build upon student recruitment and program recognition and awareness efforts

GOAL(S) THIS STRATEGY SUPPORTS:

- GOAL 2: Strengthen competitive advantage by increasing options, accessibility, and flexibility for students and applicants within the Fashion and Technology program.
- GOAL 3: Garner support to allow for experiential learning in enhanced work-integrated environments in order to maintain relevance to the local and global fashion industry.
- GOAL 4: Incorporate additional infrastructure support for students to foster resilience, leadership, and engagement.

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
<p>Plan for on-going events and opportunities to network with other alumni, industry, and current students</p> <ul style="list-style-type: none"> Investigate and identify key program events for possible implementation <ul style="list-style-type: none"> Consider how the fashion show, an event we are known for, might transform post-pandemic; consider other sources of funding to support this event Plan and implement these events to include program key partners Collaborate with FASN alumni for participation in an event 	Chair & Faculty	10/22	04/25	<p>Prior to the onset of the global pandemic in March 2020, we offered an annual fashion show event which was very well attended by industry, secondary school students and teachers, and other community members. This fashion show was a celebration of our graduating students, and an ideal marketing opportunity. Despite not being able to hold this event for the past two years we continue to hear from applicants that attending this event inspired them to apply to the program.</p> <p>In April 2023 there is a planned WSD Collective Event taking place featuring the graduating students from all 7 design programs. Post event program faculty will discuss the future of program events and how we might continue to best support our students and promote the program.</p> <p>Other events for program, faculty, and student will continue to be sought out.</p>

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
<p>Build on community and recruitment links/initiatives - community outreach</p> <ul style="list-style-type: none"> Develop and plan for CPS and micro credential offerings Explore opportunities for offering high school workshops, and guest speaking sessions with FASN students and faculty Continue to support WSD students in the creation of the WSD Colouring Book (Fall 2022 saw edition 3 of this book) 	Chair, Faculty & WSD	05/22	On-going	<p>With ongoing challenges with CPS offerings we currently have on hold a number of ideas and initiatives until such a time that further clarity on the future of these initiatives is known.</p> <p>Since non-credited micro credentials are just beginning to be realized within KPU, the FASN faculty team is watching closely to assess for program future plans. Once work comes to a close on receiving approvals from planned program updates, and planning for implementation of the updates, the faculty team will then focus on the potential development of micro credentials as a way to complement updated curriculum.</p> <p>In Spring 2023, FASN 4th years in course FASN 4211 <i>Professional Promotion</i> were all asked to visit a high school to practice their public speaking skills while speaking to their work. After a pandemic pause on this initiative, we are excited that we have been able to resume this activity.</p> <p>High school and applicant portfolio building workshops are being planned for the 2023/2024 academic year, and will be planned in collaboration with the KPU Future Students Office.</p> <p>The Wilson School of Design colouring book (4th edition) is currently being worked on by a</p>

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
				<p>trio of current WSD students. On-goingOngoing funding is needed to compensate students for their time editing this piece which is used for numerous promotional activities in addition to sharing copied with incoming and continuing WSD students.</p> <p>We also envision this step as something that will continue to be built on over the coming years, and will require faculty workload assigned to support these initiatives.</p>
<p>Develop a Fashion (and Design) Careers OER touching on job titles, tasks/duties, skills and knowledge and salary ranges</p> <ul style="list-style-type: none"> This OER could be used by our current WSD and FASN students to gain a better understanding of the industry and to be used as a starting point for researching perspective careers OER may also be used by secondary school partners to aid in meeting learning outcomes for Applied Design Skills and Technology courses, and guidance counsellors for their personal knowledge and to share with students to add to their understanding Resource may be used to address questions and misunderstandings about the potential for careers in the (fashion) design industry 	Chair & Faculty	01/23	08/24	<p>At this time the faculty priority has been planning program and curriculum updates. With current competing priorities, work has not begun on this initiative.</p> <p>KPU Teaching and Learning commons funding (OER Creation Grant) may be applied for, and WSD faculty time release will be needed to supplement workload and ensure this resource is developed in a timely manner.</p>
<p>Investigate additional pathways into the programs for secondary school students</p> <ul style="list-style-type: none"> Determine and implement a dual credit path through the FASN program Promote the pathway to secondary school partners 	Chair, Faculty, WSD & KPU	01/23	06/26	<p>While there is still a desire to implement a dual credit option for high school students seeking to pursue post secondary fashion education <u>is sought by program faculty.</u> <u>KPU administrator support will be needed to move this initiative forward.</u>, at this time there is a continued perceived lack of interest from administrators.</p> <p>Becoming part of the Youth Training in Trades program is a goal, with areas within the</p>

