

SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Regular Meeting

Wednesday, June 21, 2023

2:00 p.m. - 4:00 p.m.

Surrey - Cedar 2110

AGENDA

1. Call to Order Amy Jeon 2:00
2. Approval of Agenda
3. Approval of Minutes, May 17, 2023
4. Chair's Report 2:05
5. New Business
 - 5.1. Geography Self-Study Report..... John Rose, David Sadoway, Parthi Krishnan, Alena Buis, Shelley Boyd 2:15
 - 5.2. Political Science Quality Assurance Plan.....Valerie Vezina, Shelley Boyd 2:45
 - 5.3. Anthropology First Annual Follow-Up ReportKen Stark, Alena Buis, Shelley Boyd 3:05
 - 5.4. Sociology Fourth Annual Follow-Up Report Rebecca Yoshizawa, Shelley Boyd 3:20
 - 5.5. Election of SSCPR Chair Amy Jeon 3:35
6. Items for Discussion
7. Manager's Report for OPAMelike Kinik-Dicleli 3:45
8. Adjournment

SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Minutes of Regular Meeting

Wednesday, May 17, 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 Jeff Dyck Jennifer Gao	Lindsay Norris Lori McElroy Nishan Perera	
		Non-voting Amy Jeon, Chair Melike Kinik-Dicleli
Regrets	Senate Office	Guests
Alan Davis Hao Ma Julia Denker Laura McDonald Marti Alger Melissa Swanink Rajmale Kaur Tomasz Gradowski Zena Mitchell	Sonia Banwait	Colin Ruloff Heather Clark Shelley Boyd

1. Call to Order and Territorial Acknowledgement

The Chair, Amy Jeon, called the meeting to order at 2:03 p.m.

2. Approval of Agenda

Fergal Callaghan moved the agenda be confirmed as circulated.

The motion carried.

3. Approval of Minutes, April 12, 2023

Nishan Perera moved the minutes be accepted as circulated.

The motion carried.

4. Chair's Report

The Chair informed the Green Business and Management and Global Business Management programs will have their kick-off meeting on May 29th.

She also reminded members the June SSCPR meeting will be in-person at the Surrey campus.

4.1. Notice of Election of Committee Chair

The committee chair election will take place at the next meeting. The election term will be from September 1, 2023 to August 31, 2026.

5. New Business

5.1. Language and Culture External Review Report

The Chair summarized the reviewer's comments and informed the report is provided for the committee's information.

5.2. Brewing and Brewery Operations External Review Report

The Chair summarized the reviewer's comments. There were a few recommendations in the report that were outside the scope of Program Review – hiring new manager, requesting dedicated space, performing cost-benefit analysis – which need to be directed to appropriate channels, including the Dean's office.

5.3. Philosophy Second Annual Follow-Up Report

The Chair summarized the reviewer's comments and informed that revisions were made to the suggested edits. Colin Ruloff and Shelley Boyd were present to answer questions.

The committee discussed a possibility of creating a shared work space for students within the department. The proponents replied that it has not yet been considered but discussions will be explored into creating space as there is a present need.

Aimee Begalka moved THAT the Senate Standing Committee on Program Review accept the Philosophy Second Annual Follow-Up Report as attached.

The motion carried.

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

The motion carried.

5.4. Fashion and Technology First Annual Follow-Up Report

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

The committee inquired about factors preventing the program from implementing dual-credit options for high school students. The proponent explained that the lack of available funding, lab spaces, and creating links between high school teachers and KPU campuses/resources are currently posing as challenges.

The committee also inquired about lack of specific 'led by' information. The proponent explained that the fields have intentionally been kept broad to allow flexibility for the small department to complete tasks. She explained that come August, faculty workload will be assessed and tasks will be assigned accordingly.

Action Items:

1. Revise the 'progress to date' field on page 24 for additional pathways by meeting with the Office of the Provost and the Dean's office to engage in discussions with school district administrators
2. Update the 'led by' fields with faculty names or 'To be determined in August' if faculty members cannot be assigned at this time

Lori McElroy moved THAT the Senate Standing Committee on Program Review accept the Fashion and Technology First Annual Follow-Up Report as attached.

The motion carried.

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

The motion carried.

5.5. Mandate and Membership Revision

The Chair shared the revisions to the membership composition. The changes include adding "or designate" to the 'Associate Vice-President, Planning and Accountability' position, which was brought to the committee last month but was halted to include the additional changes from this meeting, including adding "Commons" to the 'Representative, Teaching and Learning' position, and adding a new non-voting member, 'Associate Vice President, Teaching and Learning or designate'.

Fergal Callaghan 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.

6. Items for Discussion

No items for discussion.

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

Melike Kinik-Dicleli, Manager, Quality Assurance, presented her report. She informed an annual summary of the committee's activities over the academic year will be provided at the next meeting.

8. Adjournment

The meeting adjourned at 2:49 p.m.

SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Agenda Number: 5.1

Meeting Date: June 21, 2023

Presenter(s): John Rose, David Sadoway, Parthi Krishnan, Alena Buis, Shelley Boyd

AGENDA TITLE: GEOGRAPHY SELF-STUDY REPORT

ACTION REQUESTED: Motion

RECOMMENDED RESOLUTION:

THAT the Senate Standing Committee on Program Review accept the Geography Self-Study Report as attached.

COMMITTEE REPORT

For Secretariat Use Only

Attachments

Geography Self-Study Report

Geography Self-Study Report Appendices

Submitted by

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

Date submitted

May 25, 2023

REPORT: **Geography Self-Study Report.**

OVERALL ASSESSMENT:

Please provide a brief assessment of the Self-Study Report under review and an overall recommendation.

Reviewer #1: The geography self-study report submitted by the program review team is written in good depth. A few suggestions are listed below. I recommend this self-study report be approved as it is.

Reviewer #2: This self-study is comprehensive. The discussion is full and conclusions are based on data. Reading the report was interesting. I enjoyed the use of a profile student to illustrate some of the difficulties the program faces regarding enrollment. I also felt that consideration of all the faculty has done to promote the program was recognized while still urging more action on this front. The study is balanced.

Reviewer #3:

The review team for the geography program deserves praise for its well-written report. The report is thorough, organized, and extraordinarily well-addressed key elements of the self-study report. The program is described in the report, along with its goals, learning objectives, and student career routes. It also evaluates the program's relevance, faculty expertise, and student demand, looks at how well the design of the program contributes to student success, and evaluates its resources, services, and facilities. Data are used to substantiate observations, and recommendations are logical, detailed, and applicability. I appreciate how the data was visualized, and I liked how openly the program acknowledged areas that could have improvements.

By openly recognizing areas of defeat and weakness, the report shows a willingness to engage in critical self-reflection and to actively seek solutions.

I recommend the approval of this report in the present form.

The Report (select the box that corresponds your recommendation):

- ☒ Reviewer #1, #2 & #3: Recommend for approval by the SSCPR as is
- ☐ Recommend for approval by the SSCPR pending further action (see below)
- ☐ Recommend return to the Program for major revision
- ☐ Recommend for rejection by the SSCPR



SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Reviewers' Comments: Self-Study Report

Direction for Reviewers: Determine if the criterion for each chapter is fully addressed according to the standard.

CHAPTER 1: Introduction

Criterion: This chapter provides an overview of the program, its purpose, and the scope of the review.

Standard: The Chapter clearly describes the program, its purpose, and the scope of the current review.

THE CHAPTER:

☒ **Meets the Standard**

Additional Comments (if necessary):

Reviewer #3: Very thorough overview, in-depth background information on the program, past program evaluations, and results that served as an outline for planning the next stage.

☐ **Requires Further Action to Meet the Standard**

Further Action Required for this Chapter to Meet the Standard:

[Click here to enter text.](#)

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.

Standard: The Chapter contains data-supported assessments and recommendations.

THE CHAPTER:☒ **Meets the Standard***Additional Comments (if necessary):*Reviewer #1: **Recommendation for Future Action Only**

Program Learning Outcomes – The listed PLOs in the self-study report may or may not be significantly different from those originally listed in the full program proposal when the program was initially approved by the Ministry. If they are significantly different, it is highly recommended that the program connects with the Office of the Provost Curriculum if a program change is anticipated as a result of this review.

The Curriculum Map Attached in the Appendix – I recognize the reasoning behind substituting numbers with PLO without writing them in the columns and adding the CLO numbers to reduce the clutter of the curriculum map. However, listing the actual PLOs column wise and listing all the CLOs row wise is absolutely important to make sense of the IDA analysis. Having read the curriculum assessment section, it is evident that the program review team has done an excellent IDA analysis.

ACTION: I recommend that the curriculum map be resubmitted with all the PLO statements in the columns and all CLOs statements in the rows. The IDA analysis could remain the same. If it is not possible for the program team to complete this in time for the meeting, I recommend SSCPR to request this document to be submitted post meeting.

The written portion of this chapter do not require changes. The gap analysis/curriculum assessment is very comprehensive.

Reviewer #3: The curriculum review has successfully addressed important aspects such as pathways for graduates, program learning outcomes, essential skill development, and curriculum assessment. This demonstrates a thoughtful and comprehensive approach to curriculum design and evaluation, which will contribute to the overall quality and relevance of the program.

Program's Response:**Re: Program Learning Outcomes**

If we are going to make program changes following completion of the review the department will engage in the necessary consultations with the Office of the Provost Curriculum, and others, to discuss the implications of these—i.e. revisions that can be made through internal KPU processes vs. those that trigger ministerial review and approval.

For now, as discussed in the *Self-Study Report*, the list of PLOs for each degree represents an explicit statement, and accurate assessment, of the current learning outcomes of each credential, expressed more informally in the text of original program proposals approved by the ministry and subsequent program revisions approved by KPU (without any direction or necessity to seek ministerial review), as well as in specific program course requirements.

Re: The Curriculum Map Attached in the Appendix

KPU's *Program Review Guide 2* provided to us to direct our writing of *Chapter 2* and the accompanying Curriculum Map in the *Appendix*, states that we can use numbers in lieu of written out CLOs and PLOs and provides a sample matrix in this format (pp. 13-14 of the guide).

Action taken: We have followed and satisfied the requirements set out for us in this program review guide and therefore have not changed the Curriculum Map in the *Appendix*.

☐ **Requires Further Action to Meet the Standard**

Further Action Required for this Chapter to Meet the Standard:

[Click here to enter text.](#)

CHAPTER 3: Program Relevance and Demand

Criteria: This chapter adequately assesses program's relevance, faculty qualifications and currency, connections to the discipline/sector, and student demand.

Standard: The Chapter contains data-supported assessments and recommendations.

THE CHAPTER:

☒ **Meets the Standard**

Additional Comments (if necessary):

Reviewer #3: Chapter 3 provides valuable insights into various aspects of the department's curriculum, faculty qualifications, and student demand. While it is a great report overall, it would be beneficial to supplement it with more specific strategies and solutions (promotion is obviously not enough) to address the significant drops in upper-level student enrollment. This would further enhance the department's efforts to attract and retain students in advanced geography courses.

Program's Response:

We concur: low visibility/awareness of Geography (and of our department and its degree offerings) is not the sole cause of our challenges with upper-level enrolments and program student recruitment/retention. Increased promotion is important, but not enough, to correct these problems. However, we disagree with the reviewer's statement that the *Self-Study Report* provides an insufficiently detailed list of specific strategies and solutions to address these issues. Section 3.3 (pp. 50 – 60) of *Chapter 3* presents a comprehensive assessment of the various factors affecting upper-level enrolments and program student recruitment—including those, such as the high number of international students (less likely to take upper-level courses), that are beyond the department's direct control. Recommendations 3.15 through 3.27 presented at the end of Section 3.3 outline a series of approaches, including but not limited to more purposeful and targeted promotional activities, to address our problems in this area.

Action taken: based on the assessment above, we have not made any revisions to this section of the *Self-Study Report*.

☐ **Requires Further Action to Meet the Standard**

Further Action Required for this Chapter to Meet the Standard:

[Click here to enter text.](#)

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.

Standard: The Chapter contains data-supported assessments and recommendations.

THE CHAPTER:

☒ **Meets the Standard**

Additional Comments (if necessary):

Reviewer #1: Page 67 *"Effective instruction also includes the use of appropriate assessment methods. These provide students with clear information on how they are being evaluated, and offer a range of assessment types to allow students to demonstrate their knowledge and skills. Standards for evaluating students should be consistent throughout the program, and instructors should provide useful feedback on assessments to support student reflection and improvement"* This is merely a best practice statement. It would be valuable if you made a review of your assessment practices and add comments here rather than listing best practices.

Reviewer #3: Chapter 4 is notably supported by adequate data, allowing for a comprehensive assessment of instructional design and delivery within the geography program.

Program's Response:

We acknowledge the reviewer's critique of the material on p. 67 of the *Self-Study Report*. The 'best practices' statement was derived from the survey questions and included at the beginning of the paragraph as a narrative device to introduce this section of *Chapter 4* and lead into the discussion of the survey results on assessment methods. This section should, as the reviewer notes, include observations and commentary on the department's practices.

Action taken: we have added, to p. 67 of the *Self-Study Report*, explanatory text on the assessment methods used by KPU Geography and the Environment faculty.

☐ **Requires Further Action to Meet the Standard**

Further Action Required for this Chapter to Meet the Standard:

[Click here to enter text.](#)

CHAPTER 5: Resources, Services and Facilities

Criteria: This chapter adequately assesses program's resources, services, and facilities from both the student and faculty perspective.

Standard: The Chapter contains data-supported assessments and recommendations.

THE CHAPTER:

☒ **Meets the Standard**

Additional Comments (if necessary):

[Click here to enter text.](#)

☐ **Requires Further Action to Meet the Standard**

Further Action Required for this Chapter to Meet the Standard:

[Click here to enter text.](#)

CHAPTER 6: Conclusions and Recommendations

Criterion: This chapter summarizes the conclusions drawn from the evidence gathered in the program review.

Standard: The Chapter contains data-supported recommendations.

THE CHAPTER:

☒ **Meets the Standard**

Additional Comments (if necessary):

Reviewer #3: The list of suggestions is extensive. It could be challenging to demonstrate improvement on each of these issues. Prioritizing and providing more information in the action plan is recommended. This can be done by conducting a analysis of the recommendations based on factors such as feasibility, urgency, potential impact, and alignment with the department's goals and vision. By setting clear priorities, the department can focus its resources and efforts on addressing the most pressing issues first.

Program's Response:

We agree with the reviewer's observations. The *Self-Study Report* provides an exhaustive overview of the current state of the department. The list of accompanying suggestions is extensive. We believe this comprehensive approach is a necessary first step in charting the future course of the department. The subsequent action plan informed by this *Self-Study Report* will have to be more limited, based on a feasible and focused list of high-priority items.

☐ **Requires Further Action to Meet the Standard**

Further Action Required for this Chapter to Meet the Standard:

[Click here to enter text.](#)

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



SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Reviewers' Comments: Self-Study Report

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

Minor Edits (page #)
p. 32- the third bullet point "parallel BAsc Major"- could be changed to "B.Sc. Major"
<u>Program's Response:</u> <u>Action taken:</u> We have left this unchanged. The department pursued development of a Bachelor of Applied Science (BASc) Major degree.



KWANTLEN
POLYTECHNIC
UNIVERSITY

BA, Major in Applied Geography,
BA, Minor in Geography &
Associate of Arts in Geography
Program Review
Self-Study Report

Report Submission Date: May 24, 2023

Submission Date of Revised Report: June 16, 2023

Department of Geography and the Environment

Program Review Team Members:

Parthi Krishnan

John Martin

Dola Pradhan

John Rose

David Sadoway

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List of Acronyms

AA: Associate of Arts

AI: Artificial Intelligence

ASc: Associate of Science

BA: Bachelor of Arts

BASc: Bachelor of Applied Science

BCCAT: British Columbia Council on Admissions and Transfer

CAG: Canadian Association of Geographers

CLO: Course Learning Outcome

DAA: Departmental Administrative Assistant

EPT: Environmental Protection Technology

FTE: Full-Time Enrolled

GIS: Geographic Information Systems

KPU: Kwantlen Polytechnic University

PAC: Program Advisory Committee

PLO: Program Learning Outcome

WDCAG: Western Division of the Canadian Association of Geographers

Memo from Dean/Associate Dean



MEMORANDUM

»»» Where thought meets action

TO: Senate Standing Committee on Program Review

CC:

FROM: Shelley Boyd, Dean, Faculty of Arts; Alena Buis, Associate Dean, Faculty of Arts

DATE: May 23, 2023

SUBJECT: GEOG Self-Study, A.A. in Geography, BA Minor in Geography, and BA Major in Applied Geography

First, I would like to express my sincere gratitude for the detailed analysis and dedicated work that has gone into writing this Self-Study Report for the Department of Geography and the Environment, as a key component of Program Review of the AA in Geography, BA Minor in Geography, and BA Major in Applied Geography credentials. This is the department's first program review, and the following Self-Study Report is a thoughtful assessment of the effectiveness and relevance of the three credentials it offers.

The Self-Study Report recommends retaining the department's existing Program Learning Outcomes (PLOs) because they include essential skills that are highly relevant to post-graduation employment, education, and civic life. There is, however, an opportunity to further include and enhance, when and where appropriate, Indigenous content and approaches. Currently, none of the official PLOs include Indigenous content and skills development; however, a few CLOs do. There is also an opportunity to incorporate new PLOs that explicitly address work-integrated and service learning for each Geography program, which would be especially well-suited to KPU's polytechnic mandate.

The key issues for the department are declining and low enrollment challenges in particular areas: in upper-level courses and in first-year physical geography courses. First, the department has faced difficulties sustaining the 4-credit course GEOG 1102: Physical Geography, which appears to be less attractive to students than 3-credit courses. The department may want to consider alternatives at the standard course offering of three credits. Another clear challenge is the especially high numbers of students in first-year courses versus the low numbers of declared upper-year students and program graduates. One recommendation is to: "Consider changes to the first- and second-year curricula of the AA in Geography, BA Minor in Geography, and BA Major in Applied Geography to better align these course requirements and facilitate student transfer across programs" (p. 34). The department may also want to delve into the relatively high DFW rate (23%) for third-year GEOG courses when compared to Faculty of Arts courses (13%) overall (noted on page 60) since supporting upper-year students' success at key moments when students are in the process of declaring their majors and/or minors can also contribute to the overall health of programs.

The Self-Study Report recognizes the benefits of engaging with the broader geography community and sector contacts by enhancing current initiatives that will increase the relevance of KPU Geography programing, which may also serve to attract and retain students in the department's programs. They have created the Kwantlen Geographers student club, established the \$1000 KPU Geography Student Award, and organized other creative events such as the student-outreach Geohunt event. These are all exciting and creative ways of encouraging student engagement and a strong sense of department community. The department should be commended for their aspirations to establish a mentorship program partnering students with industry; creating co-op and practicum opportunities to connect students with relevant organizations, including partnerships with Indigenous groups; and hosting guest lectures and presentations by external partners, including events focused on graduate programs and employment opportunities.

The dean's office would be happy to partner with the department, as appropriate, on future initiatives that may serve to raise the profile of GEOG programs and encourage future student enrollments. For example, the dean's office could lend support in the establishment of block transfers with other post-secondary colleges to encourage upper-year transfer students to come to KPU. While increasing enrollments in upper-year courses and the programs overall should likely be the priority in the immediate future of the next 1-3 years, a *longer-term* goal (in the next 4-5 years) may include the possibility of developing an undergraduate honours thesis program or the creation of joint credentials with other universities.

The future establishment of a Program Advisory Committee (PAC) is one of the outcomes of the Program Review to ensure program currency and sector connections and reinforce curricular relevance. A PAC may also serve a critical role in creating opportunities for work-integrated and service learning for GEOG students. The dean's office is delighted to see the department moving in this direction.

One particularly pertinent recommendation from this Self-Study is to further emphasize the discipline's relevance in confronting global issues like mitigating climate change. As noted in the Self-Study, two Geography faculty members have received several sections of time-release to coordinate and participate in KPU's interdisciplinary Climate+ Challenge research and teaching hub. They have also developed climate change-related courses (GEOG 2050: Climate Change Mitigation and Adaptation Strategies), and interdisciplinary program proposals. The viability of additional credential offerings could be explored in consultation with the dean's office and with guidance from the provost's office.

This Self-Study Report provides valuable insights on the Department of Geography and the Environment's current strengths, identifies areas of concern, and makes recommendations for enhancement. By acting on these findings, the department can ensure the three programs continue to engage students and provide relevant knowledge and skills by "[c]ultivating an understanding and appreciation of the Earth and its inhabitants and encouraging thoughtful engagement with people and nature" (28).

I would like to express my sincere gratitude to the faculty who have fully engaged in the program review process and who have already taken important steps to enhance the student experience through their community-minded approach and creative initiatives. Through their Self-Study Report, the department has identified potential areas that need to change and evolve, and we trust they will seriously consider and, where appropriate, act on the recommendations.

Sincerely,

A handwritten signature in black ink that reads "Shelley Boyd". The signature is written in a cursive, flowing style.

Shelley Boyd
Dean, Faculty of Arts

1. Introduction

1.1. Overview of the Program(s)

Disciplinary and Departmental Context:

The subject material of Geography, the study of **spatial** features and processes on the surface of the Earth, spans the natural sciences, social sciences, and humanities.

The discipline is typically organized into two main thematic areas. **Physical geography**, aligned with the natural sciences, examines non-human phenomena. **Human geography**, aligned with the social sciences and humanities, focuses on human activities. Each main thematic area is comprised of further topical specializations (e.g., atmospheric science, economic geography, etc.).

The cross-cutting field of **environmental geography**, including topics such as natural hazards, natural resources, and environmental problems, investigates the explicit connections between physical and human geography. Similarly, the study of defined areas of the surface of the Earth in **regional geography** also entails consideration of both physical and human geography, as does the examination of cities as distinctive types of settlement spaces in the field of **urban geography**.

The Department of Geography and the Environment at KPU delivers courses in all these subject areas, plus skills-oriented courses on **cartographic, qualitative, and quantitative methods, geographic theory, and research design**.

Located in the Faculty of Arts at KPU, the department currently offers three programs, all undergraduate Arts degrees generally oriented toward human geography though with significant physical, environmental, and urban geography content. Skills-development courses are part of the curriculum of all three degrees. Reasons for the thematic skew in programming (i.e. the absence of dedicated Science degrees in physical geography) are outlined in section 1.3 *Program Purpose* of this report. Challenges arising from this are discussed in section 1.4 *Issues for Program Review*.

Programs Under Review:

a) Associate of Arts (AA) in Geography

Within the 60 credit Associate of Arts Degree Framework, the two-year AA in Geography requires students to complete **19 credits** of first- and second-year coursework in Geography. The curriculum consists of six courses: first-year courses in human geography and physical geography, a regional geography course (first/second-year courses, from a selection of world regions), and second-year courses in urban geography, physical geography, and Geographic Information Systems (GIS).

The AA in Geography degree is structured to facilitate student transfer into either of the two Bachelor of Arts degrees offered by the department. A student completing the AA in Geography will have satisfied the first- and second-year Geography course requirements for the Bachelor of Arts, Minor in Geography degree. Completion of an additional six credits of Geography coursework is required for an AA in Geography student to complete their first- and second-year Geography course requirements for the Bachelor of Arts, Major in Applied Geography degree.

Admission requirements:

The AA in Geography is an open-intake program, with no restrictions beyond the Faculty of Arts admission requirements for undergraduate programs, which include English language proficiency requirements.

b) Bachelor of Arts (BA), Minor in Geography

Within the 120 credit Bachelor of Arts Degree Framework, the four-year BA Minor in Geography program requires students to complete **28 credits** (nine courses) in Geography. The curriculum is comprised of first-year courses in human geography and physical geography, with options for further study in urban or physical geography at the second-year level. In addition to a regional geography course (first/second-year courses, from a selection of world regions), lower-level requirements include one skills-development course in qualitative methods, quantitative methods, or Geographic Information Systems (GIS). In the third and fourth years of study, students complete 12 credits of Geography courses (including at least three credits of fourth year coursework) from a selection of human geography, physical geography, environmental geography, and advanced skills-development course options. Depending on their course selections, BA Minor in Geography students may readily switch to the BA Major in Applied Geography program should they decide to do so.

Admission requirements:

The BA Minor in Geography is an open-intake program, with no restrictions beyond the Faculty of Arts admission requirements for undergraduate programs, which include English language proficiency requirements.

c) Bachelor of Arts (BA), Major in Applied Geography

Within the 120 credit Bachelor of Arts Degree Framework, the four-year BA Major in Applied Geography program requires students to complete **52 credits** (eighteen courses) in Geography. The curriculum is comprised of first-year courses in human geography and physical geography, and second-year courses in urban geography, physical geography, quantitative methods, qualitative methods, and Geographic Information Systems (GIS), plus a regional geography course (first/second-year courses, from a selection of world regions). In the third year of study,

students complete 18 credits of environmental geography and human geography courses, with two of the latter explicitly focused on urban areas, and an intensive critical thinking skills course on geographic thought. BA Major in Applied Geography students conclude their program in the fourth year with six credits of advanced skills (GIS and research design methods) courses, plus a three-credit special topics course focused on current geographic issues.

Admission requirements:

The BA Major in Applied Geography is an open-intake program, with no restrictions beyond the Faculty of Arts admission requirements for undergraduate programs, which include English language proficiency requirements.

Program Course Requirements, Laddering, and Transferability:

Appendix 1 lists the required courses and credits in the AA, BA Minor, and BA Major in Applied Geography degrees. It also illustrates the laddering of courses and credit requirements across these degree programs.

Appendix 2 shows how many of the courses in the AA, BA Minor, and BA Major in Applied Geography programs are covered by articulation agreements through the BC Council on Admissions and Transfer (BCCAT), facilitating student transfer into these programs from other post-secondary institutions in British Columbia. Transfer credit requests for Geography courses not subject to articulation agreements are evaluated by faculty members on a case-by-case basis.

1.2. Program Department

As of May 2023, the department employs six full-time and one part-time (75%) regular faculty members. Additionally, the faculty complement includes one part-time (75%), non-regular, faculty member hired to begin work in January 2023. Often, as has been the case this past academic year, this faculty capacity is supplemented by one or two non-regular faculty members hired to teach additional demand sections of Geography courses. There are two such faculty teaching two sections of courses in Summer 2023.

Disciplinary expertise is evenly apportioned between physical and human geography (three full-time, plus one part-time, faculty member in each area), and both the department's physical and human geographers also teach regional geography and techniques/methods courses based on individual expertise, experience, and preference.

The department also employs a lab instructor for GEOG 1102 Physical Geography, and is supported by an administrative assistant who also works with the Asian Studies, History, and Political Science departments.

First- through fourth-year courses are delivered at the main Surrey campus, which effectively serves as the hub for the Department of Geography and the Environment. First-year courses

(and select, second-year regional geography courses) are additionally offered on the Richmond and Langley campuses. Courses are offered in all three terms across the academic year: Fall, Spring, and Summer.

1.3. Program Purpose

a) Associate of Arts (AA) in Geography

Background and Revisions:

The AA in Geography was established as a two-year human geography degree in the early/mid-1990s when the university was known as Kwantlen University College during the transitional phase between its origins as a two-year community college (Kwantlen College) and post-2008 status as a full, undergraduate, teaching focused, polytechnic university (Kwantlen Polytechnic University).

During this period the department typically enrolled students in first- and second-year courses, with many students subsequently transferring to other post-secondary institutions to continue their education toward a baccalaureate degree. However, in the 1990s the department also developed two-year Associate of Arts and Associate of Science degrees (in human and physical geography, respectively) to create structured programs of introductory, undergraduate, Geography education and formal credentials to denote successful completion of the curricula.

In 2008 the AA in Geography was revised to align its requirements with those of the newly-implemented BA Minor in Geography. This revision included the reduction in Geography credit requirements from 24 to 21 and a shift from a prescriptive list of required courses to a more flexible structure organized around bundles of course options. The AA was further revised in 2012 to align its requirements with the BA Major in Applied Geography then in development.

Of note: in 2015 the parallel physical geography credential, the Associate of Science (ASc) in Geography, was discontinued following a Faculty of Science and Horticulture decision to replace area-specific ASc credentials with a flexible ASc in General Science degree (which includes a few Geography courses as electives). This has left the AA as the only Associate degree in Geography offered by our department.

Most recently, the AA in Geography was updated in 2020 due to the replacement of two, three-credit introductory courses in physical geography (GEOG 1110 *Atmospheric Science* and GEOG 1120 *Earth Science*) by a single four-credit course: GEOG 1102 *Physical Geography*. As, prior to 2020, the AA in Geography degree required students to complete both GEOG 1110 and 1120, this revision resulted in a reduction, from 21 to 19 credits, of required Geography coursework in the AA in Geography degree.

Purpose of the Current Program:

The AA in Geography is nominally a two-year human geography degree but in practice provides students with an introductory education in human geography, physical geography, urban geography, and regional geography. Additionally, the AA in Geography develops foundational skills in qualitative, quantitative, and (in particular) cartographic methods—including the use of Geographic Information Systems (GIS) computer hardware and software to analyze and display of spatial data. The degree establishes a base of conceptual knowledge and applied skills supporting informed and engaged citizenship, further study in Geography (and other disciplines) at the undergraduate level, and/or entry-level employment in the public, non-profit, and private sectors.

b) Bachelor of Arts (BA), Minor in Geography

Background and Revisions:

The BA Minor in Geography was established as a four-year degree program in 2008, in the context of changes to the provincial *University Act* that year which designated Kwantlen Polytechnic University as an undergraduate, baccalaureate-degree offering, teaching focused institution. The degree required 36 credits of Geography coursework and was originally developed to provide students a broad Geography curriculum, featuring introductory physical and human geography courses, a required regional geography course, and quantitative and cartographic/GIS skills development courses in the first two years of study. The upper-level curricular requirements consisted of courses in human geography and environmental geography, geographic theory and research methods, and one of two fourth-year course options: a special topics course or individualized, directed study.

The BA Minor in Geography was significantly revised in 2012 in response to an informal departmental self-assessment which identified elements of the degree that had not worked well (e.g., the fourth year directed study course), and to align the BA Minor in Geography with the BA Major in Applied Geography then in advanced development—with consideration to facilitating transfer of interested BA Minor in Geography students (many of whom expressed a desire to complete a Major degree in Geography at KPU) into the BA Major in Applied Geography program upon implementation of the latter.

Notably, among other changes, several second-year human geography courses were upgraded—in content and designation—to third-year status and the human geography course requirement at the third-year level was increased from three to six credits, with the net result being the expansion of the degree's Geography course requirement to 39 credits, and a shift of the degree in a more human/urban geography (vs. physical geography) direction.

Further, major, revisions to the BA Minor in Geography occurred in 2017, in recognition of the challenges that the degree's exceptionally high number of Geography credits presented to

students wanting to pair it with a Minor or Major program in another discipline. Geography credit requirements were therefore reduced from 39 to 27. Simultaneous revisions to lower-level course requirements provided students with more freedom to choose topical and skills-development courses of interest to them. Upper-level course demands shifted from a prescriptive list of required topical and skills-development courses to an open-ended specification of 12 credits in Geography at the third- or fourth-year level (including at least three credits of fourth-year Geography coursework). These changes, occurring while the department was advancing, within KPU, a proposal for a Bachelor of Applied Science (BASc) Major degree in physical/environmental geography, reoriented the BA Minor in Geography back to a more balanced human/physical geography curriculum which could potentially support *both* a new Major in physical/environmental geography *and* the department's existing Major in human geography.

Most recently, the BA Minor in Geography was updated in 2020 due to the replacement of two, three-credit introductory courses in physical geography (GEOG 1110 Atmospheric Science and GEOG 1120 Earth Science) by a single four-credit course: GEOG 1102 Physical Geography. As, prior to 2020, the BA Minor in Geography degree required students to complete just one of GEOG 1110 or 1120, this revision resulted in an increase, from 27 to 28 credits, of Geography coursework requirements in the BA Minor in Geography degree.

Purpose of the Current Program:

The BA Minor in Geography degree is a flexible, four-year program that offers students the choice of focusing on a specific Geography sub-discipline or taking a variety of courses in physical, human, urban, and environmental geography. Similarly, while developing introductory qualitative, quantitative, and cartographic skills through topical coursework, the degree offers students options to develop applied technical and other skills more intensively through specific methods courses. The degree is especially suitable for students with an interest in Geography who wish to pair study in this field with extensive coursework in other, complementary, university disciplines. BA Minor in Geography thus seeks to foster informed and engaged citizenship, and establish a significantly self-directed, yet still comprehensive, understanding among students of conceptual geographic knowledge and applied skills supporting further study (at the undergraduate or Master's degree level) in Geography or related fields. The degree also serves to support introductory/intermediate employment in the public, non-profit, and private sectors.

c) Bachelor of Arts (BA), Major in Applied Geography

Background and Revisions:

Between 1996 and 1999, following the implementation of the AA and AS degrees, the department developed a proposal for a Bachelor of Arts in Applied Geography with an intensive focus on GIS skills. Though the draft program proposal reached an advanced level of

development, the department did not develop a final, full proposal for the degree and it would not be until 2008, with the implementation of the BA Minor in Geography, that the department would offer a four-year baccalaureate program.

At the time the BA Minor in Geography was introduced, department members considered the development of Major degrees in Geography as the next logical step in the department's evolution. In the years following 2008 faculty members heard repeatedly from students enrolled in the Minor program that they would like to pursue a Major degree in Geography at KPU, and the department formulated plans to build from the Minor in Geography and develop two such Majors: one in human geography and another in physical geography.

Consequently, in 2015 the BA Major in Applied Geography was introduced (after three years of development and review) as a four-year human geography degree program with a significant urban and applied skills emphasis. This urban/applied focus was shaped by the department's own assessment of what kind of program would be feasible, focused, relevant, and appropriate to KPU's status as a polytechnic university; at the same time, this direction was also influenced by messaging from the Ministry of Advanced Education that it would not approve any proposed degree from KPU which significantly duplicated existing Geography programs in British Columbia.

Between 2013 and 2020, as the BA Major in Applied Geography was developed and implemented, the department developed initial degree proposals for a parallel Bachelor of Applied Science (BASc) Major in physical geography/environmental science. In 2017, and again in 2020, these proposals met significant resistance within KPU, and there is little appetite among Geography and the Environment faculty to resume BASc degree development. There is, however, a strong belief in the importance of education in physical/environmental geography and the need for its expanded promotion and development in our programming. As outlined in section 1.4 *Issues for Program Review*, the absence of a BASc has presented several challenges to the department and its programs which need to be addressed.

Since inception, the BA Major in Applied Geography has been subject to just one, comparatively minor, update in 2020 due to the replacement of two, three-credit introductory courses in physical geography (GEOG 1110 Atmospheric Science and GEOG 1120 Earth Science) by a single four-credit course: GEOG 1102 Physical Geography. As, prior to 2020, the BA Major in Applied Geography degree required students to complete both GEOG 1110 and 1120, this revision resulted in a decrease, from 54 to 52 credits, of Geography coursework requirements in the BA Major in Applied Geography degree.

Purpose of the Current Program:

The BA Major in Applied Geography degree is a four-year human geography degree program with an emphasis on the urban setting of human activity. As an applied program it is distinguished by the significant scope and deliberate sequencing of its skills development coursework. Required skills courses, augmenting the development and application of such skills in topical courses, include those in qualitative methods, quantitative methods, geographic thought, cartographic

methods/Geographic Information Systems (GIS), and research design. These skills-development courses are integrated into a topical curriculum featuring introductory courses in physical geography, human geography, regional geography, and urban geography, with upper-level coursework in human/urban geography, environmental geography and selected current geographic events topics. This education is designed to yield graduates who are informed and engaged citizens, with a deep foundation of conceptual geographic knowledge and applied skills. The program also seeks to position students for success in graduate degree study in Geography, Urban/Community Planning, and related fields, and/or access to introductory/intermediate employment in the public, non-profit, and private sectors.

1.4. Issues for Program Review

This is the first time that the Department of Geography and the Environment has engaged in a systematic, formal, review of all its degree programs. This *Self-Study Report*, informed by survey feedback from current students, alumni, disciplinary/sector contacts, and department members, plus data provided by KPU's Office of Planning and Accountability (OPA), identifies many **strengths** of the department and its programs to be maintained and enhanced, as well as several **issues/challenges** that need to be addressed. These are discussed in detail in subsequent chapters of this report.

Main Strengths:

- Program Learning Outcomes (PLOs), including essential skills development, that are highly relevant to post-graduation employment, education, and civic life
- Course Learning Outcomes (CLOs), including essential skills development, that effectively support the current PLOs of each degree
- high levels of post-graduation student success in education and employment
- high levels of engagement with complementary faculty/programs, and emerging initiatives (e.g. the interdisciplinary climate change teaching/research hub) within KPU
- a growing number of initiatives, including the establishment of student awards and support of a newly-formed student club, to recruit, retain, and support program students
- a growing number of outreach activities with Indigenous groups, governments, non-governmental organizations, private-sector businesses, universities, and program alumni
- a numerically small, but effective, faculty complement with the expertise to deliver programs in their current, and potentially revised, forms
- an efficient cost structure, with average per-class net revenues exceeding (due to significant international enrolments) the averages for undergraduate courses in the Faculty of Arts and KPU as a whole

- high levels of student satisfaction with the quality of instruction
- supporting services (e.g. library,), equipment (e.g. rock and mineral samples), and infrastructure (e.g. lecture/lab spaces) that largely meet the needs of faculty and students

Main Issues/Challenges:

- recognizing and extending Indigenous-oriented content and skills development within current program offerings
- enhancing cartographic and fieldwork skills development within current program offerings
- enriching experiential and applied learning opportunities (e.g. practicums, co-ops, service learning, etc.) within current program offerings
- meeting student demand for, and fully leveraging faculty expertise in, physical and environmental geography, within current program offerings and in the absence of dedicated, separate degrees (ASc and BAsC) in these areas
- reversing the recent trend of declining/low enrolments, especially in upper-level and physical geography courses
- increasing the low numbers of declared program students and graduates, in the context of high international student enrolment levels in introductory courses
- addressing the low recognition/awareness of our discipline, department, and programs outside KPU
- addressing student concerns about the scheduling and availability of upper-level courses
- correcting shortcomings in the software and hardware needed to support education/skills training in Geographic Information Systems (GIS)

2. Curriculum Review

2.1. Pathways for Graduates

The Department of Geography and the Environment at KPU attracts a wide range of students in terms of interests and prior experience in the formal study of Geography. The topical content (and instruction) of individual Geography courses plays a significant role in the recruitment of program students. For many students, taking a Geography course to satisfy general undergraduate degree requirements at KPU is their first exposure to the subject. In doing so, they, and others with prior, but partial, experience in Geography, learn about the full breadth, currency, and relevance of geographic inquiry, and of options to pursue further study in the field via the AA in Geography, BA Minor in Geography, and BA Major in Applied Geography programs offered by the department.

These programs are designed to stimulate students' curiosity about the world around them and impart the knowledge and skills needed to effectively comprehend, navigate, and shape that world. Graduates are thus positioned to pursue meaningful employment, further study, and an enriched civic and personal life.

Pathways to Employment

The cartographic, quantitative, qualitative, technical, interpersonal, and critical thinking skills possessed by KPU Geography program students prepare them for a variety of post-graduation career paths. So too does their diverse, but integrated, understanding of the natural and human environments, and of human-nature interactions.

These attributes can lead to employment in any sector: with private companies (including self-employment), non-profit organizations, non-governmental organizations, and various levels of government (municipal, provincial, federal, Indigenous, and international).

While Geography program graduates have a wide-ranging employability, their interests and education are especially relevant in fields which require an understanding of natural and human landscapes, and the ability to collect, interpret, and analyze spatial data. These include:

- Tourism
- Culture/Heritage
- Parks/Recreation
- Landscape Architecture
- Real Estate
- Economic Development
- Education
- Healthcare
- Urban/Community Planning
- Agriculture

- Resource Management
- Transportation
- Emergency Management
- Environmental Conservation
- Environmental Law
- Surveying
- Cartography/Spatial Data Analysis

Within these fields, potential occupations for KPU Geography graduates include a range of positions, including jobs in growing areas such as environmental assessment and climate change mitigation and adaptation:

- Tour guide/tour company operator
- Travel writer
- Museum curator
- Park ranger/conservationist
- Landscaper/landscape architect
- Real estate appraiser
- Property developer
- Property manager
- Farmer
- Crop analyst
- Elementary/secondary teacher
- College or university professor
- Community advocate
- Economic development officer
- Transportation/mobility planner
- Indigenous/rural planner
- Urban/community planner
- Health geographer
- Researcher
- Public policy analyst
- Climate change mitigation and adaptation analyst
- Emergency manager
- Environmental consultant/planner
- Environmental lawyer
- Surveyor
- Geospatial analyst

Generally, AA in Geography graduates can pursue support- or entry-level employment in these fields and occupations. Graduates of the BA Minor in Geography and BA Major in Applied Geography programs can seek entry-level and intermediate-level positions. Senior positions, and

some occupations entirely (e.g. landscape architect, urban/community planner, university professor, environmental lawyer), require further formal education and training.

Appendix 3 provides a schematic diagram of employment pathways for AA in Geography, BA Minor in Geography, and BA Major in Applied Geography program graduates.

Note: the presentation of employment pathways presented in this section and in *Appendix 3* is the product of departmental self-assessment, informed by faculty experience, alumni occupations, and information about Geography-related occupations available from internet job search tools (Indeed, 2023; Workopolis, 2023) and the Canadian Association of Geographers (2023). Survey results and administrative data summarized and discussed in *Chapter 3* of this report provide further support for this assessment.

However, the department does not, at present, have a Program Advisory Committee (PAC) to provide additional, ongoing, insights about employment pathways for graduates. The absence of a PAC is discussed in the recommendations section at the end of this chapter.

Pathways to Further Study

Should they decide to pursue further post-secondary education after completing their KPU Geography program, graduates have many options for study depending on their credential, career paths and interests.

The AA in Geography credential recognizes the successful completion of an introductory curriculum (first- and second-year) in the discipline. Thus, it retains its original purpose—established when KPU was a ‘sending’ institution for students who would complete their baccalaureate degrees elsewhere—as an intermediate credential received by students typically on their way to completion of a four-year Bachelor’s degree in Geography, or in a related discipline such as Anthropology, Criminology, Education, English, Environmental Studies, History, Policy Studies, Political Science, Psychology, and Sociology. AA in Geography graduates may still elect to continue their undergraduate studies elsewhere, but with KPU offering an array of baccalaureate degrees, students have many options to remain at the university to further their education.

Importantly, as shown in *Appendix 1*, the requirements of the AA in Geography are closely aligned with the department’s BA Minor and BA Major in Applied Geography degrees, facilitating transfer into one of those programs for students keen to continue their study of Geography at KPU.

The potential of the AA program to support increased student enrolments in the BA Minor and BA Major in Applied Geography programs at KPU is discussed in the recommendations section at the end of this chapter, and further in *Chapter 3* of this report.

The BA Minor in Geography and BA Major in Applied Geography programs both provide sufficient room for students to combine study in Geography with coursework (and BA Minor/Major degrees) in other, complementary, university disciplines at KPU. These include Faculty of Arts disciplines such as Anthropology, Criminology, Education, English, History, Policy Studies, Political Science, Psychology, and Sociology. In theory, the physical/environmental geography content in the BA Minor in Geography degree should pair well with various programs in the Faculty of Science and Horticulture, but in practice we do not see students (except for a couple of graduates with Geography/Mathematics degrees) combining a Geography degree with credentials from this faculty. This pattern may reflect Faculty of Science and Horticulture program requirements and the significant human/urban orientation of the Geography BA programs, and is discussed further in the recommendations section at the end of this chapter.

As shown in *Appendix 1*, the requirements of the BA Minor in Geography overlap with those of the BA Major in Applied Geography at KPU, enabling students to shift to the latter program should they decide to do so.

Graduates of either BA program may continue post-secondary education at the Master's degree level in Geography and in related Arts disciplines depending on their interest and undergraduate education outside of Geography. They may likewise elect to pursue a Bachelor's degree in Education, in primary or secondary school teaching and (for secondary school teachers) apply their knowledge/skills to specialize in Social Studies and/or Geography instruction.

BA Minor in Geography students who take urban geography courses in meeting their flexible program requirements may also move on to MA programs in Urban/Community Planning and Urban/Rural Studies. Students who choose Geographic Information Systems (GIS) courses in meeting program requirements may pursue intensive skills training programs, culminating in Advanced Diplomas/Certificates or Bachelor of Technology credentials in GIS. BA Minor in Geography students selecting environmental geography courses are positioned for Master's level programs in Environmental Studies and Resource Management. All these educational pathways are options for BA Major in Applied Geography graduates, as their more prescriptive program requirements include introductory and advanced urban geography, environmental geography, and GIS coursework.

Appendix 4 provides a schematic diagram of educational pathways for AA, BA Minor, and BA Major in Applied Geography program graduates.

Note: the overview of educational pathways presented in this section and in *Appendix 4* is the product of departmental self-assessment, informed by faculty experience and the post-graduation degrees pursued by our alumni. Survey results and administrative data summarized and discussed in *Chapters 3 – 5* of this report provide further support for this evaluation.

Pathways to an Enriched Civic and Personal Life

Befitting a discipline focused on the study of the Earth in all its diversity and complexity, students in the AA in Geography, BA Minor in Geography, and BA Major in Applied Geography programs graduate with an enriched appreciation of their world. Their physical geography curriculum confers a systematic understanding of the natural processes that shape landforms, climate, water features, and the distribution of plants and animals across the globe. Their human geography curriculum helps them better comprehend the demographic, economic, political, social, and cultural developments that shape human identity, landscapes, and spatial interactions. Importantly, their education in environmental geography makes them particularly attuned to the connections between human activities and the natural environment, including phenomena such as natural hazards, natural resources, and environmental problems—especially the problem of climate change.

The skills and attitudes that support an enriched civic and personal life are also progressively developed through the curricula of these respective degree programs. These develop essential capabilities in collecting, interpreting, analyzing, and presenting various forms of information: oral, written, graphical (including maps), and numerical. Technological skills are developed through everyday use of common computer software (e.g. MS Word, MS Excel), lab equipment in physical geography courses, and specialized Geographic Information Systems (GIS) software and hardware.

At the same time, in reflecting on course material, independently completing tests and assignments, and meeting course requirements and due dates, students develop critical thinking, creative thinking, problem solving, research, and personal management skills applicable to their everyday lives. Day-to-day interactions, topical discussions and debates, and collaborative group work with students of various backgrounds, cultivate students' teamwork, leadership, and interpersonal and intercultural skills. In these areas, as with the development of subject knowledge and practical skills development, first- and second-year courses (the AA in Geography and the lower-level requirements of the BA Minor in Geography and BA Major in Applied Geography) establish a foundation of understanding and practice that is further developed in third- and fourth-year courses within the Major degrees.

So equipped, KPU Geography program graduates can navigate and adapt to an ever-changing world, make decisions for the betterment of their own lives, and knowledgeably and constructively participate in and contribute to civic society.

2.2. Program Learning Outcomes

To support students in post-graduation employment, further study, and their civic and personal life, the curricula of the AA, BA Minor, and BA Major in Geography programs are organized

around a defined set of Program Learning Outcomes (PLOs) which identify the knowledge, skills, and attributes possessed by program graduates.

a) Associate of Arts (AA) in Geography

As described in Section 1.3 *Program Purpose*, the AA in Geography has been subject to several revisions since first implemented in the 1990s. The PLOs listed below reflect and codify the current objectives of the AA in Geography, as articulated in the *University Calendar*, program revision documents, and component courses.

A student who graduates from the current AA in Geography will have demonstrated the ability to:

- 1) Explain the processes shaping the spatial features of the lithosphere, atmosphere, and hydrosphere.
- 2) Explain the processes shaping the spatial features of demography, economic activity, political organization, and cultural/social interactions.
- 3) Explain the processes that produce natural hazards, natural resources, and environmental problems, especially the environmental problem of climate change.
- 4) Apply physical and human geographic approaches and concepts to understand the processes shaping select world regions.
- 5) Apply physical and human geographic approaches and concepts to understand the processes shaping cities and global patterns of urbanization.
- 6) Collect, interpret, and present qualitative information (e.g. visual, textual, oral) effectively.
- 7) Collect, analyze, and present quantitative information (e.g. measurements, formulas, statistics, tables) effectively.
- 8) Apply cartographic concepts and methods to interpret and use topographic and thematic maps.
- 9) Explain the theoretical and technical aspects of Geographic Information Systems (GIS) and apply GIS software to analyze and display spatial data.
- 10) Work constructively with those of various cultural and social backgrounds and identities.
- 11) Manage time effectively to complete tasks and meet expectations on schedule.

b) Bachelor of Arts (BA), Minor in Geography

As described in Section 1.3 *Program Purpose*, the BA Minor in Geography has been subject to several revisions since first implemented in 2008. The PLOs listed below reflect and codify the current objectives of the BA Minor in Geography, as articulated in the *University Calendar*, program revision documents, and component courses.

A student who graduates from the current BA Minor in Geography will have demonstrated the ability to:

- 1) Explain the processes shaping the spatial features of the lithosphere, atmosphere, and hydrosphere.
- 2) Explain the processes shaping the spatial features of demography, economic activity, political organization, and cultural/social interactions.
- 3) Explain the processes that produce natural hazards, natural resources, and environmental problems, especially the environmental problem of climate change.
- 4) Apply physical and human geographic approaches and concepts to understand the processes shaping select world regions.
- 5) Apply physical and human geographic approaches and concepts to understand the processes shaping cities and global patterns of urbanization.
- 6) Evaluate socioeconomic, political, and environmental processes and issues at various geographic scales.
- 7) Collect, interpret, and present qualitative information (e.g. visual, textual, oral) effectively.
- 8) Collect, analyze, and present quantitative information (e.g. measurements, formulas, statistics, tables) effectively.
- 9) Apply cartographic concepts and methods to interpret and use topographic and thematic maps.
- 10) Work constructively with those of various cultural and social backgrounds and identities.
- 11) Manage time effectively to complete tasks and meet expectations on schedule.

c) Bachelor of Arts (BA), Major in Applied Geography

As described in Section 1.3 *Program Purpose*, the BA Major in Applied Geography has had one minor revision since first implemented in 2015. The PLOs listed below reflect and codify the current objectives of the BA Major in Applied Geography, as articulated in the *Full Program Proposal*, *University Calendar*, and component courses.

A student who graduates from the current BA Minor in Geography will have demonstrated the ability to:

- 1) Explain the processes shaping the spatial features of the lithosphere, atmosphere, and hydrosphere.
- 2) Explain the processes shaping the spatial features of demography, economic activity, political organization, and cultural/social interactions.
- 3) Explain the processes that produce natural hazards, natural resources, and environmental problems, especially the environmental problem of climate change.
- 4) Apply physical and human geographic approaches and concepts to understand the processes shaping select world regions.
- 5) Apply physical and human geographic approaches and concepts to understand the processes shaping cities and global patterns of urbanization.
- 6) Evaluate socioeconomic, political, and environmental processes and issues at various geographic scales.
- 7) Evaluate and apply qualitative methods of information gathering, interpretation, and presentation.
- 8) Evaluate and apply quantitative methods of information gathering, interpretation, and presentation.
- 9) Apply cartographic concepts and methods to interpret and use topographic and thematic maps.
- 10) Evaluate the theoretical and technical aspects of Geographic Information Systems (GIS) and apply GIS software to analyze and display spatial data.
- 11) Design, conduct, and critique natural and social scientific research.
- 12) Work constructively with those of various cultural and social backgrounds and identities.

13) Manage time effectively to complete tasks and meet expectations on schedule.

Appendix 5 provides curriculum map tables showing the PLOs for the AA in Geography, BA Minor in Geography, and BA Major in Applied Geography, and how these are achieved through the Course Learning Outcomes (CLOs) of each degree's component courses.

2.3. Essential Skill Development

In addition to the knowledge, skills, and attributes described in the PLOs, each of the programs delivered by the Department of Geography and the Environment at KPU develops essential skills following university Policy AC9. How these KPU-specified competencies, which partially overlap with the list of essential skills identified and measured by the British Columbia Ministry of Post-Secondary Education and Future Skills (discussed further in *Chapter 4*), are developed in the department's program offerings is described and evaluated below.

Creative Thinking and Problem-Solving Skills

Graduates of the two-year AA in Geography program are required, through instruction (e.g. responding to instructor questions) and formal assessments (tests, research papers and other projects), to recognize problems, generate new ideas, and devise plans of action. The extent and depth of creative thinking and problem-solving skills demanded of students is commensurate with the introductory level of the credential, and the department does not see any significant redundancies, issues, or gaps in curriculum that need to be addressed here, findings which are supported by the *BC Student Outcomes* and survey data discussed in *Chapter 4* of this report.

The first- and second-year curricula of the BA Minor in Geography and BA Major in Applied Geography is comparably demanding and satisfactory in our estimation. Third-year coursework in both degrees appropriately develops more advanced creative thinking and problem-solving skills, through more intensive, open-ended, assessments and increased opportunities for topical discussion and intellectual debate. Of note (as options in the BA Minor in Geography and requirements in the BA Major in Applied Geography) are GEOG 3260 Geographic Thought and GEOG 4100 Research Design in Geography, courses with a significant creative thinking and problem-solving emphasis.

Oral Skills

Oral communication skills are largely developed in the AA in Geography program through responses to instructor questions and with small-group and whole-class discussions, within topical and skills courses. Course projects (e.g. oral presentations) may also be used to develop oral communication skills. Faculty and student survey results on instructional delivery, discussed in *Chapter 4* of this report, suggest some deficiencies in this area (also applicable to

the lower-level courses of the BA Minor in Geography and BA Major in Applied Geography programs), though *BC Student Outcomes* data, also discussed in *Chapter 4*, provides a countervailing conclusion.

Addressing apparent concerns is likely a matter of modifying teaching approaches (e.g. increasing the number of oral presentations and other, structured, opportunities to speak) within current course offerings. However, it is worthwhile investigating whether revisions to the program—such as the inclusion of GEOG 2380 Qualitative Methods (required in the BA Major in Applied Geography; one of three second-year skills options in the BA Minor in Geography)—could provide an additional, curricular, solution to this issue.

In the upper-level courses of the BA Minor in Geography and BA Major in Applied Geography programs, instructors tend to provide greater opportunities for small-group and whole-class discussions, focused on more challenging course material, and a larger number of individual and group oral presentations/projects. Our faculty members feel strongly that the curricula of these degrees facilitate the development of oral communications skills, findings supported by *BC Student Outcomes* data discussed in *Chapter 4*. However, some less favourable survey results from current students and alumni (*Chapter 4*) suggest opportunities to adjust instructional methods to enhance development of these skills.

Interpersonal Skills

Within the curriculum of the AA in Geography, opportunities for students to work with others effectively are provided through in-class group work and group projects, within topical and skills courses. As with oral communication skills development, there are some apparent issues, considering faculty and student survey feedback (discussed in *Chapter 4*), about the adequacy of interpersonal skills development within the program; again, however, *BC Student Outcomes* Data findings provide a counter perspective tempering this critical finding. Interpersonal skills development can likely be reinforced through modified instructional practices rather than curricular changes.

Dialogue, debate, and collaboration with classmates are commonplace in the third- and fourth-year courses of the BA Minor in Geography and BA Major in Applied Geography. From a curricular perspective, we see no issues with the current structure of these programs in facilitating interpersonal skills development and this conclusion is bolstered by the favourable survey results and *BC Student Outcomes* data discussed in *Chapter 4*.

Teamwork and Leadership Skills

These skills—being a participatory and contributing member of a team—are a derivation of the interpersonal skills discussed above. They are measured and reported using the same metrics (“working effectively with others,” and “resolving issues or other problems”) in the *BC Student Outcomes* and survey data discussed in *Chapter 4*.

Therefore, our consideration of teamwork and leadership skills in the AA in Geography, BA Minor in Geography, and BA Major in Applied Geography follows our evaluation of how these programs foster growth in interpersonal skills: modified instructional practices, rather than curricular changes, are likely to be sufficient to address any apparent shortcomings with teamwork and leadership skills development in the AA in Geography program. Our view of teamwork and leadership skills development within the BA Minor in Geography and BA Major in Applied Geography is very favourable and confirmed by the survey data and *BC Student Outcomes* data discussed in *Chapter 4*.

Personal Management & Entrepreneurial Skills

This skillset incorporates, per KPU definition, the display of personal ethics, adaptability, sociability, and resource management skills. Sociability and, to some extent, personal ethics, are analogous with ‘interpersonal skills’ and ‘teamwork and leadership skills’ and are captured in the summaries above of how the curricula of the AA in Geography, BA Minor in Geography, and BA Major in Applied Geography promote those skills.

Personal ethics are further promoted throughout the curricula of all three programs, with instructional practices that communicate and uphold ethics-focused policies (e.g. *Academic Integrity Policy ST2*; *Student Conduct Policy ST7*), and which address ethical questions in course content, particularly in assessments of contemporary real-world issues and practices that are the focus of geographic inquiry. Additionally, within the BA Minor in Geography and BA Major in Applied Geography, ethical questions are a significant focus of GEOG 2380 Qualitative Methods and GEOG 3260 Geographic Thought. As discussed below, however, in the examination of PLOs in *Section 2.4*, personal ethics in relation to questions around Indigenization, decolonization, and reconciliation may be further strengthened through curricular revisions to all three programs.

Adaptability is fostered, in the AA in Geography, BA Minor in Geography, and BA Major in Applied Geography, through the diversity of the topical curricula, requiring students to adapt their thinking to different subjects, philosophies, approaches, methodologies, and skills—characteristic of the natural sciences, social sciences, and humanities. This adaptability is reinforced through the provision of an array of dedicated skills development courses: GEOG 2380 Qualitative Skills, GEOG 2390 Quantitative Skills, GEOG 2400 Introduction to GIS, GEOG 4100 Research Design in Geography, and GEOG 4380 Applications in GIS. These are options in the BA Minor in Geography, and required courses in the BA Major.

Throughout all three programs, students develop resource management skills through curricula that necessitate regular and timely attendance of class (whether in-person or virtual), planning and preparation for successful completion of examinations and research projects, and the submission of completed works by specified due dates/times. While neither the survey data nor the *BC Student Outcomes* data specifically measures personal management and entrepreneurial skills, survey data on the PLO “manage time effectively to complete tasks and meet expectations on schedule,” as presented in *Chapter 4*, indicate that our AA in Geography,

BA Minor in Geography, and BA Major in Applied Geography are producing this important resource management skills outcome.

In sum, though none of our Geography programs are explicitly designed with the expressed purpose of producing entrepreneurs, our assessment is that they effectively develop a range of personal management skills supporting success in the workforce and in other realms.

Writing Skills

Every course within the curricula of the AA in Geography, BA Minor in Geography, and BA Major in Applied Geography requires students to express their thoughts in written English. Examinations (especially those with short and long answer questions), in-class activities, lab reports, research reports and essays, and poster presentations (including written material) are common assessments through which instructors evaluate student understanding of course material and provide constructive feedback to help students improve their writing skills. Though not the sole focus of the course, written expression in consideration of different audiences is a significant element of GEOG 2380 Qualitative Methods (an option in the BA Minor in Geography, and required in the BA Major in Applied Geography).

Faculty survey results, in conjunction with favourable *BC Student Outcomes* data (discussed in *Chapter 4*), support our view here that the curriculum design of the AA in Geography, BA Minor in Geography, and BA Major in Geography promotes the development of students' writing abilities. Alumni and student survey data (also, *Chapter 4*), however, are less definitive, suggesting that further instructional emphasis (within the existing course/program structure) on promoting effective writing skills is required. Adding GEOG 2380 Qualitative Methods as a required course in the AA in Geography and BA Minor in Geography may be considered as a curriculum design response.

Reading and Information Skills

Every course in the curricula of the AA in Geography, BA Minor in Geography, and BA Major in Applied Geography requires students to locate, understand, and interpret written information in English. Basic comprehension of written materials presented in class—handouts, lecture slides, instructions, course syllabus documents, etc.—is a fundamental requirement of these programs, with literacy in English a necessity.

Beyond this, in the first- and second-year coursework of the AA in Geography program, students develop their ability to locate, understand, and interpret written information in English through assigned course readings (from, typically, textbooks), and in conducting research projects. The latter requires students to identify relevant sources (e.g. academic journal articles, government documents, popular media, etc.) of information given their research question, read these sources for content, and collate and synthesize this written information. Literacy in other languages, with the ability to locate written materials in these

languages and translate them to English, is an asset—but instruction in this is beyond the purview of the department.

Faculty survey results on instructional delivery, discussed in *Chapter 4* of this report, indicate some deficiencies in this area for the AA in Geography, suggesting that within the existing curriculum greater instructional emphasis (including direction) can be placed on effective reading and information skills; here, as with oral skills development, the inclusion of GEOG 2380 Qualitative Methods could provide a further, curricular, solution to this issue.

GEOG 2380 Qualitative Methods and GEOG 4100 Research Design in Geography are optional courses in the BA Minor in Geography, and required courses in the BA Major in Applied Geography, providing dedicated instruction in the research and interpretation of written information. In addition to more intensive reading requirements beyond textbooks (including technical and academic literature), and more demanding research projects, for third- and fourth-year courses, reading and information skills are well-developed in the curricula of the BA Minor in Geography and BA Major in Applied Geography. This finding is reinforced by the *BC Student Outcomes* and survey data discussed in *Chapter 4*.

Visual Literacy

Geographic information not only includes spoken and written words, but symbols, pictures, graphs, and objects. Instruction in the interpretation of many forms of visual information is delivered situationally, in the context of topical and skills courses, in all three programs.

Observing and assessing rock and mineral samples is a significant activity within GEOG 1102 Physical Geography (required in all programs). Field trips are routinely conducted in courses in all programs and at all levels, requiring students to make observations of natural and human landscapes and identify relevant features/processes. Similarly, lecture presentations and in-class activities and labs, plus assigned reading materials, in all programs and in courses at all levels, include landscape photographs, symbols, and graphs that students are to interpret in relation to course concepts and with instructor guidance. GEOG 2380 Qualitative Methods, an option in the BA Minor in Geography and required in the BA Major in Applied Geography, provides students with more focused instruction on the observation and interpretation of several of these types of visual information.

A special, and significant, form of visual information in Geography is the map: a graphical representation of spatial features and processes on the surface of the Earth. As with other forms of visual information, students' cartographic skills are developed in the context of topical courses across all three programs. Students observe and interpret various types of maps, and may also draw sketch maps to illustrate the distribution and configuration of spatial phenomena, receiving instructor guidance and feedback. Instruction in GEOG 1101 Human Geography and GEOG 1102 Physical Geography, required in all three programs, includes basic education in map identification and interpretation. In GEOG 2390 Quantitative Methods (required in the BA Major in Applied Geography; an option in the BA Minor in Geography)

students learn about specific, map-based statistics. Further, dedicated, development of cartographic skills occurs GEOG 2400 Introduction to GIS, required in the AA in Geography and BA Major in Applied Geography degrees, and an optional selection (from a second-year skills course bundle) in the BA Minor in Geography. Within the BA Major in Applied Geography degree, the required GEOG 4380 Applications in GIS provides students advanced education in computer-based Geographic Information Systems.

Neither the survey data nor *BC Student Outcomes* data discussed in *Chapter 4* provide insights into the efficacy of our programs in cultivating these visual information skills. To date, we have not observed any deficiencies in our largely (beyond GEOG 2380 Qualitative Methods) ad hoc instructional approach to the interpretation of symbols, pictures, and graphs, but in making any changes to our program curricula post-review, we may assess whether a more systematic approach is warranted and if this can be achieved within existing courses.

Considering, more specifically, the direct observation of natural and human landscapes in field research, Geography faculty feel strongly that this is not only an integral skillset, but one that requires a dedicated fieldwork course at the second- or third-year level. GEOG 3390 Methods in Environmental Geography (in the university calendar but not part of a degree program, nor taught to date) is a ready-made candidate for inclusion in the BA Minor in Geography and BA Major in Applied Geography programs.

Although education in cartographic methods (including GIS) within the BA Major in Geography, which requires students to complete both GIS courses offered by the department, is perceived to be robust according to alumni and faculty surveys (*Chapter 4*), there are persistent questions about the degree to which GEOG 2400 Introduction to GIS can fulfil a dual mandate: to introduce students systematically and formally to cartographic fundamentals, while also introducing them to computer cartography and spatial data analysis through GIS. Such concerns would appear to be confirmed by alumni and student survey results in response to questions about cartographic/GIS skills PLOs, which suggest some issues with cartographic skills instruction, likely at the first- and second-year levels.

Given these issues and departmental investigations into how cartographic skills are addressed in our courses/programs, a resulting initiative to draft an outline for a new, introductory cartography course separate from GIS instruction (reviving, to an extent, GEOG 2395 Cartographic Methods, offered in the 2000s but since discontinued) was pursued in 2021. Serious consideration should be given to including this kind of dedicated, introductory, cartographic skills course in our degree programs.

Mathematical Skills

Throughout the curricula of the department's three degrees, students are exposed to numerical information presented as individual figures and within tables and graphs. With instructor guidance, they identify the meaning and relevance of these figures within the context of course

material. Utilizing various instruments, they take, record, organize, and present measurements of various geographic phenomena (e.g. map distances, air humidity, landscape features, etc.).

Basic calculations specific to course content (e.g. demographic data, weather and climate processes, etc.) are introduced in the curricula of GEOG 1101 Human Geography and GEOG 1102 Physical Geography, with student comprehension assessed in tests and projects such as in-class activities and labs. Additional mathematical concepts, such as significant figures, scales of measurement, and basic, descriptive statistics (e.g. mode, median, mean, range, etc.) are also commonly introduced in these lower-level courses. Beyond these classes, additional, topic-specific statistics and formulas are presented in second- and third-year courses

The department offers one dedicated quantitative skills course, with a special emphasis on spatial data/statistics, GEOG 2390 Quantitative Methods. This course, focused on descriptive and inferential statistics, is an option (within a bundle of second-year skills courses) for BA Minor in Geography students, and a required course in the BA Major in Applied Geography.

In the absence of a BASc with advanced, technical, science content, we believe the development of mathematical skills within the AA in Geography and BA Minor in Geography degrees is sufficient, and their development (with a required statistics course) in the BA Major in Applied Geography exceeds typical requirements for a baccalaureate degree in human/urban geography. Survey data, focused on our quantitative skills PLO, as discussed in *Chapter 4* supports this conclusion. GEOG 2390 Quantitative Methods, supplemented with specific formulas and statistics in individual courses as needed, should also be sufficient to address future requirements for mathematical skills development if changes to BA Major in Applied Geography degree are made (see the recommendations at the end of this chapter) to expand upper-level physical/environmental geography options within this Arts program.

Technological Skills

Throughout the courses that comprise our programs, self-directed student use of laptop computers to type down and annotate lecture notes is commonplace, and students may additionally use these devices and/or cellphones to look up course-related information on the internet. Students also access course materials online through the Moodle interface, universally used by our instructors for both in-person and online (synchronous and asynchronous) courses. Similarly, students use computers outside class time to conduct research via the internet and compose (using software like MS Word) reports and other textual/visual products (e.g. text and images for poster presentations). When delivering in-class oral presentations, students will commonly make use of slideshows using MS PowerPoint and comparable software. Several instructors assign activities/labs in which students use their cameras (cellphone or otherwise) to take photographs of landscape features and weather phenomena. In these instances, usage of technology occurs with little instructor direction, except to address specific student queries (e.g. how to locate course materials on Moodle). Students may receive more specific technological education (e.g. on the use of MS Excel to calculate statistics and create charts) from individual instructors on an ad hoc basis.

More guided, and deliberate, education in the use of technology occurs within physical geography courses such as GEOG 1102 Physical Geography (required in all degrees) in which students are taught how to use various devices and equipment (e.g. sling psychrometers to measure humidity). Similarly, GEOG 2390 Quantitative Methods (required for the BA Major in Applied Geography; a second-year option in the BA Minor in Geography) is significantly oriented around the use of MS Excel to calculate statistics and present findings in tables and charts. Likewise, education in the use of various technologies (paper maps, internet applications like Google Earth, dedicated GIS hardware and software) occurs within the instruction of cartographic skills, particularly in our GIS courses: GEOG 2400 Introduction to GIS and GEOG 4380 Applications in GIS.

Past departmental discussions around instruction in the use of technology have tended to focus on the value, acquisition, and usage of particular pieces of equipment (e.g. GIS programs, drones, weather monitoring stations, noise meters, etc.) to support individual courses and student/instructor research projects. The occasion of this program review, set against the backdrop of unsettling developments in Artificial Intelligence (AI) technology, prompts us to think more systematically about developing student competencies in technological skills. Survey results, presented in *Chapter 4*, suggest that while (via required GIS and quantitative methods courses) technological skills are better-developed in the BA Major in Applied Geography, there are shortcomings in the AA in Geography and BA Minor in Geography programs. Enhanced instructional practices, within the existing course structure, may largely address such concerns; however, it is worthwhile considering whether course revisions should be made to these degrees to require one or both of GEOG 2390 Quantitative Methods and GEOG 2400 Introduction to GIS.