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
				<p>fashion industry being certified as red seal trades. We are in need of industry partners to support this initiative by sharing data and information with the organization, and of greater government (provincial and federal) recognition of the economic impact of the Canadian Apparel Industry.</p> <p>Program Chair has engaged in conversations with other fashion programs in the Vancouver area, as well as with the BC Apparel and Gear association board members. While there is interest in pursuing this initiative, dedicated time for faculty is needed to research current industry needs, collaborate with industry partners and pursue approval for trade status and involvement in the Youth Training in Trades program. Gaining approval to be part of this program would have a positive impact on not only the KPU Fashion and Technology program, but would also have a positive impact on clothing and textile programs at the secondary level which could have a direct correlation with future applicants.</p>

Fashion & Technology First Annual Follow-Up Report

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
Develop teaching/learning activity package(s) that might be implemented into secondary school textile/clothing/fashion classrooms <ul style="list-style-type: none"> Work with secondary school instructors to identify areas of learning to focus on Packages may include teaching tools and supports for implementation, and student learning resources 	Faculty	01/23	04/24	<p>At this time the faculty priority has been planning program and curriculum updates. Due to our faculty size, work has not begun on this initiative.</p> <p>Time releases for faculty are needed to address this work. Activity packages for secondary schools could touch on the many skills inclusive of all Wilson School of Design programs to better promote programs to potential applicants, and to create further awareness of what is taught in design programming.</p>
Continue to attend and present at the annual THESA (Teachers of Home Economics Specialty Association) Conference to support and connect with home economics teachers <ul style="list-style-type: none"> Inquire to set up a WSD table at the event to promote programs and have FASN faculty connect with attendees Plan and lead a workshop at this annual event 	Faculty	10/22	On going	<p>Looking to the future we may investigate the potential of the WSD hosting this event onsite, and on campus.</p> <p>Fall 2022 - The Wilson School of Design had a table in the exhibitors area to the delight of many of the secondary school teachers in attendance at the event.</p> <p>With faculty continuing to be stretched in regarding to workload, service requirements and more, faculty are limited in their ability to plan and execute workshops at this event at this time.</p>
Increase cross Canada and international program and Wilson School of Design promotion in collaboration with FSO and KPU marketing <ul style="list-style-type: none"> Explore ways to connect with FASN/WSD alumni to promote program 	FSO, KPU Marketing	09/22	05/23	<p>Program info sessions and portfolio <u>Question and Answer</u> (Q&A) sessions throughout the fall 2022 and sSpring 2023 continued to be offered in a mix of online and in-person session in a range of times with the aim to appeal to potential applicants in multiple time zones.</p>

Step(s) Required to Achieve this Strategy	Led by	Start on (M/YY)	Complete By (M/YY)	Progress to Date/Reasons for Lack of Progress
				A proposal to utilize program alumni to support promotion of the program was shared with the WSD Deans Office and FSO in spring 2022, and we are still awaiting a response.