Intercultural Skills

Intercultural skills, being able to work well with people from diverse backgrounds and respecting individual differences, significantly overlaps with two other skillsets addressed in this review: *Interpersonal Skills* and *Teamwork and Leadership Skills*. To that extent, the discussion of those skills and resulting recommendation—identifying opportunities to strengthen, via instructional practices, collaborative work among students within our existing lower-level courses—applies here as well.

Considering, more specifically, the cultural dimensions of interpersonal relations and teamwork, survey results discussed in *Chapter 4* indicate strong support, among faculty and alumni, with how the curricula (represented in a PLO) of the AA in Geography, BA Minor in Geography, and BA Major in Applied Geography support the development of intercultural skills. This is done not only by providing opportunities for students to work collaboratively, but also through Geography curricula that, to some extent in every course, addresses social/cultural diversity and related issues, and through instructional practices that model respectful, even when critical, intercultural dialogue.

However, survey results from current students, as discussed in *Chapter 4*, suggest some room for improvement in instructional practices, particularly in lower-level courses. Furthermore, as described in the summary of personal ethics development, in the *Personal Management & Entrepreneurial Skills* section, intercultural skills in relation to questions around Indigenization, decolonization, and reconciliation may be further strengthened through curricular revisions to all three programs.

Citizenship and Global Perspective

Cultivating an understanding and appreciation of the Earth and its inhabitants, and encouraging thoughtful engagement with people and nature, is a hallmark of contemporary geographic education, and supported by the curricular content and design of all three degree programs. Within the relatively compact, six-course, AA in Geography program, students receive instruction in both physical and human geography, with consideration of global interconnections within each field, and between them.

The more expansive curricula of the BA Minor in Geography and BA Major in Applied Geography build on this foundational understanding, providing students with upper-level course options (BA Minor in Geography) and required courses (BA Major in Applied Geography) to further study human and environmental issues at local, national, and global scales. Drawing on diverse backgrounds, experiences, and subject specializations, Geography faculty (see *Chapters 3 and 4*) incorporate a diverse array of global examples in illustrating these processes.

Beyond needs to strengthen our curricular coverage of Indigenous-oriented content (as discussed in *Intercultural Skills*), we see no additional program design/content shortfalls in this essential skills area.

Independent Learning

Throughout the course curricula of the AA in Geography, BA Minor in Geography, and BA Major in Applied Geography, students learn independently through various means: individual attendance of lectures and notetaking of content, individual completion of research projects such as essays and reports, and individual preparation for and completion of various examinations. Within these, further opportunities for individual initiative are provided, for example, by giving students considerable latitude in defining research projects. Furthermore, in many instances (e.g. preparation for examinations) students are free to choose either an independent (studying on their own) or group (studying with peers) approach based on their own individual preference. Delivery of courses in an online format, demanding even more independent planning and decision-making on the part of students, has become increasingly prevalent since the COVID-19 precipitated shift to online course delivery in late-Spring 2020, and the department routinely offers a selection of introductory (GEOG 1101 Human Geography and GEOG 1102 Physical Geography) and regional (e.g. GEOG 1160 Geography of British Columbia) courses online each term.

We believe that the structure and content of our program curricula encourage students to develop, by practicing (with instructor prompts/guidance/limits as appropriate) independent learning skills. This conclusion is supported by the *BC Student Outcomes* data discussed in *Chapter 4*.

2.4. Curriculum Assessment

Program Learning Outcomes

As noted in Section 2.2, the PLOs for each Geography program have been identified and itemized while composing this *Self-Study Report*. The PLOs listed, therefore, constitute a summary of the present educational objectives of each degree. A similar analysis has generated the assessment of essential skills currently developed in each degree, as presented in Section 2.3.

The accuracy of these PLOs is supported by the survey results and administrative data summarized and discussed in *Chapter 3* of this report.

The relevance of these PLOs is discussed further, with reference to supporting survey results and administrative data, in *Chapter 3* (*Chapter 4* is also informative). That data supports our own internal evaluation and discussion here, which has led us to the following conclusions:

- the PLOs of all three degrees, plus the essential skills developed in each program, are largely appropriate and relevant, providing students with a broad (but not surficial) understanding of geographic concepts, knowledge, approaches, and skills supporting post-graduation employment, further education, and an enriched personal and civic life. The department should retain, and strengthen through adjustments in course mix/course delivery as necessary, current PLOs across its programs unless otherwise indicated.
- considering the social significance of, and institutional imperatives to advance, Indigenization, decolonization, and reconciliation, the absence of a separate, explicit PLO addressing Indigeneity is a significant gap in the stated objectives of all three of our degree programs, even though Indigenous-oriented content is presented in several constituent courses. The department should consider drafting a new PLO for all its programs that reflects this.
- an important aspect of geographic research is fieldwork, in which quantitative, qualitative, cartographic, and other research methods are applied in the real-world study of people, processes, and landscapes. Fieldwork is obliquely addressed in current PLOs (e.g. “evaluate and apply qualitative methods of information gathering, interpretation, and presentation”) and may require identification as a distinct PLO,

particularly for the BA Minor in Geography and BA Major in Applied Geography programs. The department should explore this option.

- similarly, while the PLOs of each degree include development of knowledge and skills that are applicable to the workplace and civic life, experience with work-integrated and/or service learning is not specifically defined as a learning outcome any of our degree programs. This may be an issue especially for the BA Major in Applied Geography, given its designation and applied purpose. The department should consider developing a distinctive PLO, and evaluate its applicability to each degree program, in this area.
- the importance of the regional geography PLO (“apply physical and human geographic approaches and concepts to understand the processes shaping select world regions”) in all three Geography degree programs is questionable, as regional geography is not a major, current, emphasis in the discipline or our programs (which require just one regional geography course). However, courses like GEOG 1160 Geography of British Columbia and GEOG 2140 Geography of Canada are ones which explicitly include a significant amount of Indigenous-focused content. Considering this, the department should evaluate whether to retain this PLO.
- the current PLOs of the BA Major in Applied Geography reflect the present status of the degree as a human geography program, with a significant urban and applied emphasis. These PLOs were developed in anticipation of a parallel BAsc Major in physical/environmental geography being developed and implemented. This has not materialized, even as environmental issues such as climate change highlight the importance of advanced education in these fields.

In line with the ‘hybrid’ (physical/environmental + human geography) PLOs of the AA in Geography and BA Minor in Geography degrees, PLOs for the BA Major in Applied Geography would require revision to provide similar flexibility for students in choosing their thematic specialization, fill significant gaps in physical/environmental programming, enhance the relevance of the degree program, and create more opportunities for students to pair study in Geography with study (and credentials) in the Faculty of Science and Horticulture. Such an initiative would also support/be supported by interdisciplinary work (which includes KPU Geography faculty) being done in the Faculty of Arts to raise awareness of climate change and develop interdisciplinary climate change-focused credentials. The department should seriously consider program revisions to the BA Major in Applied Geography, including revisions to the PLOs, to facilitate this. Consequent revisions to the AA in Geography and BA Minor in Geography programs (and their PLOs) would also then be made to ensure alignment of the department’s degree offerings.

- for over a decade, KPU has de-emphasized promotion of two-year Associate degree credentials created when the university was largely a ‘sending’ institution (with students completing baccalaureate degrees elsewhere), in favour of promoting four-year Bachelor’s programs at KPU. This raises the question—the merits of its curriculum notwithstanding—as to whether the AA in Geography degree is a completely redundant credential, since its PLOs are largely replicated in the first two years of the department’s BA Minor in Geography and BA Major in Applied Geography degrees.

However, we believe that the growing number of international students at KPU seeking two-year programs for their study permit provides a strengthened rationale for retaining the AA in Geography program (and, consequently, its PLOs unless otherwise indicated).

Course Mix

In relation to the discussion of current (and potentially revised) PLOs presented above, the evaluation of essential skills in *Section 2.3*, and the plotting of CLOs in relation to PLOs presented in *Appendix 5*, our observations about the course mix in our degree programs are as follows:

- considering present PLOs, the selection and sequencing of courses within each program are largely appropriate and relevant, producing a logical progression from introductory to advanced outcomes, particularly in the BA Minor in Geography and BA Major in Applied Geography programs where upper-level coursework facilitates more intensive education. The department should retain the existing course mix in its programs unless otherwise indicated.
- currently, GEOG 3130 Society and Urban Space and GEOG 3220 Urban Planning and Politics—upper-level options in the BA Minor in Geography and requirements in the BA Major in Applied Geography—specify GEOG 1101 Human Geography as a prerequisite course. GEOG 2250 The City is, on a content and course-level basis, a more logical prerequisite, providing a foundational understanding of urbanization. The department should consider adding this as a substitute, or alternate, prerequisite for these two courses.
- oral skills, writing skills, and reading skills are essential to student success in our degree programs and after graduation. Faculty observations about student capabilities, augmented by survey data discussed in *Chapters 3 and 4*, indicate a need to strengthen skills development in this area, particularly in lower-level coursework. The department needs to consider how to address this issue, including the potential to do so through addition of GEOG 2380 Qualitative Methods as a required course in the AA in Geography and BA Minor in Geography programs.
- similarly, quantitative and visual skills (cartography, including GIS) are very important to student success in our degree programs and after graduation. Faculty observations, in

conjunction with survey data discussed in *Chapters 3 and 4*, indicate a need to strengthen skills development in these areas for the AA in Geography and BA Minor in Geography programs. The department needs to consider how to address this issue, including possible curricular solutions such as the specification of GEOG 2390 Quantitative Methods (for both the AA in Geography and BA Minor in Geography) and GEOG 2400 (for the BA Minor in Geography) as required courses.

- while basic map skills are introduced in GEOG 1101 Human Geography and GEOG 1102 Physical Geography, there are some issues with the ‘jump’ to GEOG 2400 Introduction to GIS, with instructors describing challenges in having to teach fundamental cartographic concepts/skills and GIS-specific skills in one course. The department needs to consider how to resolve this issue, including the potential to do so through addition of an introductory cartographic skills course separate from GIS instruction.
- notwithstanding considerable departmental efforts to facilitate laddering across degree programs to facilitate student transfer, the program revision process described in *Section 1.3* has led to some discontinuities: for instance, having GEOG 2400 Introduction to GIS as a required course in the AA in Geography program, but just one of several second-year selections for the BA Minor in Geography. The department should evaluate how laddering across its programs can be enhanced, particularly as programs are revised in the wake of this comprehensive review.
- in consideration of a new PLO addressing Indigeneity, the department will have to examine the CLOs of existing courses and determine if, where and how revisions to the CLOs should be made to ensure that, in sum, the CLOs within each program sufficiently support this PLO.
- in consideration of a potential new PLO distinctly emphasizing field methods, the department will need to examine the CLOs of existing courses and determine if, where, and how revisions to the CLOs should be made. It should also consider how GEOG 3390 Field Methods in Environmental Geography (and/or a similar course; any new first- or second-year course could also be incorporated into a revised AA in Geography) may fit within a revised BA Minor in Geography and/or BA Major in Applied Geography program.
- in consideration of a potential new PLO emphasizing work-integrated and/or service learning, the department will need to examine the CLOs of existing courses and determine if, where, and how revisions to the CLOs should be made. It should also consider how ARTS 4800 Arts Practicum may fit within a revised BA Minor in Geography and/or BA Major in Applied Geography program.
- should evaluation of the regional geography PLO result in a decision to remove it from the list of program PLOs, the department will need to examine the regional geography course requirement present in all its programs. It may consider options such as

retaining regional geography courses as electives, particularly given the general popularity of (and resulting strong enrolments in) GEOG 1160 Geography of British Columbia and GEOG 2140 Geography of Canada among non-Geography program students.

- in consideration of proposed revisions to the PLOs of the BA Major in Applied Geography, in order to increase their flexibility and make room for more physical/environmental geography options, the department will need to evaluate adjustments to the course mix, the content and form of existing physical geography courses, and possible development of new courses. These changes would streamline physical geography course offerings and re-orient them to align with a BA (vs. BAsC) degree. Changes to the BA Major in Applied Geography would necessitate review of, and any required changes to, the AA in Geography and BA Minor in Geography to ensure alignment across credentials.

Possible options to explore include the combination of GEOG 2310 Climatology and GEOG 2320 Geomorphology into a single, second-year, physical geography course. Similarly, GEOG 3330 Hydrology and GEOG 3340 Biogeography may be combined into a single, third-year, physical geography course. New environmental geography courses, such as GEOG 2050 Climate Change: Mitigation and Adaptation Strategies (currently in development), and/or a first-year course on local/global environmental issues (which could also serve as a program feeder course) would also merit consideration for inclusion in any revised curricula.

Curriculum Review: Summary Recommendations

- 2.1:** Establish a Program Advisory Committee (PAC) to reinforce program relevance.
 - 2.2:** Retain, unless otherwise indicated, the existing PLOs of each Geography program.
 - 2.3:** Retain, unless otherwise indicated, the existing CLOs and course mix of each Geography program.
 - 2.4:** Consider, for GEOG 3130 Society and Urban Space and GEOG 3220 Urban Planning and Politics, adding GEOG 2250 The City as a substitute, or alternate, prerequisite to GEOG 1101 Human Geography.
 - 2.5:** Investigate adding GEOG 2380 Qualitative Methods to the program requirements to the AA in Geography and BA Minor in Geography programs, as a curricular design approach to enhancing students' oral skills, writing skills, and reading skills.
 - 2.6:** Investigate adding GEOG 2390 Quantitative Methods to the program requirements in the AA in Geography, and this course plus GEOG 2400 Introduction to GIS to the BA Minor in
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Geography requirements, as a curricular design approach to enhancing students quantitative, visual/cartographic, and technical skills.

- 2.7:** Investigate adding a new, introductory cartographic skills course to the program requirements of all degrees, as a curricular design approach to enhancing skills in this area and alleviating pressure on GEOG 2400 Introduction to GIS.
- 2.8:** Consider changes to the first- and second-year curricula of the AA in Geography, BA Minor in Geography, and BA Major in Applied Geography to better align these course requirements and facilitate student transfer across programs.
- 2.9:** Explore the creation of a new PLO, explicitly addressing Indigeneity, for each Geography program; determine any needed changes to CLOs to support this PLO.
- 2.10:** Explore the creation of a new PLO, explicitly addressing fieldwork, for each Geography program; determine any needed changes to the course mix, and to CLOs, to support this PLO.
- 2.11:** Explore the creation of a new PLO, explicitly addressing work-integrated/service learning, for each Geography program; determine any needed changes to the course mix, and to CLOs, to support this PLO.
- 2.12:** Assess the status of the regional geography PLO from each degree program; should a decision be made to eliminate this PLO, determine any needed changes to program requirements/course mix in connection with this.
- 2.13:** Explore revisions to the PLOs, and program structure, of the BA Major in Applied Geography program to increase flexibility and provide additional physical/environmental geography course options; consider changes to existing physical geography courses that would support their inclusion in this BA Major program, and assess needs for new course additions. Evaluate what consequent changes would need to be made to the AA in Geography and BA Minor in Geography to ensure program alignment.

3. Program Relevance and Demand

3.1. Relevance

Overall Satisfaction With Program Curricula

As described in *Chapter 1*, the programs offered by the Department of Geography and the Environment at KPU were established at various points over twenty-five years and periodically revised within a context of significant institutional and departmental change. Not surprisingly, given that they have shaped the development and revision of these programs, current department faculty are largely satisfied with their curricular content and structure.

Of those department faculty members who completed the program review survey, 88% are satisfied with the curriculum of the AA in Geography, and 100% are satisfied with the curricula of the BA Minor in Geography and BA Major in Applied Geography. The BA Major in Applied Geography is the most strongly endorsed program, with 75% feeling very satisfied with this program; 50% are very satisfied with the BA Minor in Geography, and 38% are very satisfied with the AA in Geography.¹

Results of surveys conducted at the same time with current program students (intended or declared) while yielding a small sample (twelve respondents from 44 students issued the survey, a 27% response rate), show similarly strong levels of program satisfaction among this group. 83% of respondents (58% 'somewhat satisfied' plus 25% 'very satisfied') are content with the curriculum of their program so far.² We recognize that the low response rates to this voluntary survey and to surveys of alumni introduce the potential for self-selection bias, and that those willing to complete the surveys may be students especially pleased with their KPU Geography education.

BC Student Outcomes Data for students who completed their KPU Geography degree between 2019 and 2021 indicate even higher levels of satisfaction with program curricula. This data, summarizing the opinions of thirteen graduates from all programs, show 85% of graduates being satisfied with what they learned in their KPU Geography program. Within this, for the nine BA Major in Applied Geography graduates, the satisfaction rate was 89%.³ Results of the program

¹ See the responses to Q3, Q7, and Q11 in *Appendix 6*. Figures for 'satisfied' are the sum of responses in the 'somewhat satisfied' and 'very satisfied' categories for each of these respective questions. Totals are from the eight respondents (of nine receiving the survey, an 89% response rate) to the faculty survey.

² Figures for 'satisfied' are the sum of responses in the 'somewhat satisfied' and 'very satisfied' categories. These survey results for current students, from Q11 of *Appendix 7*, are not disaggregated by program. However, 50% (6 of 12) of respondents indicated that they were declared or intended BA Major in Applied Geography students; 17% (2 of 12) were BA Minor in Geography students, 17% (2 of 12) were AA in Geography students, and 17% (2 of 12) stated that they 'did not know' what program they were in. Student survey respondents had, in the main, significant experience with the program to date, with 25% having taken from 4-8 Geography courses, and 67% had taken more than 8 courses. See Q1 and Q3 of *Appendix 7* for this student information.

³ This data is shown in the figures for 'Satisfaction' in *Exhibits 1 and 1.1, Appendix 8*. Satisfaction rate is the sum of

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review survey distributed to alumni—albeit based on just thirteen respondents of 71 individuals, an 18% response rate—were even more positive, with 100% expressing satisfaction with the curriculum of their KPU Geography program.⁴

Finally, there is program review survey feedback from Geography-related discipline/sector contacts, comprised of post-secondary educators and professionals in private-sector companies, governments, non-governmental organizations, and non-profit/charitable organizations. The twenty-six respondents (of 47 contacted; 55% response rate), work in a wide variety of fields and occupations.⁵ Though not asked questions gauging their level of satisfaction with KPU Geography programs, these discipline/sector contacts were asked to state the top three characteristics that come to mind when thinking about them. These descriptors, in sum, present a highly positive assessment of KPU Geography program offerings overall: the programs are fun, interesting, diverse, comprehensive, judiciously balanced, applied, properly skills-focused, methodologically sophisticated, provide an excellent academic foundation, and introduce peer-networking opportunities.⁶

Overall, and recognizing the limitations of the survey data, the curricula of the AA in Geography, BA Minor in Geography, and BA Major in Geography programs are highly-rated overall by surveyed faculty, current students, alumni, and discipline/sector contacts, with the BA Major in Applied Geography receiving especially strong endorsement. The findings supplement the self-evaluation presented in *Chapter 2* (including *Recommendations 2.1 and 2.2*), suggesting that while there are adjustments that can, and should, be made to further improve the curricular content and design of these programs, their foundation is essentially sound.

Overall Relevance of Program Curricula

A major factor in the satisfaction that faculty, students, alumni, and discipline/sector contacts have with KPU Geography programs is a belief in the relevance of program curricula to an enriched personal and civic life, further education, and employment.

Department faculty have positive views about the overall relevance of all KPU Geography degree offerings. 100% of faculty survey respondents consider the AA in Geography, the BA Minor in Geography, and the BA Major in Geography to be useful in preparing students for further

‘adequate’, ‘good’ and ‘very good’ ratings.

⁴ See Q4, *Appendix 9*. Figures for ‘satisfied’ are the sum of responses in the ‘somewhat satisfied’ and ‘very satisfied’ categories. These results are not disaggregated by program. However, 62% (8 of 13) respondents were BA Major in Applied Geography alumni, 31% (4 of 13) were BA Minor in Geography alumni, and 8% (1 of 13) graduated with an AA in Geography credential. Respondents graduated with their credentials in the 2016-2022 period.

⁵ See Q1 and Q2 in *Appendix 10*. The non-probability sampling method used to select discipline/sector recipients of the survey (KPU Geography faculty members provided the Office of Planning and Accountability [OPA] with a list of relevant contacts; OPA then administered the survey) tempers the conclusions that can be drawn from the survey results. Specifically, as discipline/sector contacts know individual KPU Geography faculty members, is it quite possible that the survey results are more positive than they might otherwise be.

⁶ See Q5 in *Appendix 10*.

education in the field.⁷ As with the overall satisfaction ratings, the BA Major in Applied Geography receives the most emphatic endorsement, with 100% of faculty survey respondents strongly agreeing that this credential confers knowledge and skills useful for further education in the field (figures for the BA Minor and AA in Geography are 63% and 75%, respectively).⁸

Assessing, more specifically, the extent to which KPU Geography program curricula are relevant to the needs of the discipline/sector, 88% of faculty respondents consider the AA in Geography and BA Minor in Geography to be useful in this regard, and 100% feel this is the case for the BA Major in Applied Geography. Looking within these figures, 75% of faculty strongly agree this is the case for the BA Major in Applied Geography, 63% for the BA Minor in Geography, and 50% for the AA in Geography.⁹

Finally, considering the related question of how well the curricula of KPU Geography degree programs prepare students for a career in the discipline/sector, 100% of faculty respondents stated that the BA Major in Applied Geography program did so, with 88% stating this was the case for the BA Minor in Geography and AA in Geography. As with the other dimensions of program relevance discussed above, the BA Major in Applied Geography received the highest praise: 88% of respondents (compared with 25% for each of the AA and BA Minor in Geography) strongly agree that this program prepares students for a career in the field.

Survey data indicate that preparing for a specific career (58% of survey respondents) and improving future job prospects and earning potential in general (8% of respondents) are significant reasons for why current students are pursuing a KPU Geography degree, underscoring the importance of program relevance in this regard. While not yet having completed the full curriculum, respondents to the student survey express a high degree of confidence in how their KPU Geography program contributes to relevant, post-graduation, employment, with 83% of survey respondents agreeing that their program curriculum is relevant to their career goals.¹⁰

⁷ While it may imply this, the survey question does not specify that ‘education in the field’ refers exclusively to further formal education. Therefore, education could include independent, unguided, lifelong learning—as part of an enhanced personal and civic life—in addition to formal education.

⁸ See Q2, Q6, and Q10 in *Appendix 6*. Percentages for ‘agree’ are the sum of ‘somewhat agree’ and ‘strongly agree’ responses to these questions, and the others which follow in this summary of faculty survey results on relevance. The somewhat counterintuitive pattern—with higher scores for the AA in Geography vs. the BA Minor in Geography—may reflect: i) GEOG 2400 Introduction to GIS being a required course in the AA, but just an option (from three second-year skills courses) in the BA Minor, and/or ii) the different educational paths projected for these program students, with AA students working toward a baccalaureate degree, and BA Minor students moving on to a graduate or technical program, or another baccalaureate degree (e.g. a BA in Education) in a different field.

⁹ Q2, Q6, and Q10 of *Appendix 6*.

¹⁰ Student reasons for taking their KPU Geography program are summarized in Q7 of *Appendix 7*. As shown in Q8, most student survey respondents (88%) anticipate post-graduation employment in government, with smaller shares planning for employment in other sectors such as non-governmental organizations, private companies, international organizations, and non-profits/charities. Student perceptions of program relevance to career goals are presented in Q10.

Although the survey distributed to KPU Geography alumni did not include a similar, summary, question on the relevance of their program to their career paths, more detailed questions about specific PLOs, with results discussed in the next section of this chapter, yield a generally positive assessment with specific program outcomes—those related to skills development—being singled out as especially useful for a wide variety of career (and educational) purposes. The same applies to the surveys distributed to discipline/sector contacts, with feedback on specific PLOs also discussed in the next section of this chapter.

However, *BC Student Outcomes Data* does provide some supportive—but also, potentially concerning—summary assessments of program alumni about the relevance of their education to employment. 88% of the nine surveyed BA Major in Applied Geography graduates state that their KPU Geography program has been useful in their current employment position. This is very close to the provincial ministry target of 90%, and reassuring given the explicit designation of this credential as an applied, Major, degree program. The figure for *all* KPU Geography program graduates, 13 survey respondents in total, though, is 73%, indicating that for AA in Geography and BA Minor in Geography alumni, the geographic education they received is perceived to be much less applicable to their current job position.¹¹

To some extent, this is understandable and corresponds with general faculty perceptions outlined on the previous page: these two credentials are quite different from the BA Major in Applied Geography, an intensive program with significant disciplinary course credit requirements. In contrast, the AA in Geography is a small two-year introductory program, and the BA Minor in Geography is a flexible four-year program, and both are designed to facilitate (though modest disciplinary credit requirements) complementary study in other fields. Therefore, it is not especially surprising to see alumni with these degrees in occupations that do not (seem to) utilize their KPU Geography education.¹² Perhaps, given their view that these two programs *do* provide job-relevant skills and knowledge, KPU Geography and the Environment faculty members need to provide more explanation and promotion of how the knowledge and skills attained through these programs are applicable in the workplace. More substantively, as discussed at the close of *Chapter 2*, adjustments to the curricula of the AA in Geography and BA Minor in Geography to increase skills course requirements (*Recommendations 2.5, 2.6, 2.7, 2.10, and 2.11*) may also enhance the employment-related relevance of these programs.

¹¹ 73% of 13 alumni respondents, reported in *Exhibit 1 of Appendix 8*, equals an enigmatic (surely, due to rounding of percentages for individual response types then summarized with this overall percentage) 9.49 program students in total stating their KPU Geography education as applicable to their current employment. 88% of BA Major in Applied Geography students, reported in *Exhibit 1.1*, stating this to be the case results in a total of eight individuals. Subtracting eight from 9.49 equals one (or possibly two, depending on the actual base counts) out of four AA/BA Minor in Geography students stating that their program has been useful in their current occupation, a 25-50% rate.

¹² There is also the possibility, albeit speculative, that COVID-19 restrictions and their aftermath had a particular impact on 2019-21 AA/BA Minor in Geography alumni enumerated in the *BC Student Outcomes Data*, resulting in employment outside the discipline/sector.

Relevance of Specific Program Learning Outcomes (PLOs)

Faculty assessments of the relevance of the specific PLOs for each KPU Geography degree program align with their positive views of overall program utility. Except for one (instruction in regional geography, identified by 88% of faculty as relevant), every PLO in the AA in Geography, BA Minor in Geography, and BA Major in Applied Geography programs was identified by 100% of faculty respondents as being relevant to the current needs of the discipline/sector—with most being identified as ‘very relevant’ vs. just ‘somewhat relevant’. This was especially the case for the BA Major in Applied Geography, with its PLOs having the highest proportions of ‘very relevant’ assessments from faculty.¹³

In contrast, alumni and discipline/sector survey respondents were much less likely to rate the relevance of KPU Geography PLOs at a uniformly high level. With reported responses focused solely on the PLOs of the BA Major in Applied Geography, alumni viewed as most relevant to the discipline/sector those addressing practical and interpersonal skills: completing tasks on schedule (100% of respondents), working constructively with those of different backgrounds (100%), skills in qualitative methods (88%), and skills in designing, conducting, and critiquing research in the natural and social sciences (88%). Percentages of survey respondents identifying as relevant the other, generally more topically-focused, PLOs ranged from 38% to 75%.¹⁴

With their PLO evaluations categorized more stringently—with ‘relevant’ counting only ‘very important’ or ‘essential’ evaluations (not just ‘somewhat’ important/relevant)—discipline/sector survey respondents similarly focused on the BA Major in Applied Geography PLOs. As with alumni, respondents considered the PLO of completing tasks on schedule as most relevant (100% of respondents). No other PLO received more than an 80% level of support as ‘relevant’ using this more demanding scale; highest among the rest were working constructively with those of different backgrounds (80% of respondents identifying this as very important or essential), comprehension of environmental geography (76%), skills in qualitative methods (68%), skills in quantitative methods (66%) and skills in cartographic methods (64%). Percentages of survey respondents identifying as relevant the other, generally more topically-focused, PLOs ranged from 32% to 52%.¹⁵

This apparent disjuncture between faculty evaluations of the relevance of program PLOs and those of alumni and discipline/sector contacts may, at first glance, seem troubling—especially as there are several PLOs identified as only slightly relevant, or not at all relevant, by the latter.

¹³ See Q1 of *Appendix 6*. Positive assessments of each PLO’s relevance, here and with alumni surveys, are the sum of ‘somewhat agree’ and ‘strongly agree’ responses.

¹⁴ See Q3 of *Appendix 9* for alumni PLO evaluations. As there was an insufficient number of responses to questions on the PLOs of the AA in Geography and BA Minor in Geography programs, only the evaluations of the PLOs of the BA Major in Applied Geography are presented in the survey results.

¹⁵ See Q6 of *Appendix 10* for discipline/sector PLO evaluations. Positive assessments of each PLO’s relevance are the sum of ‘very important’ and ‘essential’ responses. To streamline the discipline/sector survey, questions only focused on the PLOs of the BA Major in Applied Geography degree.

However, we believe that this is not a cause for great concern: that it is not indicative of KPU Geography programs being significantly out of step with the demands of the discipline/sector, but rather, of the intrinsic tensions between *generalization* and *specialization*. The PLOs of KPU Geography programs, even those of the urban/applied-oriented BA Major in Applied Geography, collectively provide a broad (but not shallow) undergraduate education in the various skills and subject areas of the discipline. Indeed—and this must be emphasized (as do the high overall satisfaction and relevance ratings reported earlier)—qualitative feedback from faculty, current students, alumni, and discipline/sector contacts strongly endorses this feature of our programs.¹⁶

A comprehensive education in Geography at KPU then positions students for further, more specialized, study of a wide range of sub-fields and topics and/or employment in a variety of sectors and occupations. There, many of the skills and knowledge gained by students in their KPU Geography program are of varying relevance. Thus, a BA Major in Applied Geography graduate who moves on to a Master's degree in urban planning—and a focus on social planning, for instance—would find the urban geography PLO more important to their education than the one focused on physical geography. Likewise, program graduates and employers in primary and secondary school education should have more use for PLOs related to qualitative and interpersonal skills development than those focused on proficiency in cartographic and GIS skills.¹⁷

Recognizing the value of a diverse Geography education that positions students for further study and employment in a variety of fields (and an enhanced personal and civic life), one way of retaining this while enhancing post-graduation relevance is to provide students more flexibility to choose upper-level courses that best align with their interests, intended post-graduation careers, and with the specific needs and priorities of employers in that sector. This flexibility would still be grounded in a comprehensive, foundational, first- and second-year curriculum, and a 'common pillar' of courses (first through fourth year) which develop skills of widespread significance and applicability. Per *Recommendation 2.13* in *Chapter 2*, revisions to increase upper-level course flexibility would be most applicable to the BA Major in Applied Geography program, which could be re-oriented around general credit requirements rather than a mandatory list of courses across all subject areas.¹⁸ To make informed choices about course selections here, students will require more information and guidance about subject and skills competencies most relevant to certain educational and career trajectories, highlighting the need for the department to strengthen its ties with alumni and discipline/sector contacts.

Such changes would also provide curricular room for developing and 'slotting in' possible new course options to fill perceived gaps in our programming, address emerging developments, and

¹⁶ For faculty, see Q4, Q8, and Q12 of *Appendix 6*. For current students, see Q12 of *Appendix 7*. For alumni, Q5 of *Appendix 9*, and for discipline/sector contacts, Q5 of *Appendix 10*.

¹⁷ An important implication of this is that impressions of the relative importance of specific PLOs (and, while not measured for relative importance in the surveys, essential skills) will be highly sensitive to sampling methods and survey response rates/patterns of alumni and discipline/sector contact responses. Thus, considerable caution should be exercised in making inferences, and recommendations, about specific PLOs from the resulting data.

¹⁸ The BA Minor in Geography, as explained in *Chapters 1* and *2*, provides a high degree of flexibility in this way.

capitalize on future opportunities.¹⁹ Qualitative survey responses from faculty, students, alumni, and discipline/sector contacts suggest upper-level (and, possibly, lower-level) Geography course-development possibilities in areas such as: ²⁰

- physical and environmental geography, especially as applied to urban environments
- climate change mitigation and adaptation
- geography of gender identity and relations
- geography of race/ethnicity and racialization
- geography of mobility and transportation
- Indigenous knowledge systems, place-based learning, and decolonization/reconciliation
- applied/advanced urban planning and politics
- geographic data visualization
- remote sensing
- statistics
- GIS
- community engagement and fieldwork, with an emphasis on Indigenous partnerships

These suggestions are followed up in the summary list of recommendations at the end of *Section 3.1*.

Ensuring Program Currency: Discipline and Sector Connections

The relevance and currency of the department's program offerings, summarized above and largely affirmed by students, alumni, and discipline/sector contacts surveyed for this program review, have primarily been the product of faculty member activities. As discussed in *Section 3.2* of this chapter and as shown in the curriculum vitae documents in *Appendix 11*, faculty members are engaged in a wide array of educational, professional development, research, publication, community outreach, and other individual initiatives that influence the evolution, delivery, and currency of our programs.

More systematic departmental connections with external groups, occurring within KPU but reaching beyond the university, include departmental participation (with significant involvement of one faculty member) in the annual ARTS 4800 Arts Practicum course, through which several Geography program students have engaged in service and research projects with external host organizations such as the Agricultural Land Commission, Columbia Institute, the Langley Environmental Partners Society, and the Surrey Museum—in some cases, leading directly to post-graduation employment with them. Other connections include departmental participation on the Steering Committee of KPU's interdisciplinary Policy Studies program, with this faculty

¹⁹ Addressing educational gaps and opportunities may also entail adaptations to the content and delivery of existing Geography program courses, or by students taking relevant courses delivered by other departments at KPU.

²⁰ For faculty feedback, see Q5, Q9, and Q3 of *Appendix 6*. Student feedback: Q13, *Appendix 7*. Alumni feedback: Q6 and Q7 of *Appendix 9*. Discipline/sector feedback: Q7 and Q8 of *Appendix 10*.

member also teaching the department's POST 2140 CityLab 3 course this past year on the topic: Rethinking Community and ReDesigning the Post-Pandemic University. Since 2022, two department faculty members have received several sections of time-release to coordinate the interdisciplinary Climate+ Challenge research/teaching hub and, along with this, have developed climate change-related courses (such as the in-process GEOG 2050: Climate Change Mitigation and Adaptation Strategies) and interdisciplinary program proposals. Three faculty members have extensive lived experience and recent individual and collaborative research with faculty in Asia. Two have worked together as partners in international collaborative research (leading to a book publication in 2016) on climate change adaptation in India; one of these faculty members just concluded a two-year research project as co-investigator in collaboration with a faculty member at the Birla Institute of Technology in Pilani, India. This research, funded by a Shastri Institutional Collaborative Research Grant, focused on adaptations to cyclonic storms in India. These three faculty members, building on their experiences, have had exploratory discussions about furthering research and teaching, and developing student exchange programs, between KPU and universities in Asia.