Resource Implications (if applicable)
<p>What are the resources required to achieve this Strategy?</p> <ul style="list-style-type: none"> Time and budget will be needed for planning, development, and implementation <ul style="list-style-type: none"> Budget needed for: <ul style="list-style-type: none"> Program year end event that is used as a marketing opportunity for KPU, WSD, and the FASN program, a way to connect with industry partners, and celebrate graduating students Faculty time for development, planning, implementation, and promotion of a 12-month CPS calendar of courses and masterclasses Faculty time for development and offering of high school workshops to support recruitment efforts WSD student compensation/honorariums to compensate for efforts in developing the WSD colouring book <ul style="list-style-type: none"> The resulting colouring book project is shared with incoming and continuing WSD students, and 1000+ copies are shared with high school classrooms to promote WSD programs Faculty time for development of Fashion (and Design) Careers Open Education Resource (OER) Creation of teaching and learning packages shared with high schools for WSD promotion

Resource Implications (if applicable)
<ul style="list-style-type: none"> Continued attendance and representation at annual THESA conference Cross Canada and international WSD and FASN program marketing through social media, participation and sponsorship of events and conferences, faculty attendance at national and international conferences and fashion education focused events, and utilization of WSD alumni for program promotion. Continuation of the WSD Peer Mentor program
When are these resources required? <ul style="list-style-type: none"> Fall 2022 & ongoing
What Faculty and/or Institutional support is required? <ul style="list-style-type: none"> FSO and KPU Marketing supports, collaboration, and consultation

SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Agenda Number: 5.5

Meeting Date: May 17, 2023

Presenter(s): Amy Jeon

AGENDA TITLE: MANDATE AND MEMBERSHIP REVISION

ACTION REQUESTED: Motion

RECOMMENDED RESOLUTION

THAT the Senate Standing Committee on Program Review recommend that the Senate Governance and Nominating Committee recommend that Senate approve the Mandate and Membership as attached.

COMMITTEE REPORT

For Secretariat Use Only

Context and Background

The Senate Governance and Nominating Committee is mandated to review the Mandate and Membership of Senate Standing Committees. The Vice-Chair of Senate consulted various individuals to produce a preliminary set of recommendations. Senate Standing Committees will review their Mandate and Membership and will forward recommendations to the Senate Governance and Nominating Committee.

Key Messages

1. The Senate Governance and Nominating Committee will review the Mandate and Membership of Senate Standing Committees.
2. Standing Committees will review the recommendations and forward revisions to Senate Governance and Nominating Committee for recommendation to Senate for approval.

Attachments

1. Senate Standing Committee on Program Review_draft

Submitted by

Sonia Banwait, Administrative Assistant, University Senate

Date submitted

May 8, 2023

Senate Standing Committee on Program Review (SSCPR)

Original	Recommendation
<p>MANDATE</p> <p>Kwantlen Polytechnic University performs regular and consistent reviews of educational programs and units of study that are under the jurisdiction of Senate. The Senate Standing Committee on Program Review (SSCPR) oversees this process.</p> <p>Specifically, the mandate of the SSCPR is to:</p> <ol style="list-style-type: none"> 1. Make recommendations to Senate on proposed revisions to the Program Review Policy 2. Develop procedures and standards to ensure program reviews are conducted in accordance with the principles of the Program Review Policy 3. Review for approval Self-Study Reports, External Review Reports, Quality Assurance Plans, and annual follow-up reports. 4. Ensure all reports submitted to SSCPR meet KPU's program review standards 5. Provide regular reports to Senate on the progress of program reviews, and other items of note arising out of the committee's work 6. Report to Senate annually with a schedule for program Reviews planned for the coming year 	<p>MANDATE</p> <p>Kwantlen Polytechnic University performs regular and consistent reviews of educational programs and units of study that are under the jurisdiction of Senate. The Senate Standing Committee on Program Review (SSCPR) oversees this process.</p> <p>Specifically, the mandate of the SSCPR is to:</p> <ol style="list-style-type: none"> 1. Make recommendations to Senate on proposed revisions to the Program Review Policy 2. Develop procedures and standards to ensure program reviews are conducted in accordance with the principles of the Program Review Policy 3. Review for approval Self-Study Reports, External Review Reports, Quality Assurance Plans, and annual follow-up reports. 4. Ensure all reports submitted to SSCPR meet KPU's program review standards 5. Provide regular reports to Senate on the progress of program reviews, and other items of note arising out of the committee's work 6. Report to Senate annually with a schedule for program Reviews planned for the coming year
<p>MEMBERSHIP COMPOSITION</p> <p>Voting Members</p> <ul style="list-style-type: none"> • Chancellor • President • Student Senator 	<p>MEMBERSHIP COMPOSITION</p> <p>Voting Members</p> <ul style="list-style-type: none"> • Chancellor • President • Student Senator

- Two faculty Senators or representatives*
- Faculty senator or representative from each Faculty, with the exception of Trades & Technology
 - One from Academic and Career Preparation
 - Two from Arts
 - Two from Business
 - One from Design
 - One from Educational Support and Development
 - One from Health
 - One from Science & Horticulture
- Associate Vice-President, Academic or designate
- Two Deans or designates
- Associate Vice-President, Planning & Accountability or designate
- Representative, ~~Office of~~ Teaching and Learning Commons
- Representative, Student Services

*These two faculty Senators are additional to the faculty Senators from each Faculty.

Non-voting Members

- Vice-Chair of Senate
- Provost and Vice-President, Academic or designate
- Vice-President, Students or designate
- Manager, Quality Assurance
- Associate Vice-President, Teaching and Learning or designate

- Two faculty Senators or representatives*
- Faculty senator or representative from each Faculty, with the exception of Trades & Technology
 - One from Academic and Career Preparation
 - Two from Arts
 - Two from Business
 - One from Design
 - One from Educational Support and Development
 - One from Health
 - One from Science & Horticulture
- Associate Vice-President, Academic or designate
- Two Deans or designates
- Associate Vice-President, Planning & Accountability or designate
- Representative, Teaching and Learning Commons
- Representative, Student Services

*These two faculty Senators are additional to the faculty Senators from each Faculty.

Non-voting Members

- Vice-Chair of Senate
- Provost and Vice-President, Academic or designate
- Vice-President, Students or designate
- Manager, Quality Assurance
- Associate Vice-President, Teaching and Learning or designate

SENATE

Agenda Number: 7.1

Meeting Date: May 17, 2023

Presenter(s): Melike Kinik-Dicleli

AGENDA TITLE: MANAGER'S REPORT ON STATUS OF PROGRAM REVIEWS

ACTION REQUESTED: Information

RECOMMENDED RESOLUTION: N/A

COMMITTEE REPORT

For Secretariat Use Only

Context and Background

There are 34 programs (or cluster of related programs) that are at various stages in the program review process.

<i>Phases</i>	<i>Number of programs</i>
Self-Study	10
External Review	2
Quality Assurance Plan Development	3
Annual Follow-Up Reporting	19
Total	34

Attachments

Manager's Report_Status of Program Reviews_Details for May 2023 SSCPR Meeting

Submitted by

Melike Kinik-Dicleli, Manager of Quality Assurance, Office of Planning & Accountability