For over a decade, one department faculty member has been seconded each Spring term to teach one physical geography course, equivalent to two three-credit courses, for the Environmental Protection Technology Program in the Faculty of Science and Horticulture. That same faculty member oversees the department's annual participation in the *Kwantlen Science Challenge*, a high-school science competition hosted by KPU, through which the department maintains connections with the Faculty of Science and Horticulture disciplines and with secondary school educators; utilization of Geography program student volunteers to assist with the department's activity on event day also assists with building community among, and connections with, current students (our future alumni). Three department faculty have also been integral in promoting and presenting KPU's annual *GIS Day* event, which brings together students, academics, and professionals in a symposium focused on developments in Geographic Information Systems.

Beyond this, designated faculty members also represent the department in annual BCCAT articulation meetings for Earth Science and Geography, valuable fora for discussing disciplinary developments and strengthening connections with post-secondary Geography departments and academic colleagues across British Columbia; the department may consider hosting this event again in the next couple of years.²¹ Public *Geo-Forum* symposiums in 2020, 2021, and 2022—organized by a group of department faculty members—have brought together academics, professionals, current students, and members of the public to address issues in metropolitan Vancouver around mobility, transportation, and climate change. The department should maintain, enhance, and extend these kinds of collaborations in the future; dedicating a portion of the department's non-salary budget to support them would signal their importance and facilitate their expansion.

²¹ The Department of Geography and the Environment hosted the provincial Geography articulation meeting in 2009.

Ties with relevant disciplines and employment sectors are also cultivated through departmental engagement with its alumni. In January 2021 the department created a faculty service position of 'Alumni Outreach Coordinator' to oversee alumni-focused initiatives; since then, the department has developed an alumni contact database to keep in touch with graduates, created an 'Alumni Update' profile series published on the department website, and distributed electronically several editions of a department newsletter to students and alumni. Complementary developments include the creation and management, by our department lab assistant, of a departmental Instagram account (with several alumni followers), and support of the Kwantlen Geographers student club, established by program students in 2021. This club includes alumni members, and since its inception has organized several events in which alumni have participated. These efforts to develop departmental connections with alumni, however, are nascent and require further development; plans for the upcoming year include hosting at least one student/alumni event in collaboration with the Kwantlen Geographers student club. These kinds of activities, and enhancing opportunities for students and alumni to connect with potential employers both during and after their studies, should strengthen connections not only with our alumni, but with external discipline and sector organizations.²²

Formally structured, whole-department connections with the latter are essentially nonexistent at present. As noted in *Chapter 2*, the department does not have a Program Advisory Committee (PAC) to regularly obtain input from relevant external organizations. Only 10% of the discipline/sector contacts surveyed for program review are satisfied with the connections they have with the department; the remainder are neutral (81%) or somewhat/very dissatisfied (10%). This is a clear issue needing to be rectified, and discipline/sector contacts are willing to assist, with 83% of discipline/sector survey respondents expressing interest in participating in projects that connect KPU Geography program students with their industry/sector/discipline.²³ Specific suggestions/recommendations they have for the department include: ²⁴

- establishing a mentorship program partnering people in industry with program students
- creating co-op and practicum opportunities to connect program students with relevant organizations, including partnerships with Indigenous groups
- hosting guest lectures, talks, and presentations by external partners, including events focused on graduate programs and employment opportunities
- developing an undergraduate honours thesis program
- exploring the creation of joint credentials with other universities
- hosting the annual meeting of the Western Division of the Canadian Association of Geographers (WDCAG)

²² As shown in Q35 and Q36 of *Appendix 9*, while 89% of alumni survey respondents stated that they were provided opportunities to stay connected with the department, they would like to see more regularly-scheduled events involving them. Additionally, just 51% felt that they had received opportunities in their program to develop connections with industry and potential employers. Figures are the sum of 'somewhat agree' and 'strongly agree' responses to these questions.

²³ Figures are from Q17 and Q19 from *Appendix 10*.

²⁴ See Q18 and Q20, *Appendix 10*.

These suggestions are followed up in the summary list of recommendations at the end of *Section 3.1*.

Inclusion and Enhancement of Appropriate Indigenous Content

Understandably, given the focus of Geography on the processes impacting places and those living in them, many of the courses offered in our degree programs regularly include coverage of Indigenous knowledge, perspectives, history, and present-day issues and relations with non-Indigenous peoples and governments—including the processes of decolonization and reconciliation. Courses typically addressing such content include GEOG 1101 Human Geography, GEOG 1160 Geography of British Columbia, GEOG 2140 Geography of Canada, GEOG 2250 The City, and GEOG 3220 Urban Planning and Politics; beyond these, individual instructors may include Indigenous-oriented content on a course-by-course basis.

However, none of our official PLOs specifically identify or address Indigenous content, even though a couple of CLOs (for GEOG 1160 and GEOG 2140) do so. In sum, inclusion of appropriate Indigenous content in our courses and programs is largely implicit and instructor-driven. Establishing a new, Indigenous-focused, PLO for the AA in Geography, BA Minor in Geography, and BA Major in Applied Geography—and reviewing the CLOs for program courses to see if changes are required to align them with this PLO—would make explicit the importance of addressing Indigenous content, and catalyze a comprehensive departmental discussion about how to systematically do so in our courses and programs. The latter may include consultations, and collaborative teaching and research initiatives, with faculty in KPU’s Indigenous Studies program. This is especially important as the department considers enhancing community-based research and practicums involving more substantive engagement with Indigenous partners.

Relevance: Summary Recommendations

- 3.1:** Pursue *Recommendations 2.1 – 2.3* and *2.5 - 2.13* to maintain and enhance the relevance of KPU Geography programs to post-graduation education and employment
- 3.2:** Pursue *Recommendation 2.9* to assess how Indigeneity can be incorporated more systematically into our programs and courses.
- 3.3:** Explore ways to maintain and enhance support of the Kwantlen Geographers student club, given its importance in connecting the department to current, and future, program alumni.
- 3.4:** Pursue opportunities to further enhance alumni-department ties, including the creation of social events for alumni, and professional development/networking events connecting alumni with discipline/sector partners.

- 3.5:** Consider developing a common presentation/set of materials highlighting to students the relevance, for employability and careers in a variety of fields, of the PLOs and essential skills for all KPU Geography programs
- 3.6:** Explore establishing a regular series of guest lectures, talks, and presentations by/with external discipline/sector partners; in doing so, consider if and how departmental funds can be allocated to promote and support faculty-driven initiatives in this area.
- 3.7:** Consider establishing a mentorship program partnering program students with people in relevant industries.
- 3.8:** Consider developing an undergraduate honours thesis program within the BA Minor in Geography and/or BA Major in Applied Geography program.
- 3.9:** Consider hosting, upon the completion of program review, the annual meeting of the Western Division of the Canadian Association of Geographers (WDCAG), and/or a similar conference, as well as the annual BCCAT Geography Articulation meeting.

3.2. Faculty Qualifications and Currency

Instructional Staff Qualifications and Currency

The current faculty complement, with support from a lab assistant, is highly qualified—in terms of education, scholarly activities, and teaching experience—to deliver the department’s present AA in Geography, BA Minor in Geography, and BA Major in Applied Geography programs.

The department’s physical geography faculty collectively possess expertise in geology, geomorphology, climatology, hydrology, and biogeography, as well as glaciology, climate change, natural resource management, quantitative methods, field research methods, data analysis/management, GIS, and remote sensing; additional capabilities in qualitative methods, human geography and Indigenous community research are also present.

The department’s physical geography lab assistant brings education and experience in geology and geomorphology, GIS, field research methods, quantitative methods, and data analysis/management.

The department’s human geography faculty members collectively possess expertise in economic, social, political, and urban geography, as well as urban planning, natural resource management, environmental studies, climate change, sustainability, qualitative methods, field research methods, data analysis/management, GIS, and remote sensing. One human geography faculty member also has experience teaching atmospheric science, a physical geography course, at KPU.

Curriculum Vitae (CV) documents presented in *Appendix 11* provide a detailed description of the education, credentials, scholarly (and other) activities, and teaching experience of our faculty members and lab assistant, illustrating the qualifications and currency of instructional staff in the department of Geography and the Environment at KPU. We also believe that our faculty capabilities position the department well to respond to discipline and sector developments, and any resulting changes to program design and/or instructional delivery.

Instructional Staff Capacity and Delivery of the Curriculum

Program courses are delivered by department faculty within a budget of approximately 60 instructional sections per academic year. As of May 2023, accounting for time release (two sections per year) for Chair's duties and the two-section secondment of one faculty member to teach for the Environmental Protection Technology (EPT) program each Spring term, the department's physical geographers (regular and non-regular, full- and part-time) teach 26 course sections.²⁵ These are courses in physical geography, regional geography, and geographic methods. The department's regular (full- and part-time) human geographers teach 30 course sections, with an additional four course sections taught by non-regular, part-time contract faculty. These are courses in human geography, regional geography, and geographic methods.

Enrolment issues, described in *Section 3.3* of this chapter and in *Chapter 4*, affect all department members, but especially its physical geography faculty and lab assistant. This is related to the history of program development and revision described in *Chapter 1*; in the absence of a BASc Major degree, physical geography faculty teach just a couple of upper-level environmental geography courses which are part of the BA Minor in Geography and BA Major in Applied Geography degrees.²⁶ A considerable share of their annual workload therefore consists of lower-level methods and physical geography courses including GEOG 1102 Physical Geography, which has experienced enrolment challenges since its inception in 2020. When these courses are cancelled due to low enrolments, physical geography faculty may have workloads shifted (within and between terms), or be switched to teaching newly-added sections of regional geography (1160 Geography of British Columbia or 2140 Geography of Canada) as substitutes. For non-regular faculty, a workload reduction or contract cancellation may result; cancellations of GEOG 1102 sections have a similar effect on the lab assistant's position, which is especially precarious due to how it is funded.²⁷

²⁵ A physical geographer is the current department Chair.

²⁶ Other physical geography and environmental geography courses, while in principle upper-level options for the BA Minor in Geography, have either been removed from the regular rotation of course offerings due to poor past enrolments and cancellations or (with these experiences in mind) never been offered. See *Appendix 12* and *Chapter 4* for more specific presentation/discussion of this. Additionally, the elimination of the ASc in Geography credential (and other, discipline-specific ASc credentials), in 2015 by the Faculty of Science and Horticulture has not helped with lower-level enrolments in physical geography. See the discussion in *Chapter 1*.

²⁷ This is dependent on the course being a 4-credit, vs. 3-credit course, with the extra credit (times the number of 1102 sections run per year) financially supporting this position.

Human geography faculty are much less vulnerable to these issues, given the wider range of lower- and upper-level human geography course options in the department's Minor and Major degrees, the appeal of upper-level human geography courses as electives for non-Geography students (helping with enrolment) in the Faculty of Arts, and the seemingly limitless reserve of demand for GEOG 1101 Human Geography sections.

This is a sub-optimal situation to say the least, representing the department's inability to fully utilize the capabilities of its physical geography faculty. This impacts employee morale and well-being, and creates challenges to the recruitment and retention of qualified instructional staff needed to successfully deliver our programs in the present and future. In *Recommendation 2.13 in Chapter 2* of this *Self-Study Report* we have advocated looking at changes to the BA Major in Applied Geography and our other programs to enhance physical and environmental geography offerings, thus addressing curricular gaps, increasing program relevance, and making far better use of the expertise possessed by our physical geography instructors.

Should our actions prove successful in boosting the health of our programs, increases in future demand for courses may be met—in whole or in part, and with their consultation and consent—by increases in the geography course workload of regular faculty members not working at a full-time level. This may be a matter of boosting a 75% part-time position to a 100% full-time position, or ending the secondment of faculty to teach in the EPT program. Additionally, should the department need to hire non-regular faculty to teach individual courses, in any area, having a deep Qualified Faculty List (QFL) of potential hires will be important; in Fall 2022 the Geography Search Committee identified our QFL as needing review and update. At present, we are not expecting any regular faculty retirements or departures, but it should be noted that the one-year contracts for two positions (a non-regular, 75%, physical geography faculty position, plus the lab assistant position) run to January 2024, and there is no guarantee of their renewal at that point.

Therefore, and recognizing that program changes take time to develop and implement, the department should explore additional ways (supplementing recommendations to increase program relevance and demand, and to enhance instructional delivery, as presented in *Chapters 3 and 4*) to secure its current instructional capacities in physical geography. This may include reviewing teaching assignments and developing faculty competencies to teach other courses such as GEOG 1101 Human Geography, thus providing more flexibility in adapting to any cancellations of physical geography classes. Additionally, the department may consult with the Faculty of Arts Dean's Office to review the current funding environment and explore options to secure current non-regular physical geography faculty and lab assistant positions.

Faculty Qualifications and Currency: Summary Recommendations

3.10: Pursue *Recommendation 2.13* to increase flexibility and provide additional physical/environmental geography course options in the BA Major in Applied Geography.

- 3.11:** Review the QFL list for all program courses to identify and correct gaps in course coverage.
- 3.12:** Consult with current, regular faculty members working less than full-time (either due to current contract status or secondment to the EPT program) to gauge their interest and willingness to increase their workload if necessary to meet current and/or future program needs.
- 3.13:** Survey faculty teaching competencies and assignments, and consider ways of increasing flexibility to reduce vulnerability to enrolment challenges in physical geography and other courses.
- 3.14:** Investigate, with the Faculty of Arts Dean's Office, the current funding situation for non-regular physical geography faculty, and the lab assistant position, and potential approaches to make this more secure in the next 1-2 years.

3.3. Student Demand

In this section attention turns to the program students taught by the instructional staff at KPU Geography and the Environment. Who are these students, and how many of them are there? What is our capacity to meet their demand for our courses and programs, and what is our department doing to ensure that this demand is sufficient and sustainable?

The KPU Geography Program Student: A Profile

'Ranvir' is a (fictional) BA Major in Applied Geography program student who started his studies at KPU in September 2018 after graduating from high school in Delta that summer. In 2020/21, he was in his third year of study at the university. 'Ranvir's' demographic characteristics are representative of the largest groups among intended or declared KPU Geography program students in 2020/21: ²⁸

- like 77% of program students, he is a domestic student
- like 62% of program students, he is 22 years old or younger
- like 60% of all program students, he is a man

²⁸ Figures are from *Exhibit 2, Appendix 8*, and describe 65 intended/declared KPU Geography students in total. These demographic characteristics of intended/declared KPU Geography program students approximate those of KPU Faculty of Arts students (*Exhibit 3*) in general, with exception of gender identity. Men are 60% of program students, women 40%; respective percentages for students in the Faculty of Arts are 38% and 62%. As shown in the data, these percentage shares have remained stable for Faculty of Arts students since 2017/18, while the percentages of men have increased among intended/declared KPU Geography program students during this period. The reason for this is not clear.

Some of ‘Ranvir’s’ other traits, including those related to his journey to becoming a program student, are derived from student surveys conducted for this program review, and are also reflective of more informal—but drawn from years of engagement—observations of our student body by department faculty members:

- his first KPU Geography course was GEOG 1101 Human Geography. Among student survey respondents this course, and GEOG 1102 Physical Geography, GEOG 1160 Geography of British Columbia, and GEOG 2140 Geography of Canada, are identified as the first program course taken by program students.²⁹
- like many student survey respondents, he took his first Geography course as an elective, because the subject looked interesting to him³⁰
- when he decided to declare as a KPU Geography program student, career considerations were a significant factor in this decision, as they are for student survey respondents.³¹
- like many program students in our experience, ‘Ranvir’ had not taken a Geography course before coming to KPU, nor did he have prior knowledge of our department and its programs before taking his first KPU Geography class.

So, these are the characteristics of ‘Ranvir,’ a typical KPU Geography program student. But how many ‘Ranvirs’—and ‘Mandeeps,’ ‘Annes,’ ‘Qiangs,’ ‘Michaels,’ and the like—enroll in our courses, and then decide to take the next step and become a program student? How sustainable is this demand?

Student Demand for KPU Geography Courses and Programs

Overall Course Enrolments:

The answers to the questions above are complicated, but the overall enrolment picture is very concerning. As illustrated in *Exhibit 4 of Appendix 8*, between 2017/18 and 2021/22, KPU Geography student headcounts decreased by 24%, from 1,466 students to 1,117, with numbers steadily decreasing each year over this period. This contrasts with undergraduate student headcounts for the Faculty of the Arts as a whole, which declined at a lower rate than those of the department between 2017/18 – 2020/21, before rebounding in 2021/22 to a count just 0.5% lower than that in 2017/18.

²⁹ Q5 of *Appendix 7*.

³⁰ See Q6 and Q7 of *Appendix 7*. As shown there, other reasons for taking a Geography course include taking a regional geography course in preparation for a Bachelor of Education program. There are a couple of students stating that they had a KPU Geography program in mind when they took their first course/s, which is interesting.

³¹ Q7, *Appendix 7*.

KPU Geography's fill rates (seats filled ÷ seats offered) have also declined over these past few years. *Exhibit 10* in *Appendix 8* shows the year-to-year and term-to-term variability in our fill rates from Fall 2019 through Fall 2022. While fill rates have ranged between 73% to 96% over this timeframe some patterns are clear. Firstly: in each year, fill rates have been highest in the Summer term (with % figures in the 80s and 90s), followed the Fall and Spring terms respectively (with % figures in the 60s to 80s). Secondly: fill rates for all terms have decreased year-over-year, with a net decline of 10-15 percentage points for each term over this period.

Term-to-term variations in fill rates indicate that, in addition to pursuing enhanced outreach and other means of increasing enrolment (addressed elsewhere in this report), the department could engage in a more intensive study of possible internal course mix/mode/scheduling factors that may account for higher fill rates in the Summer term, and the degree to which any lessons learned can be applied to increase enrolments in the Fall and Spring without a negative impact on overall enrolment totals/fill rate, or on educational outcomes.³² A similar examination of any course mix/scheduling factors that changed year to year may also yield important insights into the overall, longitudinal, decline in enrolments.

Fill rates, as suggested by the figures in *Exhibit 7* of *Appendix 8*, can be affected by factors that change their 'seats offered' denominator.³³ These include changes to individual class size limits (as with GEOG 1101 Human Geography sections, which were voluntarily increased from 35 to 38 seats per section from Summer 2022 onward), and changes to the course mix (e.g. changes in the shares of physical geography and methods courses with 30 seats per section vs. other courses with 35-38 seats). This factor is worth considering, and perhaps controlling for, in departmental and Faculty of Arts assessments and comparisons of this enrolment measure.

But the fundamental reality of the department's enrolment challenges cannot be denied. Regardless of factors that affect the seats offered denominator, our declining fill rates reflect a real drop—not just one relative to the number of seats offered—in the numerator, the actual number of seats filled by students per KPU Geography class: dropping from an average of 29.5 students per class in 2018/19 to 26.7 in 2020/21, and then to 23.9 students per class in 2021/22.

³² Fill rates can vary by term even for the same course within the same academic year. For example, in Spring 2022 the three sections of our GEOG 1102 Physical Geography had a 70% fill rate. The four sections offered in Summer 2022 had a fill rate of 85%. The four sections in Fall 2022 had a fill rate of 66%. Information is drawn from KPU's online *Enrolment Tracking Report* database. Regarding educational outcomes, several KPU Geography faculty have expressed concerns about the quality of online instruction vs. in-person instruction, especially for our hands-on discipline.

³³ As shown in *Exhibit 7* of *Appendix 8*, fill rates for KPU Geography courses between 2018/19 and 2021/22 have decreased—in part—because the average number of seats offered per class has increased from 31.6 to 33.3 during that timeframe. Similarly, this affects perception of the gap between KPU Geography course fill rates and those for the Faculty of Arts as a whole, because the number of seats offered per class at the Faculty level—while increasing too—is lower overall (e.g. 27.9 in 2018/19 and 29.5 in 2021/22).

It is thus likely that as ‘Ranvir’ neared the end of his degree program in 2022, he would be seeing fewer students overall in and around KPU Geography classrooms than he did when he started his studies in 2018.

Enrolments by Course Level:

Were ‘Ranvir’ to notice, specifically, that there were not a lot of students taking the kinds of upper-level Geography courses he was now enrolled in, that would not be unusual in and of itself. Large numbers of students enrolled in several sections of first-year courses (like those he took back in 2018) provide the base of the typical enrolment pyramid, with student numbers decreasing in each successive year. This is the pattern of enrolments (as measured by total seats filled) for the Faculty of Arts at KPU, as shown for 2021/22 in *Exhibit 8* of *Appendix 8*. KPU Geography course enrolments follow the same basic trajectory, but with a much more dramatic decay in numbers with each year of study. The figures, with some additional numbers, are repeated below in *Table 1*:

Table 1: Seats Filled, Department of Geography and the Environment vs. Faculty of Arts

	1 st Year	2 nd Year	3 rd Year	4 th Year
Geography	1245	220 (17.7%)	88 (7.1%)	46 (3.7%)
Faculty of Arts	31048	7505 (24.2%)	6504 (20.9%)	2174 (7.0%)

The number in each cell represents the total seats filled by course-year, from *Exhibit 8*. The additions are the numbers in brackets, which show the totals of second-, third-, and fourth-year seats filled as a percentage of the first-year seats filled total. As can readily be seen, a major drop off in KPU Geography enrolment occurs at the third-year level, with the 88 seats filled representing just 7.1% of the first-year total of 1245. Setting aside any measures to increase first-year enrolments, if the department were to simply match the percentages (relative to first-year seats filled) of the Faculty of Arts for years two, three, and four, there would be an additional 295 KPU Geography student seats filled, an increase of 18.4% on the total of 1,599 seats filled in 2021/22.³⁴ This would be a much more sustainable situation for the department.

‘Ranvir’ would have a lot more company in what are, too often, undersubscribed third- and fourth- year Geography courses with low fill rates, where the main ‘unmet demand’ issues lie with program-required courses being cancelled due to low enrolment, with consequent, negative effects (discussed further in *Chapter 4*) on students and institutional credibility.

³⁴ Applying the Faculty of Arts second-, third-, and fourth-year % figures to the KPU Geography first-year student seats filled count would equal 301 second-year seats filled (+81), 261 third-year seats filled (+173), and 87 fourth-year seats filled (+41). Seats filled is greater than headcount, as a single Geography student can be taking more than one Geography course in a given term.

Demand for Programs:

Though they provide just a one-year snapshot, the figures discussed above suggest a student retention and conversion problem for the department: a challenge in translating what are often quite robust first-year course enrolments into continued study in courses from the second year onward, and ultimately into KPU Geography program students.

What we see instead are low numbers of intended or declared KPU Geography program students, totals which have declined over the past five years. As shown in *Exhibit 5 of Appendix 8*, KPU Geography program headcounts stood at 80 individuals in 2017/18, but this has decreased every successive year to a total of 65 in 2021/22, a 19% drop compared to the beginning of this period. This is largely the product of decreases in BA Major in Applied Geography program headcounts (30 to 19 students; -37%), and headcounts of intended but undeclared Geography program students (from 41 to 34 students; -17%). While AA in Geography program student headcounts decreased from 4 to 2 students (-50%) between 2017/18 and 2021/22, the absolute figures are small to begin with, and—for what it is worth—2 students are an increase on the 0 recorded in 2019/20. While total, annual, headcounts of BA Minor in Geography students during this period ranged from 8 to 13 students, the overall trend from the beginning to the end of this five-year period is essentially flat: 9 program headcounts in 2017/18 and 10 in 2021/22 (+11%).

Comparative figures for Faculty of Arts program headcounts from 2017/18 – 2021/22 show a 3% increase, from 5,893 to 6,384 students; not a remarkably high rate of growth, but certainly more than witnessed for our degree programs. Looking outside KPU at Geography program student enrolments in other BC post-secondary institutions we see that our enrolment challenges are, to an extent, shared with other university Geography departments. As shown in *Exhibit 6 of Appendix 8*, total Geography program enrolments at KPU and these institutions both peaked in 2017/18, and then steadily declined through 2020/21. However, while from 2017/18 to 2020/21 total program enrolments declined by 19% elsewhere, numbers at KPU Geography dropped by 35%.

If we, in partnership with the Faculty of Arts and others, are unable to halt and reverse these problematic trends in course enrolment and Geography program numbers, students like 'Ranvir' will become fewer and fewer, and the future viability of KPU Geography as a degree-granting department will be threatened.

Outreach Activities to Strengthen Recruitment and Retention

Enhancing Current Approaches:

Departmental work outreach activities to specifically address student recruitment and retention has intensified in recent years, despite the COVID-19 pandemic. These efforts should be nurtured and developed, but considering the gravity of the enrolment situation (and issues,

noted later, which suggest limits to some approaches), the department will need to take some more bold and systematic steps to develop sufficient, sustainable student demand for its courses and programs.

Partially addressed in the discussion of program relevance in *Section 3.1* of this chapter, instructional staff—as individuals, in small groups, and with all their department peers—have been engaged in a variety of profile-raising and departmental community-building activities. These serve, either explicitly or implicitly, as outreach initiatives to strengthen recruitment and retention of students, and include:

- regular and enthusiastic participation in KPU’s annual/seasonal *Open House* events
- participation, on multiple occasions since 2016, in the annual, public open-house *Science Rendezvous* event at the Langley Campus
- yearly participation, since 2006 and with assistance from KPU Geography student volunteers, in the annual *Kwantlen Science Challenge*, a KPU-organized and hosted science competition for metro Vancouver high school students
- yearly promotion and participation in the annual KPU *GIS Day*, raising awareness of GIS and GIS instruction in the Department of Geography and the Environment
- organization and hosting, on multiple occasions, of the collaborative, community open-mapping *Mapathon* event
- promotion and participation (faculty and student) in KPU’s interdisciplinary *Wild Spaces* teaching and learning hub
- creation and organization of three public *Geo-Forum* events (2020-22) addressing contemporary geographic issues in the South Fraser region
- creation and implementation of three *Geo-Tour* events (two bus tours and one paddle-wheeler boat tour on the Fraser River) for KPU students, a guided tour of the physical and human geography of the South Fraser region
- delivering presentations, on multiple occasions, for the Faculty of Arts’ interdisciplinary ARTS 1100 program
- delivering presentations, on multiple occasions, for the *Third Age Learning at Kwantlen (TALK)* series for community members over 50 years of age

- organization and hosting of a book talk presentation (in conjunction with the instructor's Summer 2019 GEOG 4501 course) with Sandeep Pai and Savannah Carr-Wilson, authors of *Total Transition: The Human Side of the Energy Revolution*
- support, through promoting and volunteering for guest speaking/walking tour guide activities, for the *KPU Geographers* club, established by students in 2021
- creation of an 'Alumni Outreach Coordinator' position in 2021, with activities to date including the collection and publication of Alumni profiles/updates
- writing and publication of periodic department newsletters
- creation and management of a departmental Instagram account to build student/alumni/instructional staff community and advertise departmental developments
- participation, since 2022, in the Canadian Association of Geographers (CAG) departmental *Undergraduate Award* program, with two KPU BA Major students presented with an award by the CAG in 2022 and 2023, respectively
- establishment, through department member contributions, of an annual \$1000 KPU *Geography Student Award* in 2023, with the first award to be issued in the Summer 2023 term
- a student-outreach *Geohunt* event on the Surrey campus, currently in the planning stage and set to take place during the Summer 2023 term

These are all worthy endeavours, and the department should, as faculty time and resources permit, continue and enhance these kinds of profile-raising and community-building initiatives. Indeed, based on faculty observations and conversations with our international students, these kinds of outreach activities—especially those focused on touring and understanding the metro Vancouver region in which they live—may have a special significance to this cohort of new arrivals to this part of Canada, and additional power in retaining such students.

There is, furthermore, support among the program review team for approaches (e.g. in branding and promotional events) that explicitly emphasize the '*Environment*' element of our department name and programming, given student and public interest in outdoor activities and their concern with contemporary environmental issues. However, in all cases it would be helpful to develop a yearly schedule/plan of events to coordinate such efforts, identify high-priority/impact initiatives, and provide sufficient lead time for advertising and promotion. Special promotions and collaborations with KPU International would also be beneficial. Such planning would also include the proposed 'relevance-raising' events described at the end of *Section 3.1*, which also would support student recruitment and retention.

As well, while participation in KPU's *Open House*, *Science Rendezvous*, and *Kwantlen Science Challenge* events serves to engage members of the public—especially those in, or who have recently graduated from, metro Vancouver high schools—the department should seriously consider plans it has pondered several times over the course of the past five years: a systematic outreach and promotion program engaging high school Social Science/Geography instructors and their students. Objectives of such a campaign would be to increase awareness of Geography and our department among prospective students, and generate more purposeful (vs. incidental, as with the example of 'Ranvir') interest and enrolment in our courses and programs. Similarly, considering the department's issues with enrolment decay, a comparable campaign with two-year colleges in British Columbia, perhaps including block transfer agreements to facilitate entry into our BA programs, would be worth pursuing.

Additional importance of this kind of domestic student recruitment program will be explained later in the discussion of our international student enrolments.

Reducing Introductory Course Bottlenecks:

Two other areas require attention in an intensified, purposeful, KPU Geography program student recruitment and retention campaign. The first area is with the department's introductory GEOG 1101 Human Geography and GEOG 1102 Physical Geography courses. These are, as discussed earlier with the example of 'Ranvir,' with student survey data, and with the 'enrolment pyramid,' the kinds of intake courses that attract students and feed into upper-level coursework and Geography program declaration. Expanding this base complements approaches to arrest the problem of enrolment decay noted earlier. As shown in *Exhibit 10* of *Appendix 8*, GEOG 1101 Human Geography is a course that the department routinely fills and for which demand often remains (despite additional demand sections being added) unmet in Summer terms. Therefore, the department may explore ways to increase GEOG 1101 Human Geography offerings to address this unmet demand, while ensuring that sufficient teaching coverage exists for other program courses. Some faculty are interested in developing additional feeder courses (e.g. an introductory special topics and/or environmental issues course) and this could also be considered.

GEOG 1102 Physical Geography presents a different problem: an introductory course through which we can attract prospective KPU Geography program students, but which has (unlike its GEOG 1110 Atmospheric Science and GEOG 1120 Earth Science predecessors) struggled for enrolment since its introduction in 2021.³⁵ These enrolment challenges have led to cancellations of sections, reductions in the number of sections offered, and adaptations such as shifts of sections from in-person to online delivery (a sub-optimal delivery mode for this kind of

³⁵ For example: in 2019 (Spring, Summer, and Fall) the department offered 21 sections of GEOG 1110 and GEOG 1120, enrolling 564 students with term fill rates ranging between 85 – 93%. In 2022 (Spring, Summer, and Fall) the department offered 11 sections of GEOG 1102, enrolling 244 students, with term fill rates ranging between 66 – 85%. Information is drawn from KPU's online *Enrolment Tracking Report* database.

hands-on course). The status of GEOG 1102 as a four-credit course, with separately-scheduled lectures (instructor) and labs (lab instructor) unlike its three-credit 1110/1120 predecessors, has been the subject of considerable departmental discussion: to what extent is this responsible for GEOG 1102's enrolment struggles and, if so, what kind of response is needed? Given the significance of this course to present program offerings and any likely revised credentials, the department will have to seriously consider what kinds of changes, including, perhaps, return to a 3-credit format, to this course are needed to restore enrolments.

International Student Enrolments—Opportunities and Challenges:

The Department of Geography and the Environment, along with KPU, has witnessed significant increases in international student enrolments since 2016, as the university has sought out such students to bolster overall enrolments and revenues. As indicated in *Exhibit 9 of Appendix 8*, 57% of the seats in Geography classes are filled by international students, a higher percentage than for the Faculty of Arts (37%) and for all KPU courses in total (43%). This comparatively high departmental dependency on international student enrolments not only prompts questions about causative factors, but on the impact this as on the department program sustainability.³⁶ The answer to the latter is that the impact to date is paradoxical.

On the one hand, as shown in *Exhibit 9*, international student enrolment in Geography courses—with such students paying \$10,474.50 in tuition fees for 15 credits of coursework vs. the \$2301.90 paid by their domestic student peers—result in departmental tuition revenues that on a per 3-credit course basis, exceed the cost of instruction by a considerable margin.³⁷ Thus, despite lower overall fill rates, on a per-class basis KPU Geography courses generate significantly more net revenue (\$17,557.40) than do courses in the Faculty of Arts as a whole (\$11,448.64) and KPU overall (\$13,135.20). To this extent, then, international students significantly contribute to the economic viability and sustainability of the department and, by extension, its programs. The department should emphasize these figures when discussing, with administrators, course cancellations, costs for employing our lab assistant, and other decisions which impact the short- and long-term sustainability of the department's operations and programming.

On the other hand, given the requirements of the study permit system through which international students arrive in Canada and in our classrooms, international student enrolments in our third- and fourth- year courses are very low.³⁸ Whereas, for example, international students represented 704 out of 812 enrolments in GEOG 1101 Human Geography sections offered across Spring, Summer, and Fall 2022, only 17 international students were among the

³⁶ That the majority of KPU's international students are from India, where Geography is a compulsory secondary school subject, may be part of the explanation.

³⁷ Tuition amounts are determined using KPU's online *Tuition Estimator* application (Kwantlen Polytechnic University, 2023).

³⁸ To qualify for a study permit and subsequent post-graduation work permit, international students must complete a program of study lasting at least eight months, and resulting in a degree, diploma, or certificate. See Government of Canada (2023), and University of British Columbia (2023) cited in *Appendix 13* for details.

139 enrolments in the third- and fourth-year courses offered by the department during this same period. Therefore, while contributing significantly (81% of enrolments) to these introductory human geography sections (and to their 87% overall fill rate), they were a small share (12%) of upper-level course enrolments, whose sections collectively struggled to fill (44% overall fill rate).³⁹ Thus, high dependency on international students who are less likely to take upper-level courses is a significant, structural element contributing to the department's 'enrolment decay' problem described earlier, which is also manifest in KPU Geography program enrolments. While 57% of the seats filled in our courses are filled by international students, such individuals are just 23% of the department's intended/declared program students, as indicated in *Exhibit 2 of Appendix 8*.

This is an issue the department was aware of, studied, and brought to the attention of the Faculty of Arts back in 2020.⁴⁰ Administrators have acknowledged this and expressed hope that international students will return to KPU to continue with their studies and complete full BA degrees, such as our BA Minor in Geography and BA Major in Applied Geography. In the meantime, data for both the department and the Faculty of Arts provide some optimism that this may come to pass—or, at least, that international students are obtaining AA and other non-baccalaureate credentials at KPU in the meantime. Though the data does not disaggregate international student figures in terms of intended vs. declared, nor by type of credential, *Exhibits 2 and 3* show growth in the percentages of international students among intended/declared KPU Geography program students and those for the Faculty of Arts overall.