Date submitted

April 27, 2023

Faculty	Program	Self-Study			External Review		QA Plan	Annual Follow-up		Progress Update The table includes only the reviews in progress.
		Planning Began	Data Collection Concluded	Report Approved	Date of Site Visit	Report Received	QA Plan Approved	1st Report Approved	2nd Report Approved	
ACP	English Upgrading	Dec-18 re-start: Sep-21	Admin Data: Feb-19 Admin Data: April-22 Survey Data: Nov-22							Program received the survey reports on November 25, 2022. The self-study report is due in May 2023 .
Arts	Anthropology	Sep-18	Admin Data: Feb-19 Survey Data: Feb-19	Apr-21	Oct 18/19, 2021	Nov-21	Jun-22			First annual follow-up is due in June 2023 .
Arts	Asian Studies	Oct-22	Admin Data: April-23 Survey Data: April-23							Program received the survey reports and administrative data. Self-Study Report is due in July 2023 .
Arts	Criminology	Jan-2019 re-start: Oct-22	Admin Data: Feb-19 Revised Admin Data: Feb-20 Survey Data: May-20							Surveys have been launched. Self-Study Report is due in July 2023 .
Arts	Creative Writing	May-21	Admin Data: Nov-21 Survey Data: Nov-21	Sep-22	Jan 18/20, 2023	Feb-22				Quality Assurance Plan is due in August 2023 .
Arts	Education Assistant	Sep-19	Admin Data: Oct-19 Survey Data: June-20	May-21	Nov 25/26, 2021	Jan-22	Oct-22			First annual follow-up is due in October 2023 .
Arts	Minor in Counselling	Feb-18	Admin Data: April-18 Survey Data: April-18	Apr-19	31-Oct-21	Jan-20	Oct-20	Oct-21	Nov-22	SSCPR asked program to report on their progress one more time in November 2023 .
Arts	English	May-20	Admin Data: Jan-21 Survey Data: April-21	Nov-21	Feb 10/11, 2022	Mar-22	Oct-22			First annual follow-up is due in October 2023 .
Arts	Fine Arts	Dec-23								Surveys have been launched. Self-Study Report is due in September 2023 .
Arts	History	Dec-18	Admin Data: Feb-19 Survey Data: March-20	Feb-21	June 17/18, 2021	Jul-21	Jan-22	Jan-23		SSCPR asked program to report on their progress one more time in January 2024 .
Arst	Geography	Feb-22	Admin Data: Dec-22 Survey Data: Dec-22							Program received the survey reports on December 8, 2022. The self-study report is due in May 2023 .
Arts	Journalism	Dec-22								Surveys have been launched. Self-Study Report is due in September 2023 .
Arts	Language & Culture	Dec-21	Admin Data: May-22 Survey Data: May-22		Mar 8 & 9, 2023	Apr-23				The external review report is in.
Arts	NGOs and Nonprofit Studies	Jan-23								Surveys have been launched.
Arts	Philosophy	Sep-17	Admin Data: Sep-18 Survey Data: Dec-17 (Discipline Survey: Mar-18)	Apr-19	Jul-19	Jul-19	Apr-21	May-22		Second Annual Follow-Up is in.
Arts	Political Science	Dec-19	Admin Data: Dec-19 Survey Data: June-20	Apr-22	Nov 7/9, 2022	Dec-22				Quality Assurance Plan is due in June 2023 .
Arts	Sociology	Sep-15	Admin Data: Nov-17 Survey Data: May-16	Dec-17	Apr-18	May-18	Oct-18	Apr-20	May-21	SSCPR asked program to report on their progress a fourth time in June 2023 .