Upper-level course enrolments and faculty observations lead us to conclude that the international KPU Geography program students may largely fall into the 'intended' category, with perhaps an AA in Geography as the intended/declared credential for most. Considering this, we believe that the AA in Geography program may have a renewed purpose in the context of international student enrolments, and that successful completion of this program could further incentivize such students to return to KPU to complete one of our baccalaureate degree offerings. With this in mind, department faculty have made a concerted effort over the past two years to promote the AA in Geography credential in classes, which may account for the rise in the share/number of international students among intended/declared program students. The department should consider more extensive efforts, coordinated with KPU International, moving forward. This would occur in concert with enhanced domestic student recruitment efforts noted earlier. Should these, and other departmental efforts prove successful, our 'Ranvir' would be part of a vibrant and growing KPU Geography program community of domestic and international students.

³⁹ Information is drawn from KPU's online *Enrolment Tracking Report* database. Figures are for the first day of class in these courses. Third- and fourth-year courses offered in this period are single sections of 3120 Economic Geography, 3130 Society and Urban Space, 3220 Urban Planning and Politics, 3260 Geographic Thought, 3310 Natural Hazards, 3320 Environment and Resources, 4100 Research Design in Geography, 4380 Applications in GIS, and 4501 Current Geographic Issues.

⁴⁰ A faculty member gave a presentation of comparable figures and enrolment trends to the Chair's meeting in March 2020.

Considering all these observations and suggestions about student demand and departmental sustainability, our recommendations are as follows:

Student Demand: Summary Recommendations

- 3.15:** Consider developing a common presentation/set of materials that explain to students the different KPU Geography programs and their laddering.
- 3.16:** Examine intra-year variations in KPU Geography course enrolments to assess factors, such as course mix and scheduling, which may impact enrolments; determine from this methods that can be used to increase enrolments in general and for terms with lower fill rates.
- 3.17:** Consider how to address variations in the 'seats offered' denominator when calculating, comparing, and making decisions based on course fill rates.
- 3.18:** Retain and enhance, including additional promotion and coordination with KPU International, current student outreach initiatives.
- 3.19:** Pursue *Recommendations 3.1 – 3.9* to enhance initiatives that will increase the relevance of KPU Geography programming and departmental connections with discipline/sector contacts.
- 3.20:** Explore ways to further emphasize the term 'environment,' and environmentally-focused content, in departmental branding and outreach events.
- 3.21:** Develop a yearly schedule/plan to prioritize and coordinate department outreach activities.
- 3.22:** Explore the development of a regular, systematic outreach and promotion campaign with metro Vancouver secondary school Social Studies/Geography students and teachers.
- 3.23:** Explore the development of a regular, systematic outreach and promotion campaign with two-year colleges in British Columbia which offer comparable first- and second-year Geography courses; this may include development of block transfer agreements to facilitate transfer in to our BA Minor in Geography and BA Major in Applied Geography programs.
- 3.24:** Consider avenues to increase offerings of GEOG 1101 Human Geography, and possibly other introductory courses, to address unmet demand and increase the enrolment base supporting subsequent course and program enrolments.
- 3.25:** Explore and assess options to revise the format and delivery of GEOG 1102 Physical Geography to increase student demand for the course.

- 3.26:** Emphasize the department's positive, and comparably high, net revenues and petition administrators to utilize these resources for departmental operations that support its educational and economic sustainability.
- 3.27:** Retain the AA in Geography program and enhance its promotion, and that of the department's BA Minor and BA Major in Applied Geography degrees, to international students in collaboration with KPU International.

4. Effectiveness of Instructional Delivery

4.1. Instructional Design and Delivery of Curriculum

In this chapter we return to the discussion of curriculum design and delivery. This was addressed in considerable detail in *Chapter 2*, with a particular focus on the content (both PLOs and essential skills, in relation to CLOs) and structure of the AA in Geography, BA Minor in Geography, and BA Major in Applied Geography programs. *Chapter 3*, also referred to in the preceding assessment of curriculum content and structure, extended that discussion to address the relevance of, instructional capacity to deliver, and student demand for, these programs.

The curriculum assessment in *Chapter 2* referred frequently to this area of the *Self-Study Report* and in this first section of *Chapter 4* we will briefly review the research results (survey data from faculty, current students, and alumni) which helped to inform the curriculum-focused recommendations presented earlier. The primary focus here, however, is on how our department delivers the curricula of these respective programs, extending the evaluation of program design to address additional questions about the efficacy of our teaching approaches and the soundness of our assessment methods.

Overall Satisfaction With Program Instruction

Faculty Assessments:

Chapters 2 and *3* described high levels of satisfaction among KPU Geography and the Environment faculty members with the design and relevance of our degree programs, and faculty assessments of program instruction are also very positive. 88% of faculty survey respondents expressed satisfaction with the quality of instruction for the AA in Geography degree, while 100% were satisfied with the quality of instruction for both the BA Minor in Geography and BA Major in Applied Geography programs. As with assessments of the relevance of these programs, the BA Major received the highest proportions of ‘very satisfied’ responses.⁴¹

Current Student and Alumni Assessments:

These faculty perspectives are supported by the very positive overall evaluations of instructional quality offered by current program students and alumni. 90% of student survey respondents said they were satisfied with the quality of instruction, as did 100% of those responding the alumni survey.⁴² *BC Student Outcomes* data, reported in *Appendix 8*, reinforce these findings, with 92% of all KPU Geography program alumni surveyed expressing favourable views on instructional

⁴¹ See Q20, Q26, and Q32 of *Appendix 6*. ‘Satisfied’ percentages are the sum of ‘somewhat satisfied’ and ‘very satisfied’ responses. 100% of faculty are very satisfied with instruction in the BA Major in Applied Geography, with 50% and 38%, respectively, expressing this highest level of satisfaction for the BA Minor in Geography and AA in Geography programs.

⁴² For current student survey responses, see Q24 of *Appendix 7*. 50% of respondents were ‘very satisfied’ with the quality of instruction. For alumni responses, see Q15 of *Appendix 9*. As shown there, 100% of respondents were ‘very satisfied’ with the quality of instruction.

quality; assessments from surveyed BA Major in Applied Geography program alumni were even higher, with 100% of respondents viewing their instruction positively.⁴³ Both of the latter figures exceed post-secondary Ministry targets as described in *Appendix 8*.

What also should be recognized here are the comments on teaching offered by both student and alumni survey respondents. In their assessments of KPU Geography program quality overall, and of the quality of instruction in particular, students and alumni give high praise to the department's instructors: as being knowledgeable, diverse in experience and expertise, helpful, generous in providing feedback, enthusiastic, interesting, personable, caring, and genuine.⁴⁴

Questions on the discipline/sector survey did not ask respondents about their satisfaction with program instruction, which is understandable as they have not directly experienced this. Rather, they were asked to assess this indirectly through observations about the quality and success of program graduates. That topic is the focus of *Section 4.2*.

Instruction to Support Student Acquisition of PLOs and Essential Skills

Faculty Assessments:

Upon graduation from their KPU Geography program, students should possess knowledge, skills, and attributes defined in its PLOs and competency in the specified (see *Section 2.3, Chapter 2*) essential skills defined by the university.

With their deep understanding of the objectives of each degree, borne from designing them and teaching their content to scores of students, department faculty are highly confident that instructional design and delivery provide appropriate opportunities for students to achieve the PLOs by the end of their program. Across all KPU Geography degree programs, as shown in *Appendix 6*, 88 – 100% of surveyed faculty believe that instruction effectively serves to produce this result.⁴⁵ Similar faculty consideration of the degree to which instruction develops essential skills also produce supportive evaluations of the BA Minor in Geography (with, for each essential skill, positive responses from 88 – 100% of survey respondents) and the BA Major in Applied Geography (100% positive responses for every essential skill).⁴⁶

Qualitative feedback received from faculty survey respondents emphasizes, for both baccalaureate degrees, their topical breadth, emphasis on real-world applications, skills development courses, and small classroom size (facilitating student/instructor interaction, meaningful feedback, and student networking) as features promoting these outcomes. For the BA Minor in Geography, program flexibility was identified as an additional, positive, trait, while feedback on the BA Major in Applied Geography degree praised its urban emphasis and skills-intensive curriculum.⁴⁷

⁴³ *Exhibit 1 and Exhibit 1.1, Appendix 8.*

⁴⁴ For current students, see Q12 and Q25 of *Appendix 7*. For alumni, see Q5 and Q16 of *Appendix 9*.

⁴⁵ See Q14 of *Appendix 6*.

⁴⁶ See Q16 and Q17 of *Appendix 6*.

⁴⁷ See Q8 and Q12 of *Appendix 6*.

Faculty perceptions of the degree to which the AA in Geography program develops essential skills are harder to summarize. While faculty perceptions of how instruction supported the program's PLOs were very positive, ratings of how it supported essential skills development were uniformly lower than for the BA Minor in Geography and BA Major in Applied Geography programs. Standing out here: quite modest percentages of faculty respondents of faculty respondents stating that speaking effectively (50%), cartographic skills (50%), and digital/computer skills (63%) were developed to a moderate to large extent.⁴⁸ While we believe that these figures represent more of a comparative assessment (relative to the BA programs) rather than a significant critique of the AA in Geography program in and of itself, the department may still consider strengthening instruction in these areas.⁴⁹ Increased emphasis in existing courses on oral presentations and other in-class speaking opportunities, for example, could enhance skills in this area—in lieu of, or in addition to, the more program revision-oriented (e.g. adding GEOG 2380 Qualitative Skills as a required course) ideas discussed in *Chapter 2*.

Current Student Assessments:

Similarly, as with faculty feedback on the AA in Geography degree, we interpret with some caution current student assessments of instruction in support of their program's PLOs and essential skills. Survey respondents are at various stages of their undergraduate education and the sample is also comprised of students pursuing different KPU Geography credentials, so their perception of how instruction is supporting the development of PLOs and essential skills is bound to be incomplete and highly variable.⁵⁰ Additionally, their responses to questions on PLOs and essential skills are combined in the reporting of results in *Appendix 7*, further complicating interpretation of the results.

These caveats notwithstanding, current students' essentially positive evaluations of how PLOs are supported by instruction are good to see. As shown for Q15 of *Appendix 7*, topical PLOs (e.g. 'explain the processes that produce natural hazards. . .') are viewed by most to be very well-addressed through the instruction they have received to date. Lower assessments (around 66% in each case) of instructional development of quantitative, qualitative, GIS, and other skills) might simply reflect where students are at in their program (with more instruction in these areas yet to come), or may perhaps signal some need for increased instructional emphasis on these areas. The same applies to current student assessments of instruction in support of various essential skills. Healthy majorities of these survey respondents, as shown in Q16 of *Appendix 7*, feel that their curriculum has, to a moderate or large extent, developed most of these skills. Lower scores for cartographic skills, writing skills, digital/computer skills, and issue/problem resolution support the recommendation presented in response to the faculty survey findings: consideration of how various forms of student skills development can be enhanced through teaching practices.

⁴⁸ See Q15 in *Appendix 6*.

⁴⁹ Positive qualitative feedback from faculty, paralleling that offered for the BA Minor in Geography and BA Major in Applied Geography programs, also supports this assessment. See Q4 of *Appendix 6*.

⁵⁰ See Q1, Q2, and Q3 of *Appendix 7*.

Alumni Assessments:

Alumni survey respondents, as shown in Q9 of *Appendix 9*, largely feel that the instruction they received supported the PLOs of their KPU Geography credential. 86 – 100% of alumni believed this to be the case for all but one PLO, education in physical geography, identified as being addressed to a moderate or large extent by 72% of the group. Qualitative comments presented in Q6 of *Appendix 9* indicate an appetite for more physical/environmental geography instruction in the BA Major in Applied Geography, aligning with our recommendation in *Section 2* for the department to consider making the program structure (especially upper-level requirements) more flexible, and adding more physical/environmental geography options to the curriculum.

BC Student Outcomes data reported in *Exhibits 11* and *11.1* of *Appendix 8* provide a positive assessment of how our programs develop essential skills, with alumni responses meeting or exceeding ministry targets (for most skills types, level of agreement with program development was 100%); the only exception being ‘learning on your own’ with 78% support. Alumni surveyed for program review also view the instruction they received to have supported most essential skills development, though as shown in Q10 of *Appendix 9*, assessments of digital and computer skills development, and skills in resolving issues and speaking effectively were slightly lower, with 70 – 78% considering instruction in their program to have supported these to a moderate or large extent. Recognizing the small sample size, and general endorsement of faculty instruction in these essential skills, the department may nevertheless consider teaching approaches to enhance student competencies in these areas.

Experiential Learning Opportunities

Faculty Assessments:

Among the many instructional approaches used to support student learning of PLOs and essential skills are experiential learning methods. In KPU Geography programs these include fieldwork/field research, hands-on labs, applied research projects, and the ARTS 4800 Arts Practicum class—with this course promoted as an elective to upper-level program students (and significantly supported, operationally, by one department faculty member). As noted in *Chapter 2*, the department does not have a PLO dedicated to work-integrated/service learning and *Recommendation 2.11* suggests considering this. Though not gauged quantitatively in the faculty survey, faculty strongly endorse existing experiential learning activities in our programs and want to further strengthen these (*Recommendation 2.10* suggesting creation of a dedicated PLO to emphasize fieldwork, aligns with this) in existing course offerings, alongside any new, dedicated, fieldwork courses.⁵¹ Approaches may include providing more in-class opportunities for hands-on learning, increased numbers of field trips, and the assignment of more applied research projects.

⁵¹ These sentiments are, however, can be seen repeatedly in qualitative survey feedback provided by faculty. See Q4, Q5, Q8, Q9, Q12, Q13, Q21, Q22, Q27, Q28, and Q33 of *Appendix 6*.

Current Student and Alumni Assessments:

These initiatives would build on what alumni survey respondents, and current student respondents, have to say about existing experiential learning opportunities in the department. Though conclusions must be tempered by the small numbers of survey participants addressing these questions, alumni identified not only significant exposure to a variety of experiential learning opportunities in their program, but almost universally stated that these had contributed to their learning to a moderate or large extent. The survey responses of current students indicate less exposure to such experiential learning opportunities (but still strong belief in their value), but it is hard to say whether this is simply a function of not having completed their full program curriculum, or reflective of a real pattern (perhaps associated with the COVID-19 pandemic and increased use of online course delivery) of diminished experiential learning opportunities being offered.⁵² Certainly, this is something that the department should consider moving forward, especially in the context of post-pandemic university initiatives to offer 25% of courses online.

Additional Elements of Instructional Quality

Instructional Practices and the Educational Environment

Quality of instruction in our programs, and the satisfaction that faculty, current students, and alumni have with this, are shaped by additional factors beyond those discussed to this point. These include the currency of course materials and content and the use of multiple modalities (e.g. lectures, labs, hand-on activities, individual presentations, small-group discussions, in-person, online, etc.) to support a diverse group of learners. These, and other factors, impact the effectiveness of curriculum delivery. Additionally, effective instruction also entails providing an educational environment that facilitates learning, dialogue, and respectful debate by providing physical and emotional safety to students.

As shown in Q19, Q25, and Q31 of *Appendix 6*, faculty survey respondents believe strongly that instructional practices in the department maintain currency, utilize multiple modalities to meet the needs of diverse learners, effectively deliver the curriculum, and provide a physically and emotionally safe educational environment in the AA in Geography, BA Minor in Geography, and BA Major in Applied Geography programs. For each degree, the percentage of faculty respondents who somewhat or strongly agreed that instructional practices achieved these outcomes ranged from 88 – 100%.

This aligns with the similarly strong evaluations, though not disaggregated by program, from current students of instructional delivery in these areas. In all areas but one ('present course material effectively,' at 80%) 100% of student survey respondents endorsed faculty teaching practices; qualitative feedback on instructional competency and care for students, noted earlier, provides further reinforcement of this. Although the survey did not ask alumni for an evaluation

⁵² For alumni observations, see Q11, Q12, and Q13 of *Appendix 9*. For current students: Q17, Q18, and Q19 of *Appendix 7*.

of these specific areas, their strong endorsement of overall instructional quality and very positive reflections on the instruction they received reinforce the favourable views of faculty and current students.⁵³

Assessment Methods

Effective instruction also includes the use of appropriate assessment methods. These provide students with clear information on how they are being evaluated, and offer a range of assessment types to allow students to demonstrate their knowledge and skills. Standards for evaluating students should be consistent throughout the program, and instructors should provide useful feedback on assessments to support student reflection and improvement.

In delivering the courses that comprise our degree programs, KPU Geography and the Environment faculty work to uphold these best practices in learning assessment. Reflecting the diversity of the subject material and accompanying skills, instructors evaluate student comprehension through an array of assessments. These include short quizzes, midterm examinations, and final examinations comprised of multiple-choice, short-answer, and long-answer questions which test students' grasp of factual knowledge, larger concepts, and critical and creative thinking. The scope and complexity of exam questions increases with course level; i.e. tests in upper-level courses are comprised almost exclusively of short- and long-answer questions. Graded assignments are likewise diverse, including oral presentations, poster presentations, research papers, field observation reports, and hands-on lab and related assignments testing comprehension of topical material, quantitative, qualitative, and cartographic/GIS skills. As they progress through their KPU Geography degree program, students will complete these kinds of assignments both individually and in small peer groups.

Tests provide students information on the type and mark value of individual questions, instructions for completing them, and the duration of the exam. Outlines for assignments also include these kinds of details, but additionally provide contextual information about the purpose of the assignment and how it contributes to the learning outcomes of a given course. Graded work is returned to students with explanatory annotations; with examinations, instructors will also review answers with students in whole-class and individual consultations. With assignments, students are not only invited to solicit instructor feedback on ideas, outlines, and drafts as they work on projects, but also to follow up with questions upon receiving marked work. A lab manual created by the department for Geography 1102 Physical Geography provides a formal means of enhancing consistency in assessment methods for that course; elsewhere, individual instructors exercise considerable latitude in developing and administering course assessments. Nevertheless, informal discussions of assessment methods, including consistency in evaluating students, regularly occur in the context of monthly department meetings.

Based on survey feedback from faculty, current students, and alumni, our assessment methods are sound in all degree programs. 100% of faculty replied with affirmative responses to questions

⁵³ See Q21 of *Appendix 7* for student evaluations of instructional practices in each area. Their comments appear in Q12 and Q25. Overall alumni evaluation of instructional quality is in Q15, and their comments are in Q5 and Q16, of *Appendix 9*.

addressing the various aspects of assessment noted above.⁵⁴ Survey questions posed to current students elicited affirmative answers from 90%+ of respondents for all aspects of assessment, and for all but one question (still eliciting a 90% support rating), 100% of alumni agreed that assessment practices were appropriate and effective.

Course Prerequisites and Course Availability

Looking beyond teaching practices at other aspects affecting instructional quality, we conclude with consideration of curricular design and the operational delivery of program courses. Prerequisite courses should prepare students for their follow-up courses, and should be made available to students so that they are not held back from completing their program requirements. Similarly, the range of courses offered each term should be adequate to meet student demand; in particular, required program courses should be available so that students can plan accordingly and complete their program requirements in a timely manner.

In assessing program curricula (*Chapter 2*), the review team has recommended a minor change to one prerequisite (see *Recommendation 2.4*), but does not consider there to be any additional issues or concerns with the existing prerequisites in the AA in Geography, BA Minor in Geography, or BA Major in Applied Geography programs. The faculty survey also shows a high degree of confidence in our existing prerequisite structure.⁵⁵ Responses of alumni to a survey question on program prerequisites supports this faculty assessment, with 100% of alumni expressing agreement that prerequisite courses prepared them for more advanced study. That current student responses to the same question produce a lower, 70%, level of support is puzzling, as qualitative feedback in that survey does not provide explanation for any concerns.⁵⁶ Considering all of this, we do not see any significant issues with prerequisite structure of our programs.

Student survey responses on the appropriateness of course prerequisites may be reflective of concerns they have with the *availability* of such courses. Both this group of survey respondents, and alumni respondents, showed some concern about this in the form of < 100% levels of agreement with the statement that prerequisite courses were available to them (70% support among current student respondents, and 80% support from alumni).⁵⁷ The main prerequisite courses in our programs are GEOG 1101 Human Geography, GEOG 1102 Physical Geography, and GEOG 2400 Introduction to GIS; cancellations of GEOG 1102 Physical Geography—as discussed in *Section 3.3 of Chapter 3*, may account for student concerns about prerequisite availability. Recommendations made there to increase the enrolment base and to consider changes to this course to make it more accessible, would help address this issue.

Addressing enrolment issues would also help counter another problem of which department faculty are acutely aware though our interactions with program students: restricted availability

⁵⁴ See Q23 of *Appendix 6*. Faculty surveys addressed an additional dimension of assessment quality—alignment with program outcomes—and excluded a question posed to current students and alumni on assignment feedback.

⁵⁵ 100% faculty support is shown for the prerequisites in the AA in Geography (Q18), BA Minor in Geography (Q24), and BA Major in Applied Geography (Q30) of *Appendix 6*.

⁵⁶ Alumni responses are in Q14 of *Appendix 9*. Current student responses are in Q20 of *Appendix 7*.

⁵⁷ Alumni responses are in Q14 of *Appendix 9*. Current student responses are in Q20 of *Appendix 7*.

of program courses at the third- and fourth-year level. Answering a survey question on the range of courses available each term, 70% of alumni respondents agreed that this range was sufficient, while just 40% of student respondents agreed.⁵⁸ We believe, with survey feedback reinforcing this assessment, that the main source of student frustration about the range of course offerings is the cancellation (and pre-emptive non-offering) of upper-level program courses due to low enrolment.⁵⁹ This was described in detail in *Section 3.3 of Chapter 3* and the various initiatives we recommend pursuing to build up enrolments should help alleviate this problem. In the meantime, we implore administrators to not cancel these upper-level, required, program classes. Though that decision may appear to make sense as a short-term, revenue-maximizing, solution, it has damaging, long-lasting and wide-ranging, effects on student satisfaction, program viability, and institutional credibility.

Beyond this, to the extent that critical student and alumni evaluations of course range reflect a desire for more physical/environmental geography programming, and some measure of dissatisfaction with the BA Major in Applied Geography's prescriptive upper-level topical course requirements (both suggested in survey feedback), revisions to program requirements/structure to increase flexibility and expand physical/environmental geography offerings, as outlined in *Chapter 2*, may address such critiques.⁶⁰ Ultimately, though, a small department such as ours will be limited in the number and variety of courses that we can realistically offer and we need to consider this carefully when proposing changes to program PLOs and any accompanying additions to course offerings.

Instructional Design and Delivery of Curriculum: Summary Recommendations

- 4.1:** Retain existing instructional methods, including an emphasis on in-person course delivery in small class settings, and promotion of experiential learning, that contribute to strong assessments of instructional quality in our programs.
- 4.2:** Consider which program courses are most easily adapted, with minimal to no loss in instructional quality, for sections to be delivered online; for these, explore instructional methods to retain and enhance experiential learning opportunities.
- 4.3:** Consider how, in addition to or in lieu of program curriculum changes (*Recommendations 2.5 – 2.7, 2.10*) to enhance oral, writing, quantitative, visual, cartographic, and technical skills, as well as experiential learning opportunities, in the instruction of existing courses,

⁵⁸ Alumni responses are in Q14, *Appendix 9*. Current student responses are in Q20 of *Appendix 7*.

⁵⁹ See Q17 of *Appendix 9* for alumni comments. Q13 of *Appendix 7* provides current student comments. In addition, Q22, Q23, and Q26 in *Appendix 7* suggest scheduling approaches (e.g. offering more evening classes for students working day jobs) to ensuring a sufficient range of course offerings.

⁶⁰ See Q6 and Q7 of *Appendix 9* for alumni comments. Q14 and Q26 of *Appendix 7* provide current student comments.

especially at the first- and second-year levels.

- 4.4:** Assess current course scheduling and explore scheduling changes, such as increased availability of evening courses, as necessary to ensure that courses are as accessible as possible.
- 4.5:** Consider program curriculum changes, particularly the BA Major in Applied Geography, to increase flexibility and physical/environmental geography options (*Recommendation 2.13*).
- 4.6:** Pursue *Recommendations 3.15 – 3.27* to increase enrolments and ensure course availability for students.
- 4.7:** Recommend to administrators that required program courses be protected from cancellation, particularly if just one section of that course is offered in an academic year.

4.2. Student Success

While instructional faculty are not the guarantors of student success while they are enrolled in their KPU Geography program or afterward, it is our responsibility to facilitate these outcomes as best and as reasonably as we can. Success stories and positive metrics will suggest that we are doing a generally good job at this; poor outcomes and metrics will indicate need for self-evaluation and improvement.

Student Success During Their KPU Geography Program

Successful Degree Completion:

Program health may be gauged in terms of how well students make progress through their coursework to then complete their degree within a satisfactory timeframe. *BC Student Outcomes* data, shown in *Exhibit 20* of *Appendix 8*, highlight that there has been significant variability, between 2018/19 – 2021/22, in the number of years required for KPU Geography program students to graduate. Discerning trends, and assessing if there are any associated instructional or operational issues that need to be addressed by the department, is challenging when looking at small numbers of graduates (see *Exhibit 19*) in a short timeframe interrupted by COVID-19, and where the data features outlier figures—like the median 15.0 (!) years to graduate for the one AA in Geography student completing their program in 2020/21. While the small number of graduates could—for a large program especially—be indicative of significant barriers to degree completion, we believe that in our case it is reflective of the enrolment challenges (and resulting low numbers of intended/declared program students) described in *Section 3.3* of *Chapter 3*. Obviously, addressing this is a high priority for the department.

Perhaps more representative are the 2019/20 and 2020/21 years, during which time 10 and 7 program students, respectively, graduated with their Bachelor's degree credentials in Geography

after a median 6.0 years of study. This is slightly higher than the Faculty of Arts median of 5.7 years of study for Bachelor's degree students in the same time period, but not concerningly so. Somewhat more troubling to us is the shift upward, to a median of 7.0 years of study, recorded for our four Bachelor's degree graduates in 2021/22.

Section 4.1 outlined problems, as reported by current students and alumni, with course cancellations affecting completion of their program. The recent uptick in the length of time to graduate may be connected to this. Given that KPU Geography is a small department, we generally do not offer multiple sections of upper-level courses during an academic year. Consequently, there are not any ready-made back-up sections available to students within a term when an upper-level course is cancelled, nor is there an already-scheduled option (as inconvenient as it may be for students to have to wait) in a following term that academic year.

While a cancelled class *may* get added, on a case-by-case basis, to a following term within an academic year, there is no guarantee of this outcome, especially as upper-level courses are more specialized and fewer faculty may have the expertise and experience to teach them. Typically, students must wait until the next academic year for the course to be offered again. Should that course then be cancelled due to low enrolment, student progress is delayed further, unless a student is able to take the course as a one-off 'directed studies' option with a qualified and willing instructor. Addressing these issues, via the recommendations listed at the end of *Section 4.1*, should facilitate our students' timely completion of their KPU Geography program.

Successful Course Completion:

Beyond this, examination of the *BC Student Outcomes* data in *Appendix 8* does not give us cause to believe that student progress in completing a KPU Geography degree is unduly affected by any systematic issues with student performance in coursework. *Exhibits 12* and *13* show the cumulative grade distribution for Geography courses and Faculty of Arts courses, respectively, between 2017/18 – 2020/21. Of particular importance are the cumulative percentages of letter grades C or higher, since a C is the minimum allowable grade (in order to graduate) for a required course in a specified degree program. Therefore, for example, a BA Major in Applied Geography program student needs at least a C in their required Geography courses (in addition to other course requirements under KPU's BA framework). *Exhibits 12 and 13* show that the cumulative percentage of C or higher grades in Geography courses, has been in the 70 – 79% range since 2018/19, a little lower than the cumulative percentages (76 – 80%) for Faculty of Arts courses in that same time period.⁶¹ We do not feel that these differences are of significant concern.⁶²

Also important to look at are collective rates of D, F, and W (withdrawal) grades ('D/F/W'), not only because they indicate low academic performance, but also because a C- is the minimum

⁶¹ The cumulative 63% C grade or higher figure for Geography courses in 2017/18 is, though, quite a bit lower than the 77% for the Faculty of Arts courses.

⁶² We will posit, in this footnote, a counter-interpretation of this difference, and of those seen in the other aggregate metrics that follow: that slightly lower grades in Geography courses are indicative of their rigour and of the high instructional standards of department faculty, so that those who successfully complete these courses and their degree program are especially capable and well-positioned for post-graduation success.

grade required for a prerequisite course in order to enroll in its follow-on course. As shown in *Exhibit 16 of Appendix 8*, since 2018/19 the D/F/W % totals (as a % of all letter grades issued) for Geography courses have ranged from 16 – 24%, while those of Faculty of Arts courses in total have, during this same time, ranged from 16 – 21%.⁶³ Again, we do not see this to be a significant, or concerning difference. Considering D/F/W rates (*Exhibit 17*) for 2021/22, and shown by undergraduate course year, the comparatively high (23%) figures for third-year Geography courses versus comparable ones for the Faculty of Arts (13%) are perhaps worth investigating.

Outside of these measures of student success, the *BC Student Outcomes* data presented in *Appendix 8* provides additional information on mean grade point average (*Exhibit 14*) and repeat rate (*Exhibit 15*) trends from 2017/8 – 2021/22. It also presents data (*Exhibit 17*) showing mean grade point average, repeat rate, and (as discussed) D/F/W grades by undergraduate course year level for 2021/22 for each undergraduate course year. In all cases outside the third-year course example mentioned above, figures for Geography courses are generally in line with those for all Faculty of Arts courses, with the overall picture suggested being that coursework in KPU Geography is a bit tougher for students than in their other Faculty of Arts courses.⁶⁴ We are not especially perturbed by this pattern, and feel that students are given plenty of opportunity to succeed, and are provided (as instructional quality ratings suggest) with ample instructional support, in the courses that comprise their KPU Geography program.

Student Success After Their KPU Geography Program

BC Student Outcomes data in *Appendix 8* indicate that after graduating from their KPU Geography program, alumni find considerable success in obtaining employment (*Exhibit 22*). The post-secondary Ministry target is an unemployment rate less than or equal to 18.9%; figures for the sample of 2019-21 alumni enumerated here are 8.3% and 11.1%, respectively, for all program graduates and BA Major in Applied Geography graduates; their respective employment rates were 85% and 89%.⁶⁵

Data in *Exhibit 22* also show that this employment is, to a significant degree, in occupations that alumni view as related to their Geography program education. 36% of all KPU Geography alumni respondents stated this, as did 38% of BA Major in Applied Geography alumni respondents.⁶⁶ The reported figure from alumni respondents in the program review survey (Q23, *Appendix 9*) was comparable (to all KPU Geography alumni in the *BC Student Outcomes* data), at 40%.

⁶³ D, F, and W rates for Geography courses in 2017/18 were quite a bit higher, however, at 27%, relative to a Faculty of Arts rate of 19%.

⁶⁴ This may be because of Geography's physical geography and technical content, oriented to the Sciences.

⁶⁵ Footnotes for *Exhibit 22* explain why employment rate is not simply the inverse of the unemployment rate.

⁶⁶ Though it is possible that students may be employed in jobs that utilize the knowledge, skills, and attributes that alumni developed in their Geography program—and not recognize or state this—alumni perceptions of the applicability of their education *are* nevertheless important (as part of an assessment of the relevance of their education).

We know of several KPU Geography alumni currently applying their education to related employment in elementary and secondary school education, agricultural land governance, GIS and data analysis, urban land development and project management, and urban planning.

We find these Geography-related employment figures and outcomes assuring, especially considering that significant shares of these alumni survey respondents are engaged in further studies, which may preclude concurrent pursuit of sector-focused employment. 46% of KPU Geography program alumni respondents, and 56% of BA Major in Applied Geography alumni respondents, are engaged in further studies per *BC Student Outcomes* survey data (*Exhibit 22, Appendix 8*), and, again program review survey results of KPU Geography alumni (Q23, *Appendix 9*) provide a comparable figure, at 40%.

Among the programs in which our alumni are currently enrolled or have completed: BCIT's Geographic Information Systems program; the Juris Doctor law program at the University of Victoria; Simon Fraser University's Professional Development Program (PDP) in Education and its Master of Arts program in Liberal Studies; the Bachelor of Education program and the Master of Community and Regional Planning program at the University of British Columbia; the Master of Resource Management program at Royal Roads University; the Master of Arts program in Geography at Western University; the Master of Arts in Planning program at the University of Waterloo; the Master of Urban Innovation program at the University of Toronto; the Master of Urban Planning program at Dalhousie University. It is tremendously gratifying to see our past students succeeding academically in these very highly regarded programs and universities.

What is less comforting is the lack of information provided by other questions in the program review survey of alumni shown in *Appendix 9*. Questions 20 – 22 and 25 – 34, for instance, generated no information due to an insufficient number of responses. Plainly stated, we have only a partial impression of our alumni because we have only partial, albeit growing, connections with them, reinforcing the need (see *Recommendations 3.3 and 3.4*) for us to further, and systematically, develop our department-alumni linkages. Similarly, discipline/sector program review surveys (*Appendix 10*) are marked by gaps—insufficient responses to generate information from Questions 10 – 15, and scant information from Q16—highlighting the significance of *Recommendations 3.6 – 3.9* from *Section 3.1* of this report, promoting much greater development of department-discipline/sector linkages.⁶⁷ These efforts will allow us to further contribute to student success during their KPU Geography education and afterward.

Student Success: Summary Recommendations

4.7: Pursue *Recommendations 3.15 – 3.27* to increase enrolments in KPU Geography courses (especially upper-level courses) and support student success in completing degree programs without facing undue delays in accessing required courses.

4.8: Pursue *Recommendation 4.7* to support student success in completing their degree

⁶⁷ It is also disquieting that, despite their willingness to participate in the survey, 83% of discipline/sector respondents had no prior experience with our alumni. See Q9, *Appendix 10*.

programs without facing undue delays in accessing required courses.

4.9: Pursue *Recommendations 3.3 and 3.4* to strengthen department-alumni connections, in support of student success during and after their KPU Geography program.

4.10: Pursue *Recommendations 3.6 – 3.9* to strengthen department-discipline/sector connection in support of student success during and after their KPU Geography program.

5. Resources, Services, and Facilities

Effective program delivery requires a supporting network of educational resources, technology, facilities, and additional infrastructural and operational backing. We finish the thematic assessment of our KPU Geography programs by considering these here, before concluding this *Self-Study Report* with an overall summary of our findings and recommendations in *Chapter 6*.

Library and Learning Resources

KPU's libraries provide not only printed books and periodicals, but a host of other learning resources: e-books, audiovisual and computer equipment, electronic journals and additional online resources, study guides, DVDs and streaming videos, library orientation, and librarian support for program-related research.

Surveys conducted for program review and this *Self-Study Report* did not ask alumni and discipline/sector contacts for feedback on these resources (or the others discussed in this chapter), which is understandable.⁶⁸ However, faculty and current students were asked to provide insights on their use of, and satisfaction with, library and learning resources, and in considering the responses to these questions we are struck by a recurring pattern: significant shares of both groups have never used many these resources. As shown in Q28 of *Appendix 7*, 60% of student respondents reported never using DVDs and/or streaming videos; 60% have never used librarian support for program-related research, 33% have not used the library's study guides, and 30% have not had a library orientation. Among faculty survey respondents (see Q36 of *Appendix 6*) 38% stated that they had never used study guides; 38% have never made use of library orientation services, 25% have never used print periodicals, 25% had never used librarian support, and 13% have not used DVDs and streaming videos.

Non-use by students and faculty does not necessarily indicate a problem with these resources. People may be aware of them, but have no special need to use these resources in order to achieve their educational goals (instructional and/or learning); the resources may still be extremely helpful to others. However, if non-use reflects a lack of awareness about library and learning resources, then faculty and students may be missing out on needed or helpful support. To ensure that faculty are fully aware of the resources available, a periodic departmental meeting/information session (e.g. every year, possibly through a library site visit/department meeting presentation) with library staff would be useful. Faculty may then use such resources themselves and/or direct students to the ones most relevant to their KPU Geography program. Student awareness of library and learning resources may also be increased through a Geography-specific student orientation session/activity developed in consultation with library staff.

Among students and faculty respondents who reported using library services, most were satisfied with them, with faculty largely stating that the resources met KPU Geography program needs

⁶⁸ Alumni recollections of the specifics of such resources, facilities, and support services may be spotty and/or out of date, especially considering the pace with which change in these areas can occur and that many years may have elapsed since alumni graduated. Discipline/sector contacts are not likely to have had any direct observation of or experience with KPU's supporting infrastructure and services.

either very or extremely well, and students—in related questions—saying they were somewhat or very satisfied with the resources provided. Contrary student responses (10% of a small sample in the following cases) on e-books ('somewhat dissatisfied') and print periodicals and library orientation ('very dissatisfied') are hard to figure out, as no explanatory, qualitative, feedback was provided for this question in student surveys. Similarly, there was no such feedback in the faculty surveys to explain the reasons for lukewarm ratings of 'somewhat well' for: DVDs/streaming videos (the response of 50% of those who used these resources), availability of audiovisual and computer equipment (25%), print books (13%), study guides (13%), and librarian support for program-related research (13%). In the past (2000s to mid-2010s) one member of the department served as an informal Geography/library liaison, canvassing faculty about department needs/wants related to library resources (e.g. new books to recommend that the library purchase) and then communicating this to library staff, but with the retirement of this faculty member several years ago this practice ended. As a starting point to perhaps reviving such a position, the department may consider following up to review these survey results to see why some library and learning resource service areas did not receive unanimous faculty endorsement, and then discuss this with library staff.

Specialized Technology

Program students and department faculty also provided evaluations of the specialized technology used in KPU Geography programs: GIS hardware and software, paper maps, rock and mineral samples, and field instruments. Some student survey respondents, as shown in Q29 of *Appendix 7*, reported never having used such technology (40% of respondents in the case of field instruments, 30% for paper maps, 20% for rock and mineral samples and for GIS hardware, and 10% for GIS software). These figures likely represent students being at different points in their KPU Geography program at the time of the survey.⁶⁹ Students who reported having used these various specialized technologies were almost wholly satisfied with them. The only area of concern is with the 20% of students have used this technology who stated that they were 'somewhat dissatisfied' with the GIS software used by the department.

As with consideration of library and teaching resources, student survey responses to these questions were not accompanied by any explanatory, qualitative, feedback. However, faculty assessments and commentary on specialized technology, as presented in Q37 of *Appendix 6*, provide some possible insights into students' issues with GIS technology at KPU.

Given variations in faculty expertise and course teaching assignments, it is not surprising that for each form of specialized technology there is a share of faculty respondents who have not used it (25% for GIS software and hardware, 25% for rock and mineral samples, and 13% for field instruments). Looking at satisfaction levels among users of these technologies, the state of the department's paper maps and rock and mineral samples raised no serious concerns, with most respondents stating that provision of these supported programs 'very well' or 'extremely well.' While that also represents most responses about field instruments, there was a larger share (25%

⁶⁹ For instance, a student in any KPU Geography program who has not yet taken GEOG 1102 Physical Geography is unlikely to have handled any rock and mineral samples.

of eight faculty respondents in total; 29% of the seven respondents who have used such technology) who viewed such equipment used as only ‘somewhat’ meeting program needs. Survey comments suggest possible additions in the form of drones and specialized sensors (e.g. noise sensors, weather monitors), and the department should follow up to investigate what kinds of instruments are needed, and how they will be used, to support PLOs.

More critical responses about the adequacy of current instructional technology were offered by users of GIS software. Here, 38% of faculty overall (50% of six GIS users) stated that the software used only ‘somewhat’ met program needs. Faculty survey respondents were even more critical of GIS hardware: 25% of faculty overall (33% of users) stated that hardware ‘somewhat’ met program needs, and 13% of faculty overall (17% of users) found this to ‘not at all’ meet program needs. Critiques of the existing hardware and software in GIS labs included the slow operation of computers, stated to be almost unusable for students, and compatibility issues between external storage devices and the Esri ArcGIS software used at KPU. Additional criticisms highlighted tardiness in KPU’s provision of updates to GIS hardware and software, and inadequacies in server capacity to handle demanding GIS programs. More fundamental critiques were offered about the use of Esri ArcGIS as the foundation of GIS education in our programs, with recommendations to move away from this and toward more open-source GIS approaches/applications—with the latter described as being increasingly used in industry and research, and having the benefit of being accessible to students outside of class/lab spaces.

Given the significance of GIS instruction in our programs and to discipline/sector needs, addressing these problems is of high importance. The department may consider the creation of a working group for further discussion of GIS issues and program requirements; a logical follow up would be meetings with relevant parties (e.g. information technology, library, other GIS users) for a coordinated approach to meeting GIS instruction and usage requirements at KPU.

Facilities

The use of large paper maps (topographic, geological, etc.) and rock and mineral samples in the instruction of several courses leads to the Department of Geography and the Environment having use of dedicated lecture/lab rooms on the Richmond (Room 2225), Surrey (Fir 234) and Langley (Room 1310) campuses. Although these rooms are used for instruction by other departments, they have built-in storage for rock and mineral samples and related materials to support instruction in physical geography. Each room also contains a large cabinet for map storage. Adjoining rooms on the Surrey and Langley campuses provide additional storage and preparation space.

As shown in Q39 of *Appendix 6*, just 50% of faculty survey respondents believe that these instructional spaces serve program needs ‘very well’ or ‘extremely well.’ 38% of survey respondents said that these spaces met needs ‘somewhat well,’ with 13% responding with a ‘not at all’ well evaluation. Concerns expressed in survey comments include the challenges of using large topographic maps on the small student tables in Richmond Room 2225 and Surrey Fir 234; in Langley 1310 there are large butcher block tables with ample space for such map use (as well

as for the use of rock and mineral samples).⁷⁰ Additionally, there is some faculty frustration with how frequently the Richmond Geography classroom has been moved by administration (in response to changing programming needs) in recent years.⁷¹ One comment indicated a desire for more flexible classroom furnishings to facilitate circular table arrangements and small groups/labs/workshops. Another advocated utilization of classroom space at KPU's Civic Plaza campus (Surrey City Centre), with this being a transit-accessible location that would facilitate delivery of courses with community outreach and experiential learning elements. Though not captured in the survey responses presented in *Appendix 6*, departmental participation in KPU's over-enrollment initiative (resulting in several GEOG 1101 classes with 38, rather than the typical 35, students) has led to concerns about overcrowding in the department's usual rooms.

Considering those room-related issues that are within the department's power to control, it may consider a pilot course offering at the Civic Plaza campus to gauge the potential benefits of, and student demand for, programming at this location. As well, given classroom space concerns, the department may want to re-evaluate its participation in the university's over-enrolment initiative, especially for courses (e.g. GEOG 1101 Human Geography) where this can lead to final class sizes in excess of 35 students.

GIS courses are not taught in the department's usual classroom spaces but, instead, in a computer lab on the Surrey campus, Cedar 1045. Faculty and student views of how well this space supports KPU Geography programs are shown in Q39 of *Appendix 6* and Q30 of *Appendix 7*, respectively. The figures and comments here are essentially duplicates of the responses for GIS technology reported above.

Other Support Services

Additional supports to KPU Geography programs include a range of resources, services, and facilities which serve the whole university. As shown in Q31 of *Appendix 7*, significant proportions of student survey respondents stated that they have not used these at all: 80% had not used international services, 50% teaching and learning services, 50% accessibility services, 40% career services, and 20% had not used advising services. Only the bookstore had been used by all student survey respondents. Considering perceptions of those students who have used these services, the small sample size and lack of additional qualitative feedback makes it hard to interpret these figures, but it is a little concerning to see 10 – 20% of survey respondents stating that they were 'somewhat dissatisfied' or 'very dissatisfied' with all these services except international services—hardly used overall, but not receiving any negative assessments from those who did.

Similar sentiments, shown in Q41 of *Appendix 6*, were expressed by faculty survey respondents. Faculty were less likely than student survey respondents to state that they had not used these services, but nevertheless some 38% stated that they had not used teaching and learning

⁷⁰ These large tables were also a feature of classrooms formerly used by the department in Richmond (Room 3700 and Room 2125) and Surrey (Spruce 114).

⁷¹ From Richmond Main 3700 to Richmond Main 2225, circa 2015/16. This was followed by a move from Richmond Main 2225 to Richmond Main 2125 in Fall 2019, then a switch back to Richmond Main 2225 in Summer 2023.

services, 29% reported the same for career services, 25% for international student services, and 13% stated they had not used the bookstore, perhaps not surprising given the status of many Geography program courses as ‘zero textbook cost’ classes, using various kinds of open educational resources. As with the discussion of library and learning services, while non-use of these services is not intrinsically problematic (if faculty know about these services but feel no need to use them) it would be helpful to organize some informational sessions (or comparable activities) to ensure that faculty are aware of what services are provided, so that decisions about usage are based on a full understanding of them.

Considering faculty survey feedback on services used, critical perspectives on accessibility services and international services (13% of respondents in each case stating that these ‘did not at all’ meet program needs) are hard to interpret, given the lack of follow-up qualitative feedback in the survey responses, and should also be tempered by the small number of faculty survey respondents to begin with. In sum, considering student and faculty views on these services delivered to the whole KPU community, we do not see anything here that is especially definitive or relevant to this review of Geography programs, nor do we have any recommendations for improvement.

However, there are support services directly connected to the delivery of KPU Geography programs that we would like to address before concluding this section. As noted in *Chapter 1*, we receive operational support from a Departmental Administrative Assistant (DAA) shared with other Faculty of Arts departments. This is longstanding practice and we acknowledge that, while having a DAA serving the Department of Geography and the Environment alone would be quite beneficial (in alleviating some of the ever-increasing workload of the Chair, which makes that position, despite some time-release, unattractive, and hard to fill), this is unlikely to happen anytime soon. However, it would be very helpful for Faculty of Arts administrators to investigate (if they have not already done so) and address factors leading to significant turnover in DAA staff. Over the past thirteen years the department has had eight different people in the DAA role, which—as wonderful and invaluable as these support staff have been—increases the Chair’s workload (there is an adjustment period every time a DAA leaves and a new one arrives) and interrupts continuity of service. Whatever actions the Faculty of Arts can take to make the DAA position more attractive and encourage more long-term service to individual departments such as ours would be most welcome, and would contribute to successful program delivery.

Secondly, since GEOG 1102 Physical Geography was implemented in 2020, labs for this course have been delivered and marked by a departmental lab assistant. This position is funded by the additional credit (four vs. three) for this course, which makes its security highly dependent on the number of sections of GEOG 1102 that are run each year. The resulting precarity affects recruitment and retention for this position. Beyond direct lab instruction, this staff member has provided additional support to the department that goes above and beyond requirements, with a particular emphasis on outreach to current and prospective students. Contributions include, but are not limited to, running the departmental Instagram account, generating materials for departmental marketing and promotion, and creating and running student-oriented events, including one this Summer 2023 term. These kinds of activities will become even more numerous

and important in the future, and faculty do not have inexhaustible reserves of energy to engage in these in addition to their intensive teaching responsibilities. There is no shortage of work to be done to support program success, and having a willing and capable support person in the form of the lab assistant (able to support physical geography courses as well as such initiatives) will be invaluable and necessary, regardless of the specific future of GEOG 1102 Physical Geography.

The department should appeal to the university, via the Faculty of Arts, for increased access to the financial resources the department is generating, as described in *Section 3.3 of Chapter 3*, to support the department's delivery of its programs and enhance outreach activities. As presented in that part of this report, with reference to *Exhibit 9 of Appendix 8*, bolstered by sizeable international student enrolments the department generated in 2021/22 average net revenues (tuition received minus instructional costs) of \$17,557.40 per 3-credit course. The department's net revenues for that year, in which 67 sections of courses were offered, are shown in *Exhibit 9* to be \$1,176,345.⁷² Surely some of these resources could be utilized to provide a more secure form of funding for the lab assistant position, and to support the running of upper-level, required, program courses so that they are not cancelled due to low enrolment, with all the negative effects of the latter as noted earlier in this report.⁷³

⁷² Of course, there are additional costs, beyond faculty salaries, that must be covered by tuition revenues. These include amortized capital costs for built infrastructure, energy costs, and salaries for administrative and support personnel. However, the last—support personnel—is what we are asking for to be funded more securely in aid of program delivery, and, of course, tuition is not the only source of revenue associated with students enrolled in our classes: the figures in *Exhibit 9 of Appendix 8* do not count the annual operating grant provided by the provincial government to support KPU operations for domestic students (effectively, a domestic tuition fee subsidy). This was \$78,181,000 for FY 2021, or an average of \$9,583 per each of the 8,158 domestic full-time enrolled ('FTE') students—i.e. students taking a full course load in their program, which is 30 credits/year in the Geography program. Dividing this per-FTE amount by 10 equals an average of \$958 operating grant per 3-credit Geography course taken by a domestic student. Multiplying this by the average of 10.3 domestic students filling seats in each Geography course (43% [the inverse of the 57% international student share] of the 23.9 average seats filled per 3-credit course reported in *Exhibit 9 of Appendix 8*) = \$9,845/course. This multiplied by, for example, 60 Geography course sections per year = \$590,721. While there may be some quibbling with the details of the figures, the point is if one attaches operating grants to domestic students in calculating per-course net revenues, as is done in *Exhibit 9 of Appendix 8* with tuition fees for both domestic and international students, there is an additional, significant, revenue source to be considered. The provincial operating grant figure is from p. 5 of KPU's *Management Discussion and Analysis 2021-22* document (Kwantlen Polytechnic University, 2022a). The domestic FTE figure is from p. 39 of KPU's *2021/22 Accountability Plan & Report* (Kwantlen Polytechnic University, 2022b).

⁷³ We are aware that cancellation of low-enrolling courses, with these often replaced by higher enrolling ones (e.g. replacing a third-year course with a GEOG 1101 or GEOG 1160), influences these highly positive net revenue figures. The point is that there is significant room in the system to absorb—in the interest of student satisfaction, effective program delivery, and institutional credibility—some increased costs (and lower net revenues, for the near/medium term while initiatives advance to generate higher enrolments) while still being economically sustainable and net revenue-positive.

Resources, Services, and Facilities: Summary Recommendations

- 5.1:** Consider organizing with the library periodic (e.g. annual) meeting/information sessions to inform and update faculty about resources available to support them and program students.
- 5.2:** Explore reasons for (some) faculty dissatisfaction with various library and learning services, as numerically summarized in program review survey results, and consider (re) establishing a faculty service position as department/library liaison.
- 5.3:** Explore department needs for updated or additional instrumentation to support programs and develop a prioritized purchase plan.
- 5.4:** Consider establishing a departmental GIS working group to assess issues with current software/hardware, and present/future needs considering discipline/sector developments. Explore possibilities to follow up with relevant parties providing and using GIS technology at KPU to develop a coordinated, university-wide plan.
- 5.5:** Consider a pilot course offering at KPU Civic Plaza, one selected to capitalize on the location of the campus in Surrey City Centre with attendant possibilities for enhanced experiential learning in course delivery.
- 5.6:** Explore organizing a meeting/information session with teaching and learning, career services, and international student services to inform faculty about resources available to them and to students.
- 5.7:** Encourage the Faculty of Arts to investigate ways to reduce the turnover of Departmental Administrative Assistants (DAAs) and promote increased continuity of support to our department and others.
- 5.8:** Advocate, through the Faculty of Arts, for increased department access to more secure financial resources in support of the lab assistant position, and the offering of required program courses instead of cancelling them due to low enrolment.

6. Conclusions and Recommendations

6.1. Summary of Program's strengths, weaknesses, opportunities, and challenges

The occasion of this program review has provided us with the chance to systematically assess the state of the Department of Geography and the Environment and its degree offerings. This has confirmed and deepened our existing understanding of some of our departmental strengths, weaknesses, opportunities, and challenges. At the same time, it has made us question some of our priors and 'conventional wisdom' about departmental operations, and brought new issues and considerations to our attention.

In sum, our assessment of our main strengths, weaknesses, opportunities, and challenges is as follows:

Strengths:

- program curricula that are very sound, with relevant PLOs (and essential skills) achieved through the CLOs of component courses
- deepening levels of program relevance and currency, and enhanced connections with discipline/sector partners inside and outside KPU, achieved through departmental initiatives and individual faculty research, service, and scholarship
- deepening linkages among program students, alumni, and department staff, with the establishment (by students, with department support) of the Kwantlen Geographers student club, and a departmental student award funded by instructors, being recent, high-profile, developments
- very high levels of instructional quality, specifically identified by students and alumni as one of the significant strengths of the department
- a faculty complement with sufficient expertise to deliver programs in their current, and potentially revised, forms
- high levels of KPU Geography alumni success in pursuing further education in a range of fields and in well-respected programs, as well as in finding employment, including jobs utilizing the knowledge and skills developed in their KPU Geography program
- an efficient cost structure, with average per-class net revenues exceeding (due to significant international enrolments) the averages for undergraduate courses in the Faculty of Arts and KPU as a whole
- supporting services, equipment, and infrastructure that are largely sufficient in meeting program needs

Weaknesses

- coverage and attention to Indigenous-oriented content and skills development that, while present in department programming and course delivery, is not made explicit in PLOs and CLOs
- unmet student demand for physical/environmental geography in current programs, particularly the department's BA degrees
- associated with unmet demand for physical/environmental geography, underutilized faculty capacity and expertise in these subject areas
- potential questions, generally supportive program assessments notwithstanding, about the need for more skills development (e.g. technical skills, oral skills, written skills, fieldwork skills) in lower- and upper-level coursework
- the absence of a PAC to enhance and maintain systematic departmental connections to discipline/sector partners and further support program relevance, currency, and student/alumni opportunities in education and employment
- diminishing enrolments over the course of the past five years, with issues in introductory physical geography and upper-level courses of all types especially; associated with this are decreasing numbers of intended/declared program students and cancellations of upper-level courses
- apparent issues with the ability of current GIS hardware and software to functionally serve the needs of current programs
- the precariousness of the physical geography lab position in support of GEOG 1102 Physical Geography

Opportunities:

- with comparatively minor changes to the BA Major in Applied Geography program, opportunities to increase degree flexibility and address unmet student demand (and underutilized faculty expertise) in physical/environmental geography
- opportunities, through existing and emerging (e.g. Climate+ Challenge and any associated climate change credentials developed) environment-focused teaching and research areas, to support demand for physical/environmental geography courses

- the subject material and skills of an education in Geography and Environmental Studies is fundamentally relevant, given the significance of place-oriented knowledge, global processes, and pressing environmental issues (and student interest in these). There should be ample demand for programs given appropriate marketing and other outreach initiatives.
- the potential for the AA in Geography degree to be revived and marketed, especially, to the department's large number of international students, and to assist with student retention/return to complete a BA credential
- discipline/sector contacts who, with departmental outreach efforts, are willing to collaborate with and assist with efforts to enhance program relevance
- leveraging the significant revenues generated by the department, owing largely to comparatively high international student enrolments, to provide more secure financial support for departmental operations and program delivery

Challenges:

- incomplete or inaccurate public understanding of what 'Geography' is and what geographers do, which creates challenges in attracting students to our field
- worrying trends, across Geography university departments, in decreasing enrolments. Fundamentally, enrolment challenges are the main 'existential threat' to the department and its programs.
- addressing the paradoxical nature of our high international student enrolments which generate full lower-level classes, but exacerbate the enrolment decay manifest in Geography program courses as the year of study increases

6.2. Recommendations

While this *Self-Study Report* is just one aspect of the program review process, serving in part as a focal point for more extensive and intensive department-wide discussion and planning of a path forward, we nevertheless have presented a series of recommendations for action at the close of several sections in this report. Below, these are organized by main thematic area, with only 'unique' recommendations (i.e. excluding those that, in the body of the report, repeated prior recommendations) shown. In brackets after each recommendation is its original number as it appeared in the body of the report.

Curriculum Review: Recommendations

- C1:** Establish a Program Advisory Committee (PAC) to reinforce program relevance. (2.1)
- C2:** Retain, unless otherwise indicated, the existing PLOs of each Geography program. (2.2)
- C3:** Retain, unless otherwise indicated, the existing CLOs and course mix of each Geography program. (2.3)
- C4:** Consider, for GEOG 3130 Society and Urban Space and GEOG 3220 Urban Planning and Politics, adding GEOG 2250 The City as a substitute, or alternate, prerequisite to GEOG 1101 Human Geography. (2.4)
- C5:** Investigate adding GEOG 2380 Qualitative Methods to the program requirements to the AA in Geography and BA Minor in Geography programs, as a curricular design approach to enhancing students' oral skills, writing skills, and reading skills. (2.5)
- C6:** Investigate adding GEOG 2390 Quantitative Methods to the program requirements in the AA in Geography, and this course plus GEOG 2400 Introduction to GIS to the BA Minor in Geography requirements, as a curricular design approach to enhancing students quantitative, visual/cartographic, and technical skills. (2.6)
- C7:** Investigate adding a new, introductory cartographic skills course to the program requirements of all degrees, as a curricular design approach to enhancing skills in this area and alleviating pressure on GEOG 2400 Introduction to GIS. (2.7)
- C8:** Consider changes to the first- and second-year curricula of the AA in Geography, BA Minor in Geography, and BA Major in Applied Geography to better align these course requirements and facilitate student transfer across programs. (2.8)
- C9:** Explore the creation of a new PLO, explicitly addressing Indigeneity, for each Geography program; determine any needed changes to CLOs to support this PLO. (2.9)
- C10:** Explore the creation of a new PLO, explicitly addressing fieldwork, for each Geography program; determine any needed changes to the course mix, and to CLOs, to support this PLO. (2.10)
- C11:** Explore the creation of a new PLO, explicitly addressing work-integrated/service learning, for each Geography program; determine any needed changes to the course mix, and to CLOs, to support this PLO. (2.11)

- C12:** Assess the status of the regional geography PLO from each degree program; should a decision be made to eliminate this PLO, determine any needed changes to program requirements/course mix in connection with this. (2.12)
- C13:** Explore revisions to the PLOs, and program structure, of the BA Major in Applied Geography program to increase flexibility and provide additional physical/environmental geography course options; consider changes to existing physical geography courses that would support their inclusion in this BA Major program, and assess needs for new course additions. Evaluate what consequent changes would need to be made to the AA in Geography and BA Minor in Geography to ensure program alignment.

Program Relevance and Student Demand

- RD1:** Explore ways to maintain and enhance support of the Kwantlen Geographers student club, given its importance in connecting the department to current, and future, program alumni. (3.3)
- RD2:** Pursue opportunities to further enhance alumni-department ties, including the creation of social events for alumni, and professional development/networking events connecting alumni with discipline/sector partners. (3.4)
- RD3:** Consider developing a common presentation/set of materials highlighting to students the relevance, for employability and careers in a variety of fields, of the PLOs and essential skills for all KPU Geography programs. (3.5)
- RD4:** Explore establishing a regular series of guest lectures, talks, and presentations by/with external discipline/sector partners; in doing so, consider if and how departmental funds can be allocated to promote and support faculty-driven initiatives in this area. (3.6)
- RD5:** Consider establishing a mentorship program partnering program students with people in relevant industries. (3.7)
- RD6:** Consider developing an undergraduate honours thesis program within the BA Minor in Geography and/or BA Major in Applied Geography program. (3.8)
- RD7:** Consider hosting, upon the completion of program review, the annual meeting of the Western Division of the Canadian Association of Geographers (WDCAG), and/or a similar conference, as well as the annual BCCAT Geography Articulation meeting. (3.9)
- RD8:** Review the QFL list for all program courses to identify and correct gaps in course coverage. (3.11)

- RD9:** Consult with current, regular faculty members working less than full-time (either due to current contract status or secondment to the EPT program) to gauge their interest and willingness to increase their workload if necessary to meet current and/or future program needs. (3.12)
- RD10:** Survey faculty teaching competencies and assignments, and consider ways of increasing flexibility to reduce vulnerability to enrolment challenges in physical geography and other courses. (3.13)
- RD11:** Investigate, with the Faculty of Arts Dean's Office, the current funding situation for non-regular physical geography faculty, and the lab assistant position, and potential approaches to make this more secure in the next 1-2 years. (3.14)
- RD12:** Consider developing a common presentation/set of materials that explain to students the different KPU Geography programs and their laddering. (3.15)
- RD13:** Examine intra-year variations in KPU Geography course enrolments to assess factors, such as course mix and scheduling, which may impact enrolments; determine from this methods that can be used to increase enrolments in general and for terms with lower fill rates. (3.16)
- RD14:** Consider how to address variations in the 'seats offered' denominator when calculating, comparing, and making decisions based on course fill rates. (3.17)
- RD15:** Retain and enhance, including additional promotion and coordination with KPU International, current student outreach initiatives. (3.18)
- RD16:** Explore ways to further emphasize the term 'environment,' and environmentally-focused content, in departmental branding and outreach events. (3.20)
- RD17:** Develop a yearly schedule/plan to prioritize and coordinate department outreach activities. (3.21)
- RD18:** Explore the development of a regular, systematic outreach and promotion campaign with metro Vancouver secondary school Social Studies/Geography students and teachers. (3.22)
- RD19:** Explore the development of a regular, systematic outreach and promotion campaign with two-year colleges in British Columbia which offer comparable first- and second-year Geography courses; this may include development of block transfer agreements to facilitate transfer in to our BA Minor in Geography and BA Major in Applied Geography programs. (3.23)

- RD20:** Consider avenues to increase offerings of GEOG 1101 Human Geography, and possibly other introductory courses, to address unmet demand and increase the enrolment base supporting subsequent course and program enrolments. (3.24)
- RD21:** Explore and assess options to revise the format and delivery of GEOG 1102 Physical Geography to increase student demand for the course. (3.25)
- RD22:** Emphasize the department's positive, and comparably high, net revenues and petition administrators to utilize these resources for departmental operations that support its educational and economic sustainability. (3.26)
- RD23:** Retain the AA in Geography program and enhance its promotion, and that of the department's BA Minor and BA Major in Applied Geography degrees, to international students in collaboration with KPU International. (3.27)

Effectiveness of Instructional Delivery

- ID1:** Retain existing instructional methods, including an emphasis on in-person course delivery in small class settings, and promotion of experiential learning, that contribute to strong assessments of instructional quality in our programs. (4.1)
- ID2:** Consider which program courses are most easily adapted, with minimal to no loss in instructional quality, for sections to be delivered online; for these, explore instructional methods to retain and enhance experiential learning opportunities. (4.2)
- ID3:** Consider how, in addition to or in lieu of program curriculum changes to enhance oral, writing, quantitative, visual, cartographic, and technical skills, as well as experiential learning opportunities, in the instruction of existing courses, especially at the first- and second-year levels. (4.3)
- ID4:** Assess current course scheduling and explore scheduling changes, such as increased availability of evening courses, as necessary to ensure that courses are as accessible as possible. (4.4)
- ID5:** Recommend to administrators that required program courses be protected from cancellation, particularly if just one section of that course is offered in an academic year. (4.7)

Resources, Services and Facilities

- RSF1:** Consider organizing with the library periodic (e.g. annual) meeting/information sessions to inform and update faculty about resources available to support them and program students. (5.1)
- RSF2:** Explore reasons for (some) faculty dissatisfaction with various library and learning services, as numerically summarized in program review survey results, and consider (re) establishing a faculty service position as department/library liaison. (5.2)
- RSF3:** Explore department needs for updated or additional instrumentation to support programs and develop a prioritized purchase plan. (5.3)
- RSF4:** Consider establishing a departmental GIS working group to assess issues with current software/hardware, and present/future needs considering discipline/sector developments. Explore possibilities to follow up with relevant parties providing and using GIS technology at KPU to develop a coordinated, university-wide plan. (5.4)
- RSF5:** Consider a pilot course offering at KPU Civic Plaza, one selected to capitalize on the location of the campus in Surrey City Centre with attendant possibilities for enhanced experiential learning in course delivery. (5.5)
- RSF6:** Explore organizing a meeting/information session with teaching and learning, career services, and international student services to inform faculty about resources available to them and to students. (5.6)
- RSF7:** Encourage the Faculty of Arts to investigate ways to reduce the turnover of Departmental Administrative Assistants (DAAs) and promote increased continuity of support to our department and others. (5.7)
- RSF8:** Advocate, through the Faculty of Arts, for increased department access to more secure financial resources in support of the lab assistant position, and the offering of required program courses instead of cancelling them due to low enrolment. (5.8)

7. Appendices

Appendices are provided in separate document.