Faculty	Program	Self-Study			External Review		QA Plan	Annual Follow-up		Progress Update The table includes only the reviews in progress.
		Planning Began	Data Collection Concluded	Report Approved	Date of Site Visit	Report Received	QA Plan Approved	1st Report Approved	2nd Report Approved	
Business	Computer Science and Information Technology	Apr-19	Admin Data: May-19 Survey Data: Jan-20	Nov-20	Mar 1/2, 2021	Mar-21	Oct-21	Mar-23		SSCPR asked program to report on their progress a second time in April 2024 .
Business	Business Management	Sep-15	Admin Data: Jun-18 Survey Data: Mar-18	Jun-18	Jul-18	Jul-18	Mar-20	Oct-21	Nov-23	SSCPR asked program to report on their progress one more time in November 2024 .
Business	Economics	Oct-22								Surveys have been launched. Self-Study Report is due in July 2023 .
Business	Technical Management and Services	Sep-22	Admin Data: April-23 Survey Data: April-23							Program received survey reports and administrative data. Self-Study Report is due in July 2023 .
Design	Fashion Design & Technology	Sep-20	Admin Data: Feb-21 Survey Data: Mar-21	Jun-21	Sep 28/29, 2021	Oct-21	May-22			First Annual Follow-Up is in.
Design	Foundation in Design Certificate	Oct-17 re-start: Oct-19	Admin Data: Aug-17 Survey Data: Nov-17 (Student Data: Feb-18) Revised Admin Data: Oct-19 Survey Data: Aug-20	Apr-21	June 29/30, 2021	Jul-21	Jan-22	Feb-23		SSCPR asked program to report on their progress a second time in February 2024 .
Design	Interior Design	Sep-18	Admin Data: Nov-18 Admin Data: Sep-19 Survey Data: Nov-18	Jan-20	Jun-20	Aug-20	Feb-21	Mar-22	Mar-23	SSCPR asked program to report on their progress a third time in April 2024 .
Design	Product Design	Feb-19	Admin Data: Feb-19 Survey Data: Oct-19	Jun-20	Feb 24/25, 2021	Apr-21	Nov-21	Nov-22		SSCPR asked program to report on their progress one more time in November 2023 .
Design	Technical Apparel Design	Jun-18	Admin Data: Dec-18 Admin Data: Oct-19 Survey Data: Dec-18	Jan-20	Sep-20	Oct-20	Jan-21	Jan-22	Mar-23	SSCPR asked program to report to report on their progress a third time in March 2024 .
Health	Bachelor of Psychiatric Nursing	Sep-18	Admin Data: Feb-19 Survey Data: Feb-19	Oct-20	Feb-20	Mar-20	Nov-20	Jan-22	Feb-22	SSCPR asked program to report to report on their progress a third time in February 2024 .
Health	Health Care Assistant Certificate	May-19	Admin Data: Jun-19 Survey Data: Sep-19	Jan-20	Dec 9/10, 2020	Feb-21	Jun-21	Jun-22		SSCPR asked program to report on their progress a second time in June 2023 .
Health	Health Unit Coordinator Certificate	Jan-18	Admin Data: Jun-18 Survey Data: Discipline + Alumni: Mar-18 Student + Faculty: Aug-18	Dec-18	Jun-19	Jul-19				All intakes are suspended. The review is on hold until the future of the program is determined.
Science	Biology	Oct-19	Admin Data: Nov-19 Revised Admin Data: Mar-21 Survey Data: Mar-21	Oct-21	Feb 24/25, 2022	Apr-22	Oct-22			First annual follow-up report is due in October 2023 .
Science	Brewing and Brewery Operations	Nov-21	Admin Data: May-22 Survey Data: May-22	Sep-22	Mar 14 & 16, 2023	Apr-23				External review report is in.
Science	Bachelor of Horticulture Science	Jan-18	Admin Data: Jun-18 Survey Data: Apr/Jun-18	Mar-19	Apr-19	May-19	Apr-21	Apr-22		BHS is not required to provide annual updates anymore. BHS credentials are part of the Horticulture Technology program review.
Science	Horticulture Technology Diploma	Nov-21	Survey Data: Mar-23							This review is expanded to include the BHS credentials.

Faculty	Program	Self-Study			External Review		QA Plan	Annual Follow-up		Progress Update The table includes only the reviews in progress.
		Planning Began	Data Collection Concluded	Report Approved	Date of Site Visit	Report Received	QA Plan Approved	1st Report Approved	2nd Report Approved	
Science	Mathematics	May-19	Admin Data: Jul-19 Survey Data: Faculty: Jul-19 Alumni: Sep-19 Discipline/Sector: Sep-19	Oct-20	Mar 10/11, 2021	Apr-21	Feb-22	Mar-23		SSCPR asked program to report on their progress a second time in March 2024 .
Science	Physics for Modern Technology	May-21	Admin Data: Nov-21 survey data: Feb-22	Jun-22	Nov 30/Dec 1, 22	Jan-23				Quality Assurance Plan is due in June 2023 .
Science	Sustainable Agriculture	Oct-19	Admin Data: Nov-19 Revised Admin Data: Feb-21 Survey Data: Student: Aug-20 Faculty & Alumni: Jan-21 Discipline/sector: Feb-21	Sep-21	Mar 7/9, 2022	Apr-22	Nov-22			First annual follow-up report is due in November 2023 .