Appendices

AA in Geography,
BA, Minor in Geography &
Associate of Arts in Geography
Program Review
Self-Study Report

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Appendix 1: Credit and Course Requirements, KPU Geography Programs

	AA In Geography	BA Minor in Geography	BA Major in Applied Geography
Years 1 and 2	1101 Human Geography	1101 Human Geography	1101 Human Geography
	1102 Physical Geography	1102 Physical Geography	1102 Physical Geography
	2250 The City		2250 The City
	<u>One of:</u> 2310 Climatology 2320 Geomorphology	<u>One of:</u> 2310 Climatology 2320 Geomorphology 2250 The City	<u>One of:</u> 2310 Climatology 2320 Geomorphology
	2400 Introduction to GIS	<u>One of:</u> 2380 Qualitative Methods 2390 Quantitative Methods 2400 Introduction to GIS	2380 Qualitative Methods
			2390 Quantitative Methods
			2400 Introduction to GIS
Credits:	<u>One of:</u> 1160 Geography of BC 2140 Geography of Canada 2185 Geography of E. Asia 2190 Geography of S. Asia	<u>One of:</u> 1160 Geography of BC 2140 Geography of Canada 2185 Geography of E. Asia 2190 Geography of S. Asia	<u>One of:</u> 1160 Geography of BC 2140 Geography of Canada 2185 Geography of E. Asia 2190 Geography of S. Asia
	19	16	25
Years 3 and 4	N/A	12 Credits 3000 level or higher, including at least three 4000 level credits from: 3120 Economic Geography 3130 Society and Urban Space 3220 Urban Planning and Politics 3260 Geographic Thought 3310 Natural Hazards 3320 Environment and Resources 3390 Methods in Environ. Geography 4100 Research Design in Geography 4320 Adv. Studies in Geomorphology 4350 Climate Change 4380 Applications in GIS 4501 Current Geographic Issues	
			3120 Economic Geography
			3130 Society and Urban Space
			3220 Urban Planning and Politics
			3260 Geographic Thought
			3310 Natural Hazards
			3320 Environment and Resources
			4100 Research Design in Geography
			4380 Applications in GIS
			4501 Current Geographic Issues
	N/A	12	27
Total Credits	19	28	52

Appendix 2: KPU Geography Program Course Transferability, British Columbia Council on Admissions and Transfer (BCCAT)

KPU Geography and the Environment Course	Transfer Credit: Post-Secondary Institution and Course + Credit Equivalency (in parentheses)
GEOG 1101 Human Geography <u>Required in the:</u> AA in Geography BA Minor in Geography BA Major in Applied Geography	ALEX GEOG 101 (3); CAMO GEOG 102 (3); CAPU GEOG 100 (3); CNC GEOG 101 (3); COQU GEOG 100 (3); DOUG GEOG 1100 (3); LANG GEOG 1110 (3); OC GEOG 128 (3); SFU GEOG 100 (3); TRU GEOG 1xxx (3); TWU GENV 111 (3); UBCO GEOG 1 st Yr. (3); UBCV GEOG 1 st Yr. (3); UFV GEOG 140 (3); UNBC GEOG 101 (3); UVIC GEOG 101B (1.5); VIU GEOG 100 (3)
GEOG 1102 Physical Geography <u>Required in the:</u> AA in Geography BA Minor in Geography BA Major in Applied Geography	DOUG GEOG 1100 (3); DOUG GEOG 1120 (4); SFU GEOG 111 (3); TRU GEOG 1xxx (3); UBCO GEOG 1 st Yr. (3); UBCV GEOB 1 st Yr. (4); UFV GEOG 103 (3); UVIC GEOG 103 (1.5); VCC GEOG 1xxx (3); VIU GEOG 1 st Yr. (4)
GEOG 1160 Geography of British Columbia <u>Option in the:</u> AA in Geography BA Minor in Geography BA Major in Applied Geography	CAMO GEOG 105 (3); CAPU GEOG 206 (3); COTR GEOG 210 (3); DOUG GEOG 1160 (3); LANG GEOG 1150 (3); SFU GEOG 1xx (3); TRU GEOG 2230 (3); TWU GENV (3); UBCO GEOG 217 (3); UBCV GEOG 1 st Yr. (3); UFV GEOG 1xx (3); UNBC GEOG 200 (3); UVIC GEOG 309 (1.5); VIU GEOG 1 st Yr. (3)
GEOG 2140 Geography of Canada <u>Option in the:</u> AA in Geography BA Minor in Geography BA Major in Geography	CAPU GEOG 208 (3); DOUG GEOG 1180 (3); LANG GEOG 1120 (3); SFU GEOG 162 (3); TRU GEOG 2220 (3); TWU GENV 230 (3); UBCO GEOG 2 nd Yr. (3); UBCV GEOG 2 nd Yr. (3); UBCV GEOG 290 (3); UFV GEOG 130 (3); UNBC GEOG 203 (3); UVIC GEOG 306 (1.5); VCC GEOG 2xxx (3); VIU GEOG 290 (3)
GEOG 2190 Geography of South Asia	AU GEOG 2xx (3); CAPU GEOG 205 (3) ; DOUG GEOG 1190 (3); LANG GEOG 1160 (3); NIC GEO 2xx (3); OC GEOG 2xx

<u>Option in the:</u> AA in Geography BA Minor in Geography BA Major in Geography	(3); SFU GEOG 2xx (3); TRU GEOG 2xxx (3); TWU GEOG 2xx (3); UBCV GEOG 2 nd Yr. (3); UCW GEOG 2xx (3); UFV GEOG 233 (3); UNBC GEOG 2xx (3); UVIC GEOG 2xx (1.5); UVIC GEOG 388 (1.5); VIU GEOG 2 nd Yr. (3)
GEOG 2250 The City <u>Required in the:</u> AA in Geography BA Major in Applied Geography <u>Option in the:</u> BA Minor in Geography	DOUG GEOG 2xxx (3); SFU GEOG 261 (3); TRU GEOG 2120 (3); TWU GEOG 2xx (3); UBCO GEOG 250 (3); UBCV GEOG 250 (3); UFV GEOG 344 (4); UNBC GEOG 209 (3); UVIC GEOG 340 (1.5); VIU GEOG 340 (3)
GEOG 2310 Climatology <u>Option in the:</u> AA in Geography BA Minor in Geography BA Major in Applied Geography	CAPU GEOG 114 (4); DOUG GEOG 2210 (3); LANG GEOG 2280 (3); SFU GEOG 214 (3); TRU GEOG 2020 (3); TWU GEOG 322 (3); UBCO GEOG 200 (3); UBCV ATSC 200 (3); UBCV GEOS 200 (3); UFV GEOG 201 (4); UNBC ENSC 201 (3); UVIC GEOG 272 (1.5); VCC GEOG 2xxx (3); VIU GEOG 2 nd Yr. (3)
GEOG 2320 Geomorphology <u>Option in the:</u> AA in Geography BA Minor in Geography BA Major in Applied Geography	DOUG GEOG 2220 (3); SFU GEOG 213 (3); TRU GEOG 2xxx (3); UBCO GEOG 222 (3); UBCV GEOS 206 (3); UNBC GEOG 2xx (3); UVIC GEOG 276 (1.5); VIU GEOG 2 nd Yr. (3)
GEOG 2380 Qualitative Methods <u>Required in the:</u> BA Major in Applied Geography <u>Option in the:</u> BA Minor in Geography	SFU GEOG 2xx (3); TRU GEOG 2700 (3); TWU GEOG 2xx (3); UVIC GEOG 227 (1.5); VIU GEOG 322 (3)

GEOG 2390 Quantitative Methods <u>Required in the:</u> BA Major in Applied Geography <u>Option in the:</u> BA Minor in Geography	CAMO GEOG 216 (4); DOUG GEOG 2251 (3); SFU GEOG 251 (3); TRU GEOG 2700 (3); UBCO GEOG 2 nd Yr. (3); UBCV GEOG 2 nd Yr. (3); UFV GEOG 252 (4); UNBC STAT 240 (3); UVIC GEOG 226 (1.5)
GEOG 2400 Introduction to GIS <u>Required in the:</u> AA in Geography BA Major in Applied Geography <u>Option in the:</u> BA Minor in Geography	ASM SOSC 2xx (3); SFU GEOG 255 (3); TRU GEOG 2xxx (3); UBCO GEOG 2 nd Yr. (3); UBCV GEOS 270 (3); UFV GEOG 253 (4); UNBC GEOG 204 (3); UVIC GEOG 222 (1.5); VIU GEOG 328 (3)
GEOG 3120 Economic Geography <u>Required in the:</u> BA Major in Applied Geography <u>Option in the:</u> BA Minor in Geography	DOUG GEOG 2212 (3); LANG GEOG 2250 (3); SFU GEOG 221 (3); TRU GEOG 3610 (3); UNBC GEOG 202 (3)
GEOG 3130 Society and Urban Space <u>Required in the:</u> BA Major in Applied Geography <u>Option in the:</u> BA Minor in Geography	CAPU GEOG 201 (3); SFU GEOG 261 (3); TRU GEOG 3500 (3); UFV GEOG 241 (3); UNBC GEOG 206 (3); UVIC GEOG 448 (1.5)
GEOG 3220 Urban Planning and Politics	ASM GEOG 210 (3); SFU GEOG 3xx (3); TRU GEOG 3xxx (3); TWU GEOG 3xx (3); UBCV GEOG 3 rd Yr. (3); UFV GEOG 360 (4); UNBC GEOG 3xx (3); UVIC GEOG 3xx (1.5); VIU GEOG 2 nd Yr. (3)

<p><u>Required in the:</u> BA Major in Applied Geography</p> <p><u>Option in the:</u> BA Minor in Geography</p>	
<p>GEOG 3260 Geographic Thought</p> <p><u>Required in the:</u> BA Major in Applied Geography</p> <p><u>Option in the:</u> BA Minor in Geography</p>	<p>CAPU GEOG 3xx (3); LANG GEOG 3xxx (3); OC GEOG 3xx (3); UCW GEOG 3xx (3); UFV GEOG 354 (3); UNBC GEOG 2xx (3); UVIC GEOG 3xx (1.5); VCC GEOG 2xxx (3)</p>
<p>GEOG 3310 Natural Hazards</p> <p><u>Required in the:</u> BA Major in Applied Geography</p> <p><u>Option in the:</u> BA Minor in Geography</p>	<p>DOUG GEOG 2xxx (3); SFU GEOG 312 (3); TRU GEOG 3xxx (3); UBCO GEOG 316 (3); UBCV GEOG 316 (3); UFV GEOG 3xx (3); UNBC GEOG 211 (3)</p>
<p>GEOG 3320 Environment and Resources</p> <p><u>Required in the:</u> BA Major in Applied Geography</p> <p><u>Option in the:</u> BA Minor in Geography</p>	<p>SFU GEOG 3xx (3); TRU GEOG 3xxx (3); UFV GEOG 311 (4); UVIC GEOG 209 (1.5)</p>
<p>GEOG 4100 Research Design in Geography</p> <p><u>Required in the:</u> BA Major in Applied Geography</p> <p><u>Option in the:</u> BA Minor in Geography</p>	<p>CAPU GEOG 4xx (3); LANG GEOG 3xxx (3); OC GEOG 4xx (3); SFU GEOG 4xx (3); UCW GEOG 4xx (3); UNBC GEOG 3xx (3); UVIC GEOG 4xx (1.5)</p>

GEOG 4380 Applications in GIS <u>Required in the:</u> BA Major in Applied Geography <u>Option in the:</u> BA Minor in Geography	UFV GEOG 353 (4); UNBC GEOG 300 (3); UVIC GEOG 3xx (1.5)
GEOG 4501 Current Geographic Issues <u>Required in the:</u> BA Major in Applied Geography <u>Option in the:</u> BA Minor in Geography	SFU GEOG 4xx (3)

Post-Secondary Institution Acronyms:

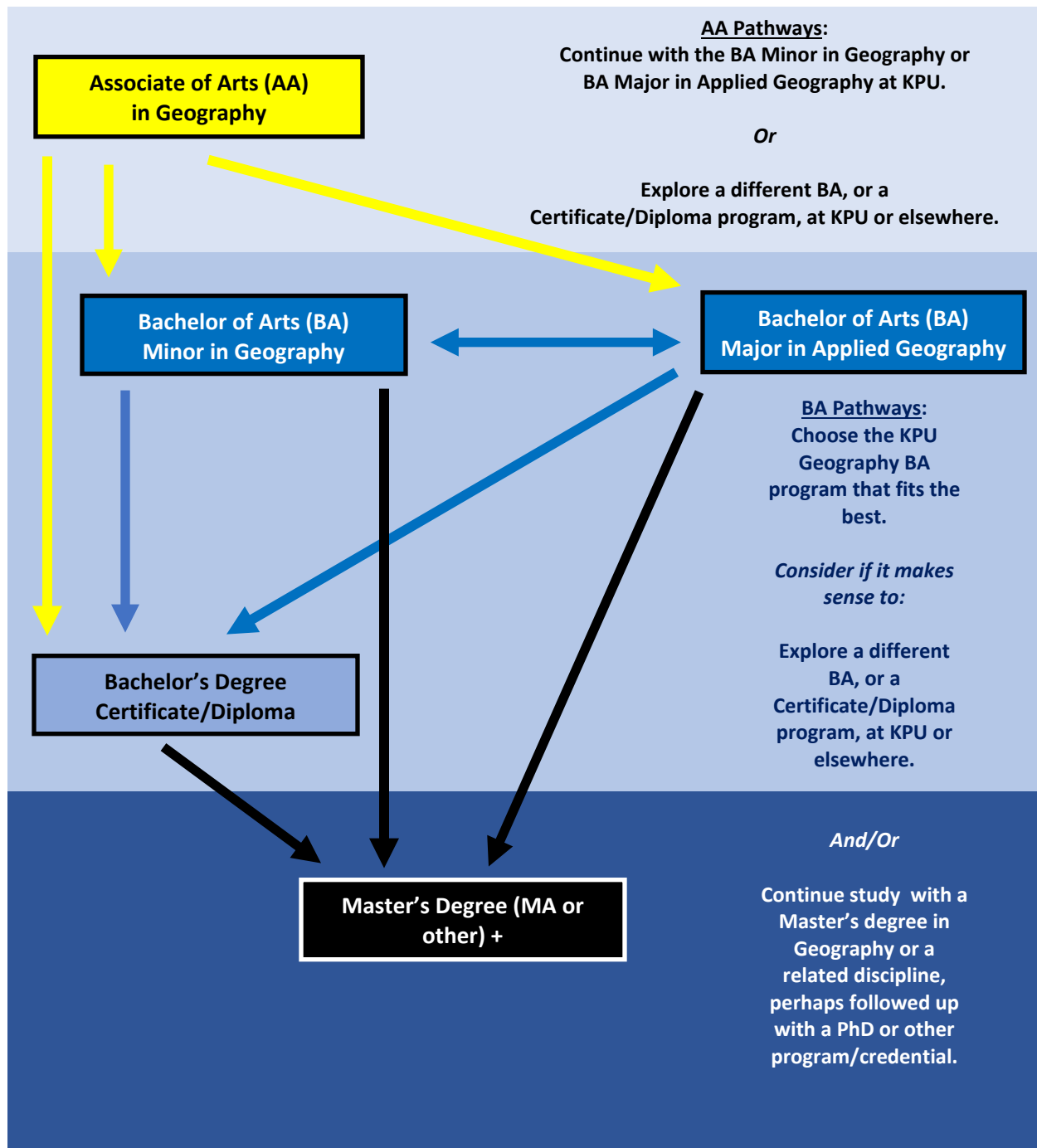
ALEX Alexander College
ASM Acsenda School of Management
AU Athabasca University
CAMO Camosun College
CAPU Capilano University
CNC College of New Caledonia
COQU Coquitlam College
DOUG Douglas College
LANG Langara College
NIC North Island College
OC Okanagan College

SFU Simon Fraser University
TRU Thompson Rivers University
TWU Trinity Western University
UBCO University of British Columbia—Okanagan
UBCV University of British Columbia—Vancouver
UCW University Canada West
UFV University of the Fraser Valley
UNBC University of Northern British Columbia
UVIC University of Victoria
VCC Vancouver Community College
VIU Vancouver Island University

Appendix 3: Employment Pathways for KPU Geography Program Graduates

		Sectors/Employers Private (Including Self-Employed), Non-Profit Organizations, Non-Governmental Organizations Government: municipal/local, regional, provincial, federal, Indigenous	
Credential	Employment	Fields	Occupations
Associate of Arts (AA)	Entry-Level	Tourism Culture/Heritage Parks/Recreation	Tour guide/tour company operator Travel writer Museum curator Park ranger/conservationist Landscaper/landscape architect
Bachelor of Arts (BA) Minor in Geography	Entry-level/Intermediate	Landscape Architecture Real Estate Economic Development Healthcare	Real estate appraiser Property developer Property manager Farmer Crop analyst Elementary/secondary teacher
Bachelor of Arts (BA) Major in Applied Geography		Urban/Community Planning Agriculture Resource Management Transportation Emergency Management	College or university professor Community advocate Economic development officer Transportation/mobility planner Indigenous/rural planner Urban/community planner
AA/BA + Additional Education/Training e.g: BEd. (elementary and secondary school teaching), BTech (GIS analysis) MA, Ph.D (in field; e.g. urban planning) JD (law)	Intermediate/Senior	Environmental Conservation Environmental Law Surveying Cartography/Spatial Data Analysis	Health geographer Researcher Public policy analyst Climate change analyst Emergency manager Environmental consultant/planner Environmental lawyer Surveyor Geospatial Analyst

Appendix 4: Educational Pathways for KPU Geography Program Students



Appendix 5: Curriculum Maps

The curriculum maps in this appendix illustrate how the CLOs of required program courses contribute to the development of the PLOs of each KPU Geography program. Letters in each cell of the curriculum map tables mean the following:

I = Introduced. Course learning outcomes that concentrate on knowledge or skills related to the program outcomes at a basic level or skills at an entry-level of complexity.

D = Developing. Course level outcomes that demonstrate learning at an increasing level of proficiency of the program level outcome as well as expanding complexity.

A = Advanced. Course level outcomes that demonstrate learning related to the program level outcome with an increasing level of independence, expertise, and sophistication or integrate the use of content or skills in multiple levels of complexity.

The AA in Geography curriculum map is comprised of only I and D assessments on account of it being a two-year program of first- and second-year courses. In other words, the AA in Geography concludes with PLOs at, effectively, an introductory or developing level of development commensurate with the length of this program.

Where PLOs of the four-year BA Minor in Geography and BA Major in Applied Geography programs are the same as those of the AA in Geography, first- and second-year CLO ratings will be the same as for the AA in Geography curriculum map. Additional D and A ratings will then be seen for these programs' PLOs in the mapping of the third- and fourth-year courses, illustrating these programs' higher level of knowledge and skills development.

Each program's PLOs are identified by number in at the top of the table. These correspond to the numbered list of PLOs provided before each program's curriculum map.

CLOs of each required course are also shown by number in the table (e.g. 1101-1). As many courses are part of the curriculum of all three KPU Geography programs an overall, summary, list of courses and CLOs is provided at the end of this appendix.

Courses labeled in with an asterisk * in a program's curriculum map table are options within a required course bundle within that program.

See *Appendix 1* for overall program requirements and structure.

AA in Geography PLOs:

- 1:** Explain the processes shaping the spatial features of the lithosphere, atmosphere, and hydrosphere.
- 2:** Explain the processes shaping the spatial features of demography, economic activity, political organization, and cultural/social interactions.
- 3:** Explain the processes that produce natural hazards, natural resources, and environmental problems, especially the environmental problem of climate change.
- 4:** Apply physical and human geographic approaches and concepts to understand the processes shaping select world regions.
- 5:** Apply physical and human geographic approaches and concepts to understand the processes shaping cities and global patterns of urbanization.
- 6:** Collect, interpret, and present qualitative information (e.g. visual, textual, oral) effectively.
- 7:** Collect, analyze, and present quantitative information (e.g. measurements, formulas, statistics, tables) effectively.
- 8:** Apply cartographic concepts and methods to interpret and use topographic and thematic maps.
- 9:** Explain the theoretical and technical aspects of Geographic Information Systems (GIS) and apply GIS software to analyze and display spatial data.
- 10:** Work constructively with those of various cultural and social backgrounds and identities.
- 11:** Manage time effectively to complete tasks and meet expectations on schedule.

AA in Geography Curriculum Map:

Program Courses and CLOs	AA in Geography Program Learning Outcomes										
	1	2	3	4	5	6	7	8	9	10	11
GEOG 1101	I	I	I	I	I	I	I	I	I	I	I
1101-1	I	I	I	I	I	I	I	I	I	I	I
1101-2		I	I	I	I	I	I	I		I	I
1101-3		I	I	I	I	I	I	D	I	I	I
1101-4	I	I	D	I	I	I	I	I		I	I
1101-5		I		I	I	I	D	I		I	I
1101-6		I		I	I	I	I	I		I	I

1101-7		I		I	I	I	I	I		I	I
1101-8	I	I	I	I	D	I	I	I		I	I
1101-9		I	I	I	I	I	I	I		I	I
GEOG 1102	I	I	I	I	I	I	I	I	I	I	I
1102-1	I					I	I			I	I
1102-2	I		I	I		I	I	I		I	I
1102-3	I		I	I		I	I	I		I	I
1102-4	I		I	I		I	I	I	I	I	I
1102-5	I	I	D	I	I	I	I	I		I	I
1102-6	I		I	I		I	I	I		I	I
1102-7	I		I	I		I	I	I		I	I
1102-8	I		I	I		I	I	I		I	I
1102-9	I	I	D	I	I	I	I	I		I	I
1102-10	I					D	I	I	I	I	I
1102-11	I					I	D	I	I	I	I
GEOG 2250	I	D	I	I	D	D	I	I		I	D
2250-1		D		I	D	D	I	I		I	D
2250-2	I	D	I	I	D	D	I	I		I	D
2250-3	I	D	I	I	D	D	I	I		I	D
2250-4	I	D	I	I	D	D	I	I		I	D
2250-5		D		I	D	D	I	I		I	D
2250-6		D		I	D	D	I	I		I	D
2250-7		D		I	D	D	I	I		I	D
2250-8		D		I	D	D	I	I		I	D
2250-9		D		I	D	D	I	I		I	D
GEOG 2400						I	I		I/D		D
2400-1						I			I/D		D
2400-2						I	I		I/D		D
2400-3						I	I		I/D	I	D
2400-4						I	I		I/D		D
2400-5							I		I/D	I	D
2400-6						I		I	I/D		D
2400-7								I	I/D	I	D
GEOG 2310*	D		D	I		I	I/D	I	I	I	D
2310-1	D		I	I		I		I			D
2310-2	D		I			I	I	I			D
2310-3	D		I			I	D	I	I	I	D
2310-4	D		I	I		I	I	I	I	I	D
2310-5	D		I			I	I	I	I		D
2310-6	D		D	I		I	D	I	I	I	D
2310-7	D		D	I		I	I	I	I	I	D
2310-8	D	I	D	I		I	I	I		I	D
2310-9	D		D			I	D	I		I	D
GEOG 2320*	D		D	I		I	I/D	I		I	D
2320-1	D		I			I	I	I			D
2320-2	D		I			I	I	I			D

2320-3	D		I	I		I	I	I			D
2320-4	D		D	I		I	I	I			D
2320-5	D		D			I		I			D
2320-6	D		D			I	I	I			D
2320-7	D		I	I		I	I	I			D
2320-8	D		I	I		I	I	I			D
2320-9	D						D	D	I	I	D
2320-10	D			I			D	D	I	I	D
2320-11	D			I	I	D	D	I		I	D
2320-12	D		I	I		I		I		I	D
2320-13	D	I	D	I	I	I		I		I	D
GEOG 1160*	I	I	I	I/D		I	I	I		I	I
1160-1	I	I	I	I/D		I	I	I		I	I
1160-2				I/D		I	I	I		I	I
1160-3	I			I/D		I		I		I	I
1160-4	I			I/D		I		I			I
1160-5	I	I	I	I/D		I		I		I	I
1160-6	I	I		I/D	I	I	I	I			I
1160-7		I		I/D		I		I			I
1160-8	I	I	I	I/D		I		I			I
1160-9	I	I	I	I/D		I	I	I			I
1160-10		I	I	I/D	I	I		I			I
1160-11		I		I/D	I	I	I	I		I	I
1160-12		I		I/D		I		I		I	I
GEOG 2140*	I	I	I	D	I	I	I	I		I	D
2140-1	I	I	I	D	I	I	I	I		I	D
2140-2	I		I	D		I	I	I			D
2140-3	I	I	I	D		I	I	I			D
2140-4		I		D	I	I	I	I		I	D
2140-5		I		D	I	I	I	I		I	D
2140-6		I		D	I	I		I		I	D
2140-7	I	I	D	D		I		I		I	D
GEOG 2185*	I	I	I	D	I	I		I		I	D
2185-1	I	I	I	D	I	I		I		I	D
2185-2		I	I	D	I	I		I		I	D
2185-3	I		I	D		I		I		I	D
2185-4	I	I	I	D	I	I		I		I	D
2185-5		I		D	I	I		I		I	D
2185-6		I		D	I	I		I		I	D
2185-7		I		D	I	I		I		I	D
2185-8		I		D	I	I	I	I		I	D
GEOG 2190*	I	I	I	D	I	I	I	I		I	D
2190-1	I	I		D	I	I		I		I	D
2190-2	I		I	D		I		I		I	D
2190-3		I		D	I	I	I	I		I	D
2190-4		I		D	I	I	I	I		I	D

2190-5		I		D	I	I	I	I		I	D
2190-6	I	I	I	D		I	I	I		I	D
2190-7		I		D	I	I		I		I	D
2190-8		I	I	D	I	I	I	I		I	D

BA Minor in Geography PLOs:

Note: be aware of differences in the numbering and content of PLOs across the curriculum maps in comparing different KPU Geography programs.

- 1:** Explain the processes shaping the spatial features of the lithosphere, atmosphere, and hydrosphere.
- 2:** Explain the processes shaping the spatial features of demography, economic activity, political organization, and cultural/social interactions.
- 3:** Explain the processes that produce natural hazards, natural resources, and environmental problems, especially the environmental problem of climate change.
- 4:** Apply physical and human geographic approaches and concepts to understand the processes shaping select world regions.
- 5:** Apply physical and human geographic approaches and concepts to understand the processes shaping cities and global patterns of urbanization.
- 6:** Evaluate socioeconomic, political, and environmental processes and issues at various geographic scales.
- 7:** Collect, interpret, and present qualitative information (e.g. visual, textual, oral) effectively.
- 8:** Collect, analyze, and present quantitative information (e.g. measurements, formulas, statistics, tables) effectively.
- 9:** Apply cartographic concepts and methods to interpret and use topographic and thematic maps.
- 10:** Work constructively with those of various cultural and social backgrounds and identities.
- 11:** Manage time effectively to complete tasks and meet expectations on schedule.

BA Minor in Geography Curriculum Map:

Program Courses and CLOs	BA Minor in Geography Program Learning Outcomes										
	1	2	3	4	5	6	7	8	9	10	11
GEOG 1101	I	I	I	I	I	I	I	I	I	I	I
1101-1	I	I	I	I	I	I	I	I	I	I	I
1101-2		I	I	I	I	I	I	I	I	I	I
1101-3		I	I	I	I	I	I	I	D	I	I
1101-4	I	I	D	I	I	I	I	I	I	I	I
1101-5		I		I	I	I	I	D	I	I	I
1101-6		I		I	I	I	I	I	I	I	I
1101-7		I		I	I	I	I	I	I	I	I
1101-8	I	I	I	I	D	I	I	I	I	I	I
1101-9		I	I	I	I	I	I	I	I	I	I
GEOG 1102	I	I	I	I	I	I	I	I	I	I	I
1102-1	I					I	I	I		I	I
1102-2	I		I	I		I	I	I	I	I	I
1102-3	I		I	I		I	I	I	I	I	I
1102-4	I		I	I		I	I	I	I	I	I
1102-5	I	I	D	I	I	I	I	I	I	I	I
1102-6	I		I	I		I	I	I	I	I	I
1102-7	I		I	I		I	I	I	I	I	I
1102-8	I		I	I		I	I	I	I	I	I
1102-9	I	I	D	I	I	I	I	I	I	I	I
1102-10	I					I	D	I	I	I	I
1102-11	I					I	I	D	I	I	I
GEOG 2250*	I	D	I	I	D	I	D	I	I	I	D
2250-1		D		I	D	I	D	I	I	I	D
2250-2	I	D	I	I	D	I	D	I	I	I	D
2250-3	I	D	I	I	D	I	D	I	I	I	D
2250-4	I	D	I	I	D	D	D	I	I	I	D
2250-5		D		I	D	I	D	I	I	I	D
2250-6		D		I	D	I	D	I	I	I	D
2250-7		D		I	D	I	D	I	I	I	D
2250-8		D		I	D	I	D	I	I	I	D
2250-9		D		I	D	D	D	I	I	I	D
GEOG 2310*	D		D	I		I/D	I	I/D	I	I	D
2310-1	D		I	I		I	I		I		D
2310-2	D		I			I	I	I	I		D
2310-3	D		I			D	I	D	I	I	D
2310-4	D		I	I		D	I	I	I	I	D
2310-5	D		I			I	I	I	I		D
2310-6	D		D	I		D	I	D	I	I	D
2310-7	D		D	I		I	I	I	I	I	D
2310-8	D	I	D	I		D	I	I	I	I	D

2310-9	D		D			D	I	D	I	I	D
GEOG 2320*	D		D	I		I	I	I/D	I	I	D
2320-1	D		I			I	I	I	I		D
2320-2	D		I			I	I	I	I		D
2320-3	D		I	I		I	I	I	I		D
2320-4	D		D	I		I	I	I	I		D
2320-5	D		D			I	I		I		D
2320-6	D		D			I	I	I	I		D
2320-7	D		I	I		I	I	I	I		D
2320-8	D		I	I		I	I	I	I		D
2320-9	D					I		D	D	I	D
2320-10	D			I		D		D	D	I	D
2320-11	D			I	I	D	D	D	I	I	D
2320-12	D		I	I		I	I		I	I	D
2320-13	D	I	D	I	I	D	I		I	I	D
GEOG 2380*		D				D	D	I	I	D	D
2380-1		I					D	I	I	D	D
2380-2		D	I			D	D	I	I	D/A	D
2380-3		D				D	D	I	I	D	D
2380-4		D			I	D	D	I	I	D	D
2380-5		D					D	I	I	D	D
GEOG 2390*							I	D		I	D
2390-1			I			I	I	D	I	D	D
2390-2						I	I	D		I	D
2390-3							I	D		I	D
2390-4								D		I	D
2390-5								D		I	D
2390-6								D		I	D
2390-7								D		I	D
2390-1			I			I	I	D	I	D	D
2390-2						I	I	D		I	D
GEOG 2400*							I	I			D
2400-1							I				D
2400-2							I	I			D
2400-3							I	I		I	D
2400-4							I	I			D
2400-5								I		I	D
2400-6							I		I		D
2400-7									I	I	D
GEOG 1160*	I	I	I	I/D			I	I	I	I	I
1160-1	I	I	I	I/D			I	I	I	I	I
1160-2				I/D			I	I	I	I	I
1160-3	I			I/D			I		I	I	I
1160-4	I			I/D			I		I		I
1160-5	I	I	I	I/D			I		I	I	I
1160-6	I	I		I/D	I		I	I	I		I

1160-7		I		I/D			I		I		I
1160-8	I	I	I	I/D			I		I		I
1160-9	I	I	I	I/D			I	I	I		I
1160-10		I	I	I/D	I		I		I		I
1160-11		I		I/D	I		I	I	I	I	I
1160-12		I		I/D			I		I	I	I
GEOG 2140*	I	I	I	D	I		I	I	I	I	D
2140-1	I	I	I	D	I		I	I	I	I	D
2140-2	I		I	D			I	I	I		D
2140-3	I	I	I	D			I	I	I		D
2140-4		I		D	I		I	I	I	I	D
2140-5		I		D	I		I	I	I	I	D
2140-6		I		D	I		I		I	I	D
2140-7	I	I	D	D			I		I	I	D
GEOG 2185*	I	I	I	D	I		I		I	I	D
2185-1	I	I	I	D	I		I		I	I	D
2185-2		I	I	D	I		I		I	I	D
2185-3	I		I	D			I		I	I	D
2185-4	I	I	I	D	I		I		I	I	D
2185-5		I		D	I		I		I	I	D
2185-6		I		D	I		I		I	I	D
2185-7		I		D	I		I		I	I	D
2185-8		I		D	I		I	I	I	I	D
GEOG 2190*	I	I	I	D	I		I	I	I	I	D
2190-1	I	I		D	I		I		I	I	D
2190-2	I		I	D			I		I	I	D
2190-3		I		D	I		I	I	I	I	D
2190-4		I		D	I		I	I	I	I	D
2190-5		I		D	I		I	I	I	I	D
2190-6	I	I	I	D			I	I	I	I	D
2190-7		I		D	I		I		I	I	D
2190-8		I	I	D	I		I	I	I	I	D
GEOG 3120*	I	A		D	D	A	D/A	D	I	D/A	A
3120-1	I	D		D		D	D/A			A	A
3120-2	I	A		D		A	D/A	D	I	D/A	A
3120-3		A		D		A	D/A			D	A
3120-4		A			D	A	D/A	D	I	D	A
3120-5		A	D		D	A	D/A	D	I	D	A
3120-6		D/A			D		D/A			D	A
3120-7	I	D/A	D		D		A			A	A
3120-8		A			D	D	D/A	D	I	D	A
GEOG 3130*		A		D	A	A	A	I	I	A	A
3130-1		D			D	D	A	I	I	D	A
3130-2	I	D		D	A	A	A		I	D	A
3130-3		A		D	A	A	A	I	I	A	A
3130-4		A			A	A	A	I	I	A	A

3130-5		A			A	A		I	I	A	A
3130-6		A			A	A	A	I	I	A	A
GEOG 3220*		D/A	I	D/A	A	A	A	I		D/A	A
3220-1		D	I		A	A	A			D	A
3220-2		D	I	I	A	A	A	I	I	A	A
3220-3		D	I	A	A	A	A			D	A
3220-4		D		D	A	A	A			A	A
3220-5		A			A	A	A			D	A
3220-6	I	A	I	A	A	A	A	I		A	A
GEOG 3260*	I	D	I				A			D/A	A
3260-1		D					A		I	D	A
3260-2		D					A			D	A
3260-3		D				A	A	I		A	A
3260-4	I		I			A	A	I		A	A
3260-5	I		I				A			D	A
GEOG 3310*	D	I/D	A	D	I	D	D	D	I	D	A
3310-1	D	I	A		I	D	D		I	D	A
3310-2	D	I	A		I	D	D		I	D	A
3310-3	D	I	A		I	D	D		I	D	A
3310-4	D		A				D	D	I	D	A
3310-5	D	D	A		I	D	A	D	D	D	A
3310-6	D	D	A	D	I	A	A		I	D	A
3310-7	D	D	A	D	I	D	D		I	D	A
3310-8	D	D	A	D	I	A	D		I	D	A
GEOG 3320*	D	D	A	I	D	A	D/A	I/D	I	D/A	A
3320-1		D	A			A	D	I	I	A	A
3320-2	D	D	A	I		A	A		I	A	A
3320-3	D		A	I	D	A	D	D	I	D	A
3320-4		D	A		D	A	A			A	A
3320-5	D	D	A	D	D	A	D	D	I	D	A
3320-6	D	D	A	I	D	A	A	I	I	D	A
GEOG 3330*	A		D/A				D	D		D	A
3330-1	A		D				D	I		D	A
3330-2	A		D				D	I		D	A
3330-3	A		A				D	D		D	A
3330-4	A		A				D	D		D	A
3330-5	A		D				D	D	D	D	A
3330-6	A		D				D	D		D	A
3330-7	A		D				D	D		D	A
3330-8	A		D				D	I	D	D	A
3330-9	A	D	D		I	D	D	I		D	A
3330-10	A		D				D	A	D	AD	A
3330-11	A	D	A	I	I	D	D	I		D	A
GEOG 3340*	A									D	A
3340-1	A									D	A
3340-2	A		D	D	I					D	A

3340-3	A									D	A
3340-4	A									D	A
3340-5	A									D	A
3340-6	A			D			A	D	D	A	A
GEOG 3390*	D	D	A		D	D	A	D/A		A	A
3390-1	D	D	A		D	D	A	A	D	D	A
3390-2			A				A	A		D	A
3390-3			A				A	D		A	A
3390-4			A				A	A		A	A
3390-5	D	D	A				A	D		A	A
3390-6	D	D	A				A	D			A
3390-7	D	D	A	D	D	D		A		A	A
3390-8	D	D	A	D	D	D	A	D	D		A
GEOG 4100*	D	D	D	D	D	D	A	D	D	D	A
4100-1	D	D	D	D	D	D	A			D	A
4100-2	D	D	D	D	D	D	A	A	A	D	A
4100-3	D	D	D	D	D	D	A	D	D	D	A
4100-4							A	D	D	D	A
4100-5						D	A			D	A
4100-6							A	D		D	A
4100-7							A			D	A
	Dependent on Research Question										
GEOG 4320*	A		D	D		A	A	D	D	D	A
4320-1	A		D			A				D	A
4320-2	A		D	D			A			A	A
4320-3	A					A	A	D	D	D	A
4320-4	A			D			A	D	D	A	A
4320-5	A					A	A	A	D	D	A
4320-6	A		D	D			A	D		D	A
GEOG 4350*	A	A	A	D	D	A	A	D	D	D	A
4350-1	A		A	D		A	A	D			A
4350-2	A		A	D		A	A	D	D	D	A
4350-3	A	A	A	D	D	A	A	A	D	D	A
4350-4	A		A			A	A	A	D	D	A
4350-5	A	A	A	D	D	A	A	D	D	D	A
4350-6	A	A	A			A	A	D		D	A
4350-7	A	A	A		D	A	A	D		D	A
GEOG 4380*	A	A	A	A	A	D	A	D	D	D/A	A
4380-1	A	A	A	A	A		D	D	D		A
4390-2	A	A	A	A	A	D	A		D		A
4380-3	A	A	A	A	A	D	A		D	D	A
4380-4	A	A	A	A	A	D	A	D	D	A	A
	Dependent on Research Question										
GEOG 4501*	A	A	A	A	A	A	A	D	I	A	A
4501-1	A	A	A	A	A	A	A	D	I	A	A
4501-2	A	A	A	A	A	A	A	D	I	A	A

4501-3	A	A	A	A	A	A	A	D	I	A	A
4501-4	A	A	A	A	A	A	A	I	I		A
4501-5	A	A	A	A	A	A	A			A	
	Dependent on Course Topic										

BA Major in Applied Geography PLOs:

Note: be aware of differences in the numbering and content of PLOs across the curriculum maps in comparing different KPU Geography programs.

- 1:** Explain the processes shaping the spatial features of the lithosphere, atmosphere, and hydrosphere.
- 2:** Explain the processes shaping the spatial features of demography, economic activity, political organization, and cultural/social interactions.
- 3:** Explain the processes that produce natural hazards, natural resources, and environmental problems, especially the environmental problem of climate change.
- 4:** Apply physical and human geographic approaches and concepts to understand the processes shaping select world regions.
- 5:** Apply physical and human geographic approaches and concepts to understand the processes shaping cities and global patterns of urbanization.
- 6:** Evaluate socioeconomic, political, and environmental processes and issues at various geographic scales.
- 7:** Evaluate and apply qualitative methods of information gathering, interpretation, and presentation.
- 8:** Evaluate and apply quantitative methods of information gathering, interpretation, and presentation.
- 9:** Apply cartographic concepts and methods to interpret and use topographic and thematic maps.
- 10:** Evaluate the theoretical and technical aspects of Geographic Information Systems (GIS) and apply GIS software to analyze and display spatial data.
- 11:** Design, conduct, and critique natural and social scientific research.

12: Work constructively with those of various cultural and social backgrounds and identities.

13: Manage time effectively to complete tasks and meet expectations on schedule.

BA Major in Applied Geography Curriculum Map:

Program Courses and CLOs	BA Major in Applied Geography Program Learning Outcomes												
	1	2	3	4	5	6	7	8	9	10	11	12	13
GEOG 1101	I	I	I	I	I	I	I	I	I		I	I	I
1101-1	I	I	I	I	I	I	I	I	I		I	I	I
1101-2		I	I	I	I	I	I	I	I		I	I	I
1101-3		I	I	I	I	I	I	I	D		I	I	I
1101-4	I	I	D	I	I	I	I	I	I		I	I	I
1101-5		I		I	I	I	I	D	I		I	I	I
1101-6		I		I	I	I	I	I	I		I	I	I
1101-7		I		I	I	I	I	I	I		I	I	I
1101-8	I	I	I	I	D	I	I	I	I		I	I	I
1101-9		I	I	I	I	I	I	I	I		I	I	I
GEOG 1102	I	I	I	I	I	I	I	I	I		I	I	I
1102-1	I					I	I	I			I	I	I
1102-2	I		I	I		I	I	I	I		I	I	I
1102-3	I		I	I		I	I	I	I		I	I	I
1102-4	I		I	I		I	I	I	I		I	I	I
1102-5	I	I	D	I	I	I	I	I	I		I	I	I
1102-6	I		I	I		I	I	I	I		I	I	I
1102-7	I		I	I		I	I	I	I		I	I	I
1102-8	I		I	I		I	I	I	I		I	I	I
1102-9	I	I	D	I	I	I	I	I	I		I	I	I
1102-10	I					I	D	I	I		I	I	I
1102-11	I					I	I	D	I		I	I	I
GEOG 2250	I	D	I	I	D	I	D	I	I		D	I	D
2250-1		D		I	D	I	D	I	I		D	I	D
2250-2	I	D	I	I	D	I	D	I	I		D	I	D
2250-3	I	D	I	I	D	I	D	I	I		D	I	D
2250-4	I	D	I	I	D	D	D	I	I		D	I	D
2250-5		D		I	D	I	D	I	I		D	I	D
2250-6		D		I	D	I	D	I	I		D	I	D
2250-7		D		I	D	I	D	I	I		D	I	D
2250-8		D		I	D	I	D	I	I		D	I	D
2250-9		D		I	D	D	D	I	I		D	I	D
GEOG 2310*	D		D	I		I/D	I	I/D	I		I	I	D
2310-1	D		I	I		I	I		I		I		D
2310-2	D		I			I	I	I	I		I		D
2310-3	D		I			D	I	D	I		I	I	D

2310-4	D		I	I		D	I	I	I		I	I	D
2310-5	D		I			I	I	I	I		I		D
2310-6	D		D	I		D	I	D	I		I	I	D
2310-7	D		D	I		I	I	I	I		I	I	D
2310-8	D	I	D	I		D	I	I	I		I	I	D
2310-9	D		D			D	I	D	I		I	I	D
GEOG 2320*	D		D	I			I	I/D	I		I	I	D
2320-1	D		I				I	I	I		I		D
2320-2	D		I				I	I	I		I		D
2320-3	D		I	I			I	I	I		I		D
2320-4	D		D	I			I	I	I		I		D
2320-5	D		D				I		I		I		D
2320-6	D		D				I	I	I		I		D
2320-7	D		I	I			I	I	I		I		D
2320-8	D		I	I			I	I	I		I		D
2320-9	D							D	D		I	I	D
2320-10	D			I				D	D		I	I	D
2320-11	D			I	I		D	D	I		I	I	D
2320-12	D		I	I			I		I		I	I	D
2320-13	D	I	D	I	I		I		I		I	I	D
GEOG 2380		D				D	D	I	I		D	D	D
2380-1		I					D	I	I		D	D	D
2380-2		D	I			D	D	I	I		D	D/A	D
2380-3		D				D	D	I	I		D	D	D
2380-4		D			I	D	D	I	I		D	D	D
2380-5		D					D	I	I		D	D	D
GEOG 2390							I	D			D	I	D
2390-1			I			I	I	D	I		D	D	D
2390-2						I	I	D			D	I	D
2390-3							I	D			D	I	D
2390-4								D			D	I	D
2390-5								D			D	I	D
2390-6								D			D	I	D
2390-7								D			D	I	D
2390-1			I			I	I	D	I		D	D	D
2390-2						I	I	D			D	I	D
GEOG 2400							I	I		I	D		D
2400-1							I			I	D		D
2400-2							I	I		I	D		D
2400-3							I	I		I	D	I	D
2400-4							I	I		I	D		D
2400-5								I		I	D	I	D
2400-6							I		I	I	D		D
2400-7									I	I	D	I	D
GEOG 1160*	I	I	I	I/D			I	I	I		I/D	I	I
1160-1	I	I	I	I/D			I	I	I		I/D	I	I

1160-2				I/D			I	I	I		I/D	I	I
1160-3	I			I/D			I		I		I/D	I	I
1160-4	I			I/D			I		I		I/D		I
1160-5	I	I	I	I/D			I		I		I/D	I	I
1160-6	I	I		I/D	I		I	I	I		I/D		I
1160-7		I		I/D			I		I		I/D		I
1160-8	I	I	I	I/D			I		I		I/D		I
1160-9	I	I	I	I/D			I	I	I		I/D		I
1160-10		I	I	I/D	I		I		I		I/D		I
1160-11		I		I/D	I		I	I	I		I/D	I	I
1160-12		I		I/D			I		I		I/D	I	I
GEOG 2140*	I	I	I	D	I		I	I	I		I/D	I	D
2140-1	I	I	I	D	I		I	I	I		I/D	I	D
2140-2	I		I	D			I	I	I		I/D		D
2140-3	I	I	I	D			I	I	I		I/D		D
2140-4		I		D	I		I	I	I		I/D	I	D
2140-5		I		D	I		I	I	I		I/D	I	D
2140-6		I		D	I		I		I		I/D	I	D
2140-7	I	I	D	D			I		I		I/D	I	D
GEOG 2185*	I	I	I	D	I		I		I		I/D	I	D
2185-1	I	I	I	D	I		I		I		I/D	I	D
2185-2		I	I	D	I		I		I		I/D	I	D
2185-3	I		I	D			I		I		I/D	I	D
2185-4	I	I	I	D	I		I		I		I/D	I	D
2185-5		I		D	I		I		I		I/D	I	D
2185-6		I		D	I		I		I		I/D	I	D
2185-7		I		D	I		I		I		I/D	I	D
2185-8		I		D	I		I	I	I		I/D	I	D
GEOG 2190*	I	I	I	D	I		I	I	I		I/D	I	D
2190-1	I	I		D	I		I		I		I/D	I	D
2190-2	I		I	D			I		I		I/D	I	D
2190-3		I		D	I		I	I	I		I/D	I	D
2190-4		I		D	I		I	I	I		I/D	I	D
2190-5		I		D	I		I	I	I		I/D	I	D
2190-6	I	I	I	D			I	I	I		I/D	I	D
2190-7		I		D	I		I		I		I/D	I	D
2190-8		I	I	D	I		I	I	I		I/D	I	D
GEOG 3120	I	A		D	D	A	D/A	D	I		D	D/A	A
3120-1	I	D		D		D	D/A				D	A	A
3120-2	I	A		D		A	D/A	D	I		D	D/A	A
3120-3		A		D		A	D/A				D	D	A
3120-4		A			D	A	D/A	D	I		D	D	A
3120-5		A	D		D	A	D/A	D	I		D	D	A
3120-6		D/A			D		D/A				D	D	A
3120-7	I	D/A	D		D		A				D	A	A
3120-8		A			D	D	D/A	D	I		D	D	A

GEOG 3130		A		D	A	A	A	I	I		D	A	A
3130-1		D			D	D	A	I	I		D	D	A
3130-2	I	D		D	A	A	A		I		D	D	A
3130-3		A		D	A	A	A	I	I		D	A	A
3130-4		A			A	A	A	I	I		D	A	A
3130-5		A			A	A		I	I		D	A	A
3130-6		A			A	A	A	I	I		D	A	A
GEOG 3220		D/A	I	D/A	A	A	A	I			D	D/A	A
3220-1		D	I		A	A	A				D	D	A
3220-2		D	I	I	A	A	A	I	I		D	A	A
3220-3		D	I	A	A	A	A				D	D	A
3220-4		D		D	A	A	A				D	A	A
3220-5		A			A	A	A				D	D	A
3220-6	I	A	I	A	A	A	A	I			D	A	A
GEOG 3260	I	D	I				A				D	D/A	A
3260-1		D					A		I		D	D	A
3260-2		D					A				D	D	A
3260-3		D				A	A	I			D	A	A
3260-4	I		I			A	A	I			D	A	A
3260-5	I		I				A				D	D	A
GEOG 3310	D	I/D	A	D	I	D	D	D	I		D	D	A
3310-1	D	I	A		I	D	D		I		D	D	A
3310-2	D	I	A		I	D	D		I		D	D	A
3310-3	D	I	A		I	D	D		I		D	D	A
3310-4	D		A				D	D	I		D	D	A
3310-5	D	D	A		I	D	A	D	D		D	D	A
3310-6	D	D	A	D	I	A	A		I		D	D	A
3310-7	D	D	A	D	I	D	D		I		D	D	A
3310-8	D	D	A	D	I	A	D		I		D	D	A
GEOG 3320	D	D	A	I	D	A	D/A	I/D	I		D	D/A	A
3320-1		D	A			A	D	I	I		D	A	A
3320-2	D	D	A	I		A	A		I		D	A	A
3320-3	D		A	I	D	A	D	D	I		D	D	A
3320-4		D	A		D	A	A				D	A	A
3320-5	D	D	A	D	D	A	D	D	I		D	D	A
3320-6	D	D	A	I	D	A	A	I	I		D	D	A
GEOG 4100	D	D	D	D	D	D	A	D	D		A	D	A
4100-1	D	D	D	D	D	D	A				A	D	A
4100-2	D	D	D	D	D	D	A	A	A		A	D	A
4100-3	D	D	D	D	D	D	A	D	D		A	D	A
4100-4							A	D	D		A	D	A
4100-5						D	A				A	D	A
4100-6							A	D			A	D	A
4100-7							A				A	D	A
	Dependent on Research Question												

GEOG 4380*	A	A	A	A	A	D	A	D	D	D/A	A	D/A	A
4380-1	A	A	A	A	A		D	D	D	D/A	A		A
4390-2	A	A	A	A	A	D	A		D	D/A	A		A
4380-3	A	A	A	A	A	D	A		D	D/A	A	D	A
4380-4	A	A	A	A	A	D	A	D	D	D/A	A	A	A
	Dependent on Research Question												
GEOG 4501*	A	A	A	A	A	A	A	D	I		A	A	A
4501-1	A	A	A	A	A	A	A	D	I		A	A	A
4501-2	A	A	A	A	A	A	A	D	I		A	A	A
4501-3	A	A	A	A	A	A	A	D	I		A	A	A
4501-4	A	A	A	A	A	A	A	I	I		A		A
4501-5	A	A	A	A	A	A	A				A	A	
	Dependent on Course Topic												

CLOs of KPU Geography Program Courses:

GEOG 1101 Human Geography

- 1101-1: Describe the origin, fundamental concepts, and central themes of present-day geographical studies
- 1101-2: Describe the basic concepts and elements of human geography and explain fundamental processes.
- 1101-3: Interpret and describe human landscapes and patterns on maps.
- 1101-4: Describe the impact of human actions on the environment and identify approaches that will be required to ensure a sustainable environment.
- 1101-5: Describe and explain fundamental population variables, such as crude birth/death rates, infant mortality, natural increase, and dependency ratios, and explain how these measures are applied in population studies.
- 1101-6: Identify and explain the basic concepts and characteristics of social and cultural landscapes.
- 1101-7: Identify and explain the basic concepts and characteristics of economic geography.
- 1101-8: Describe settlement patterns and urban hierarchies and explain how settlement patterns are related to the physical environment.
- 1101-9: Define and describe political systems and explain their role in the economic, social, and cultural expressions of societies.

GEOG 1102 Physical Geography

- 1102-1: Learn the scientific method and how it is applied in Earth Science.
- 1102-2: Describe the plate tectonic theory and the geologic history of the Earth

- 1102-3: Describe the common rock-forming minerals, identify common igneous, sedimentary, and metamorphic rocks, and account for their origin and properties.
- 1102-4: Explain how volcanic, mass wasting (hillslope), fluvial, coastal, and glacial processes operate and how they modify and sculpt the landscape.
- 1102-5: Explain how humans impact and are impacted by landscape processes.
- 1102-6: Describe the structure, composition, and history of the atmosphere.
- 1102-7: Describe the atmospheric, radiation, and water balances, and how they vary in time and space.
- 1102-8: Explain weather phenomena from the local to the global scale.
- 1102-9: Explain how humans impact and are impacted by atmospheric processes.
- 1102-10: Interpret landscapes and landforms using direct observation and various media.
- 1102-11: Make measurements of physical geographic phenomena, and use mathematical geophysical equations.

GEOG 1160 Geography of British Columbia

- 1160-1: Apply basic methods and concepts in regional geographical analyses.
- 1160-2: Identify and access pertinent data sources, including atlases, census reports, and other government reports.
- 1160-3: Discuss basic physical processes, such as landforms, geologic history, weather and climate, soil formation and distribution, major river systems, and natural vegetation types of British Columbia.
- 1160-4: Examine the relationships between the geological setting, climate, and resulting soil stratum.
- 1160-5: Identify and discuss different types of natural hazards which influence the economy and settlements in British Columbia.
- 1160-6: Outline coastal and interior Indigenous settlement patterns and explain similarities and differences.
- 1160-7: Investigate the influence, extent, and distribution of colonial powers on the development of British Columbia.
- 1160-8: Explain different types of natural resources and discuss different approaches to their management.
- 1160-9: Examine resource industries (e.g. forestry, fishing, mining, agriculture) in terms of economic output, technological changes, employment, current issues, and future trends.
- 1160-10: Explain the development and emergence of new industries, including eco-tourism, environmental monitoring and rehabilitation.
- 1160-11: Discuss the population distribution of British Columbia and examine issues related to the rural/urban divide in the province.
- 1170-12: Examine the relationship between First Nations and settlers in British Columbia and ongoing work towards reconciliation

GEOG 2140 Geography of Canada

- 2140-1: Apply basic methods and concepts in regional geographical analyses.
- 2140-2: Describe the physical geography of Canada, including physiography, climate, biomes and their interrelationships.
- 2140-3: Explain regional variations in natural resources, and discuss their impact on regional and national economic activity.
- 2140-4: Describe the evolution of demography, socioeconomic activity, and settlement from pre-colonial to contemporary periods.
- 2140-5: Describe and discuss social and cultural influences on Canada and on regions and cities in Canada, including immigration and multiculturalism.
- 2140-6: Discuss relationships between Canada and aboriginal peoples, between Canada and Quebec, and among other regions.
- 2140-7: Discuss selected environmental issues in Canada.

GEOG 2185 Geography of East Asia

- 2185-1: Apply basic methods and concepts in regional geographical analyses.
- 2185-2: Critically comment on East Asia as a region within the global context.
- 2185-3: Analyze the major physiographic, climate, soil, and vegetation zones of East Asia and explain their relationships.
- 2185-4: Explain the relationship between the physical setting and resource-based economic activities in each country.
- 2185-5: Analyze the evolution of economic growth in the region and discuss the economic and cultural links between countries of this region.
- 2185-6: Describe the political and cultural identities of the countries in the region.
- 2185-7: Analyze the historical geography of the region, including the influence of colonial powers on economic development in the region.
- 2185-8: Account for the emergence of a regional hierarchy within East Asia based on global economic position.

GEOG 2190 Geography of South Asia

- 2190-1: Apply basic methods and concepts in regional geographical analyses.
- 2190-2: Describe and explain the major physical landforms and climatic processes of South Asia.
- 2190-3: Describe and explain the population and settlement patterns of South Asia.
- 2190-4: Describe and explain the historical and economic development of South Asia.
- 2190-5: Describe and explain the cultural geography of South Asia.
- 2190-6: Review the state of the environment of South Asia and discuss some major environmental issues facing this region.
- 2190-7: Explain the importance of the interrelationships among South Asian nations.
- 2190-8: Explain the importance of external global forces and linkages that affect the future of South Asia.

GEOG 2250 The City

- 2250-1: Describe the characteristics and distinguish cities from non-urban settlements.
- 2250-2: Investigate how natural environmental conditions can facilitate and constrain the process of urbanization.
- 2250-3: Investigate the various impacts that urbanization has on the natural environment, at local, regional, and global scales.
- 2250-4: Describe the geographic and temporal origins of the earliest cities, and evaluate major theories on urban origins.
- 2250-5: Describe and explain the absolute and relative growth in the urbanized global population, and evaluate major theories on the diffusion of urbanization.
- 2250-6: Describe, categorize, and explain the characteristics of cities before industrialization.
- 2250-7: Describe, categorize, and explain the characteristics of cities affected by industrialization and subsequent technological innovations and governmental intervention.
- 2250-8: Describe, categorize, and explain the characteristics of post-industrial cities.
- 2250-9: Apply general urban geographic concepts to describe, categorize, and explain the features of metropolitan Vancouver.

GEOG 2310 Climatology

- 2310-1: Describe the scope of climatology and its range of perspectives applied to the study of the atmosphere.
- 2310-2: Describe the energy exchanges in the atmosphere.
- 2310-3: Apply radiation, energy, and water balance concepts and evaluate mass budgets for these using observed measurement data.
- 2310-4: Discuss and evaluate the significance of the relationship between the general atmospheric and ocean circulation patterns and processes.
- 2310-5: Describe the relationship and characteristic differences between surface and upper tropospheric winds.
- 2310-6: Analyze the range of weather forecasting models available and develop a synoptic forecast based on surface weather data.
- 2310-7: Demonstrate and understanding of the meteorologic nature and climatologic significance of severe storms.
- 2310-8: Discuss the nature, significance, and effects of both deliberate and inadvertent climatic modification and change.
- 2310-9: Analyze the range of climatic variation through time and critically evaluate significant climatic models used to account for these.

GEOG 2320 Geomorphology

- 2320-1: Describe fundamental concepts in geomorphology including process, form, thresholds, equilibrium, and explain how some of these concepts are applied to the study of geomorphology.

- 2330-2: Describe fundamental weathering processes and explain the sequence and significance of weathering processes in the formation of soil and sedimentary rocks.
- 2320-3: Describe the environments of sediment deposition and how depositional histories can be determined from sediment structure and texture.
- 2320-4: Describe the distribution, physical properties, and origin(s) of mass wasting movement of regolith and sediments.
- 2320-5: Explain how slopes fail; describe ways of stabilizing slopes.
- 2320-6: Explain the formation and chemistry of soil.
- 2320-7: Explain fluvial processes and resulting depositional landforms.
- 2320-8: Describe landforms and processes working in aeolian, coastal, and karst environments.
- 2320-9: Construct isoline/contour maps and apply such maps to interpret patterns; specify location using latitude coordinates as well as grid reference coordinate systems.
- 2320-10: Make measurements of distance, area, and slope to derive vertical properties from topographic maps.
- 2320-11: Make field observations of landforms and take applicable morphometric measurements.
- 2320-12: Identify landforms of glacial, fluvial, coastal, aeolian, and karst environments.
- 2320-13: Describe and critique human influences on landscape processes and systems.

GEOG 2380 Qualitative Methods

- 2380-1: Identify and describe the qualitative methods used in geographic inquiry.
- 2380-2: Evaluate the ethical and practical considerations which guide qualitative approaches.
- 2380-3: Determine which qualitative methods of information gathering and interpretation are appropriate for a given research problem.
- 2380-4: Employ correctly a range of qualitative methods of information gathering and interpretation.
- 2380-5: Communicate effectively using qualitative methods of information dissemination.

GEOG 2390 Quantitative Methods

- 2390-1: Discuss the role of quantitative data in geographic knowledge and research.
- 2390-2: Locate and assess datasets for accuracy and applicability, and carry out simple manipulations of datasets.
- 2390-3: Produce appropriate forms of tabular, graphical, and other forms of representing and visualizing data manually and using standard computer software (e.g. Excel, SPSS, SAS, R, ARC).
- 2390-4: Describe and apply measures of central tendency and dispersion.
- 2390-5: Describe and apply measures of specifically spatial phenomena.
- 2390-6: Describe elementary probability theory concerning the normal probability distribution.
- 2390-7: Apply probability theory to sampling and to the likelihood of particular values within standard probability distributions.

- 2390-8: Describe and apply correlation and regression techniques for non-geographic data and for geographic data.
- 2390-9: Compute statistics manually and using industry-standard computer software (e.g. Excel, SPSS, SAS, R, ARC).

GEOG 2400 Introduction to GIS

- 2400-1: Explain what a GIS is and differentiate it from other information systems.
- 2400-2: Explain key issues regarding the selection and use of data inputs in a GIS.
- 2400-3: Select, import, and input spatial and tabular data into a GIS.
- 2400-4: Explain the basic principles of spatial data analysis within a GIS.
- 2400-5: Select and use common data analysis operations in a GIS.
- 2400-6: Explain basic principles of displaying graphical information.
- 2400-7: Display graphical information effectively using one of the popular desktop GIS programs.

GEOG 3120 Economic Geography

- 3120-1: Investigate the range of approaches to economic geography.
- 3120-2: Analyse the spatial distribution of the world economy and processes of globalization.
- 3120-3: Evaluate local, regional, and national socioeconomic development.
- 3120-4: Apply theories regarding the location of primary, secondary, tertiary, and quaternary economic activities.
- 3120-5: Evaluate how transportation affects the location of economic activities.
- 3120-6: Investigate the economic base of urban areas and theories of urban land use.
- 3120-7: Debate the interrelationships between urban land use, urban transportation infrastructure, and environmental sustainability.
- 3120-8: Apply selected models, methods, and concepts in economic geography at the urban scale.

GEOG 3130 Society and Urban Space

- 3130-1: Examine and apply foundational concepts in social geography.
- 3130-2: Critically assess perspectives on the relationship between the natural environmental and social organization.
- 3130-3: Evaluate the role of spatial organization, including urbanization in general, on social relations and identity construction.
- 3130-4: Assess various categories of social identity, such as race/ethnicity, class, abled/disabled, etc.
- 3130-5: Evaluate past and present approaches within social geography to the study of the relationships between space and social identity/relations.
- 3130-6: Critique positions associated with selected, contemporary social geographic issues.

GEOG 3220 Urban Politics and Planning

- 3220-1: Describe and critically assess the origins and development of urban planning.
- 3220-2: Explain and evaluate contemporary practices of land use zoning, transportation planning, and social planning in Canadian cities.
- 3220-3: Describe the origins, development, and characteristics of local and metropolitan-scale government in Canada, and critically assess contemporary issues in urban governance.
- 3220-4: Critically assess power relationships between urban governmental bodies, Indigenous peoples, and senior levels of government in Canada.
- 3220-5: Describe and evaluate the role of public participation in urban planning and urban electoral politics.
- 3220-6: Situate their understanding of urban planning and politics in Canadian cities within a comparative context of practices and examples from other parts of the world.

GEOG 3260 Geographic Thought

- 3260-1: Describe the intellectual origins of geographic thought and methods.
- 3260-2: Describe the philosophical underpinnings of contemporary geographic research.
- 3260-3: Debate the theoretical underpinnings of different forms of geographical inquiry.
- 3260-4: Evaluate different forms of geographic research.
- 3260-5: Discuss the relationship between physical geography and human geography.

GEOG 3310 Natural Hazards

- 3310-1: Explain and analyze the ideas of natural hazard risk and vulnerability.
- 3310-2: Describe and analyze the basic components of hazard prevention, risk mitigation, and preparedness.
- 3310-3: Identify and analyze the preconditions of a hazard.
- 3310-4: Apply and explain fundamental physical laws describing geologic, atmospheric, hydrologic, and biologic hazards.
- 3310-5: Complete risk assessments for various types of hazards.
- 3310-6: Analyze previous events to determine cause, effect, and levels of preparedness.
- 3310-7: Explain the predicted effects of global warming on changes to the natural environment and hazard frequency.
- 3310-8: Outline current disaster management techniques employed globally.

GEOG 3320 Environment and Resources

- 3320-1: Compare and contrast a range of perspectives on the relations among environmental resources, society, and technology.
- 3320-2: Critically evaluate selected conceptions of natural resources and effectiveness of some resource management systems.

- 3320-3: Examine critically the concept of sustainable development and sustainability of cities.
- 3320-4: Critically analyze the character, roles, and interactions among various stakeholders in environmental resource management.
- 3320-5: Explain the major environmental issues that arise from resource consumption, including key associated concepts such as carrying capacity, ecological footprint, and known reserves.
- 3220-6: Analyze and evaluate some emerging environmental resource management issues with particular attention to city-environment relationships.

GEOG 3330 Hydrology

- 3330-1: Explain and analyze the basic components of the Earth's hydrological cycle, including the water balance concept, precipitation, and evaporation.
- 3330-2: Assess the specifics of forest hydrology, including interception and macropore flow.
- 3330-3: Critically examine and apply fundamental physical laws describing the flow of water at the Earth's surface, including runoff, basic morphology, stream velocity and discharge and snowmelt processes.
- 3330-4: Describe and critically analyze stream hydrographs and flood frequency charts.
- 3330-5: Explain and apply physical laws and relationships describing subsurface hydrology including the concept of hydraulic gradient and Darcy's law.
- 3330-6: Analyze the measurement of groundwater flow.
- 3330-7: Analyze the main components of snow hydrology.
- 3330-8: Critically evaluate the temporal and spatial variability of hydrological processes.
- 3330-9: Investigate the main components of water quality and pollution.
- 3330-10: Collect, compile, and analyze basic physical and chemical hydrological data in the field.
- 3330-11: Critically examine issues pertaining to hydrological hazards (e.g. flooding) and global water resources.

GEOG 3340 Biogeography

- 3340-1: Explain and use ecological and biogeographical terminology.
- 3340-2: Describe the spatial and temporal patterns in the distribution of the Earth's terrestrial biomes.
- 3340-3: Formulate sound hypotheses to explain the variation of, and changes in, the geographic ranges of living organisms.
- 3340-4: Explain important concepts of evolution, speciation, and extinction.
- 3340-5: Describe and explain the factors that controlled spatial and temporal patterns of species during the Cenozoic Era.
- 3340-6: Identify plants and classify biogeoclimatic zones of British Columbia in a field setting.

GEOG 3390 Methods in Environmental Geography

- 3390-1: Collect environmental data using current techniques.

- 3390-2: Identify the most appropriate method of data collection and analysis for a given research question.
- 3390-3: Critically evaluate methods of data collection and interpretation.
- 3390-4: Critically evaluate project planning, including time, budget, access, equipment, safety.
- 3390-5: Analyze existing research projects for their effectiveness.
- 3390-6: Understand the limitations of current methods and technologies used in environmental geography.
- 3390-7: Use statistics to describe and explore data.
- 3390-8: Produce written reports based on the analysis of data.

GEOG 4100 Research Design in Geography

- 4100-1: Select a primary research question relevant to geography and justify its theoretical and/or empirical purpose.
- 4100-2: Identify methodologies appropriate to address the given geographic research question, and evaluate critically the advantages and limitations of particular research methods.
- 4100-3: Carry out a literature review of the relevant previous research on the issue in question.
- 4100-4: Develop an appropriate data instrument and sampling method.
- 4100-5: Describe institutional frameworks for research, including ethical review procedures and funding requirements.
- 4100-6: Develop a feasible timetable and financial budget for the proposed research project.
- 4100-7: Identify potential audiences for the research and develop strategies for dissemination of its results.

GEOG 4320 Advanced Studies in Geomorphology

- 4320-1: Critically examine the forces that change the landscape of our planet.
- 4320-2: Survey and appraise the complexity of landscapes.
- 4320-3: Analyze field investigations and present findings.
- 4320-4: Reconstruct landscape evolution from field observations.
- 4320-5: Describe and apply methods and techniques currently used in geomorphologic research.
- 4320-6: Understand and evaluate landscape development across a variety of temporal and spatial scales.

GEOG 4380 Applications in GIS

- 4380-1: Describe data structures, data conversion and translation, and data sources.
- 4380-2: Analyze existing GIS applications for their use and effectiveness in problem solving.
- 4380-3: Understand and evaluate drawbacks of GIS applications and issues regarding their use.
- 4380-4: Plan and carry out a GIS project.

GEOG 4350 Climate Change

- 4350-1: Systematize the various natural processes influencing global climate.
- 4350-2: Judge the evidence of past climate changes for a variety of timescales.
- 4350-3: Assess the influence, on global climate, of human modification of the Earth's surface and atmosphere.
- 4350-4: Appraise the challenges and uncertainties of modelling the future global climate.
- 4350-5: Evaluate the impacts of global warming on human society and activities.
- 4350-6: Critique representations of global warming as presented in popular and mainstream media.
- 4350-7: Appraise policy efforts to mitigate the process and impacts of climate change.

GEOG 4501 Current Geographic Issues

- 4501-1: Evaluate and synthesize information from appropriate research sources.
- 4501-2: Critically evaluate the strengths and limitations of empirical research and/or theory relevant to the topic.
- 4501-3: Apply geographic concepts and theories in a research proposal and report.
- 4501-4: Investigate future directions of research pertaining to the selected topic.
- 4501-5: Learn guidelines for submitting an ethics proposal.

Appendix 6: Faculty Program Review Surveys

Geography Program Review - Faculty Survey Results

The faculty survey was sent to 9 Geography faculty members. A total of 8 faculty members responded. The response rate is 89%.

Note: The data includes open-ended comments. In order to preserve integrity and objectivity, OPA does not do value-judgment editing (i.e. we do not fix spelling errors, syntax issues, punctuation, etc.). Comments are included verbatim – with one exception: if individuals or courses are named, OPA redacts the name of the instructor or course. This rule applies to whether the comment is good, bad or indifferent.

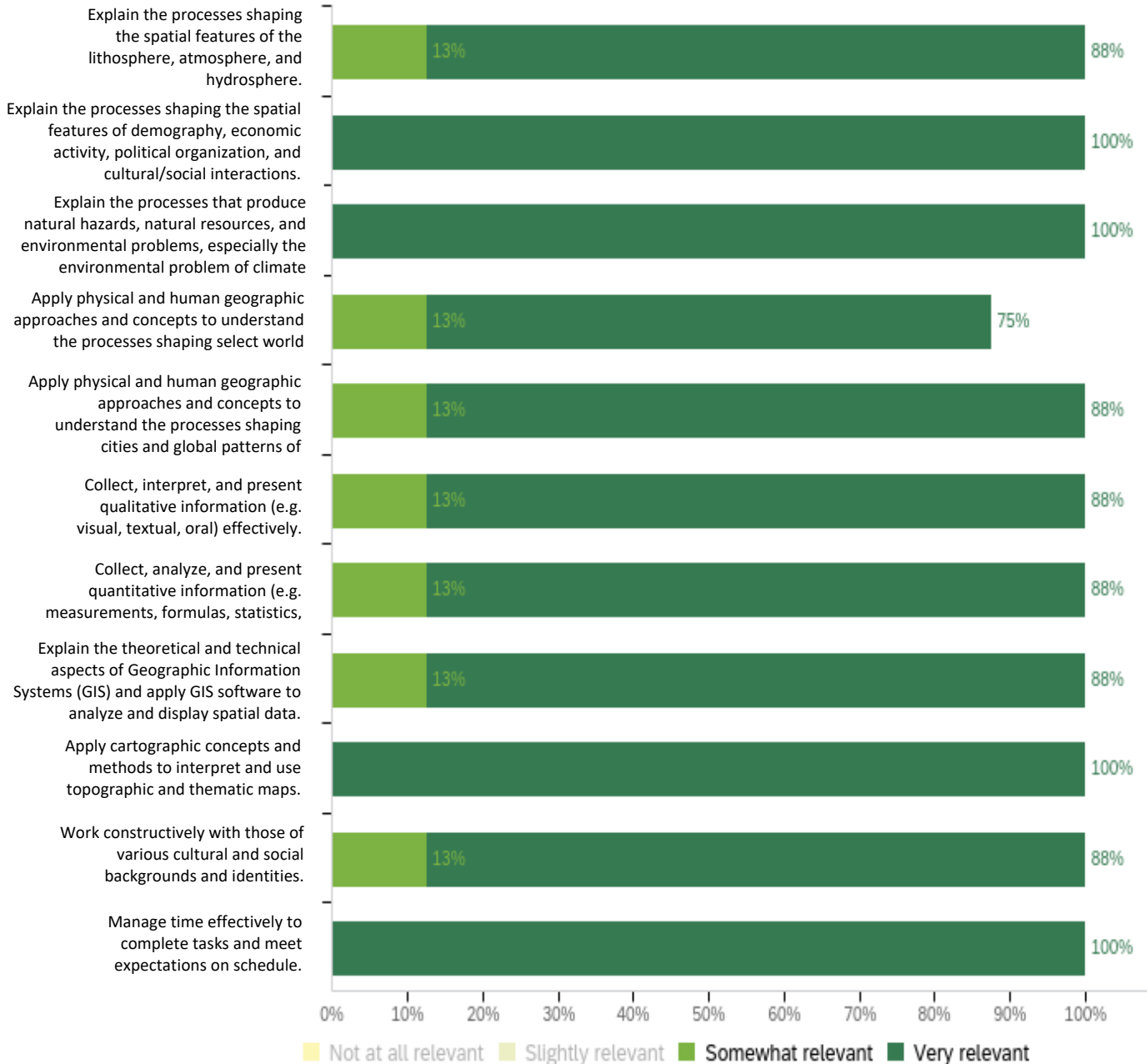
QUESTIONS ON CHAPTER 3: PROGRAM RELEVANCE AND DEMAND

Program Relevance

Are the program learning outcomes relevant to the current needs of the discipline/sector?]

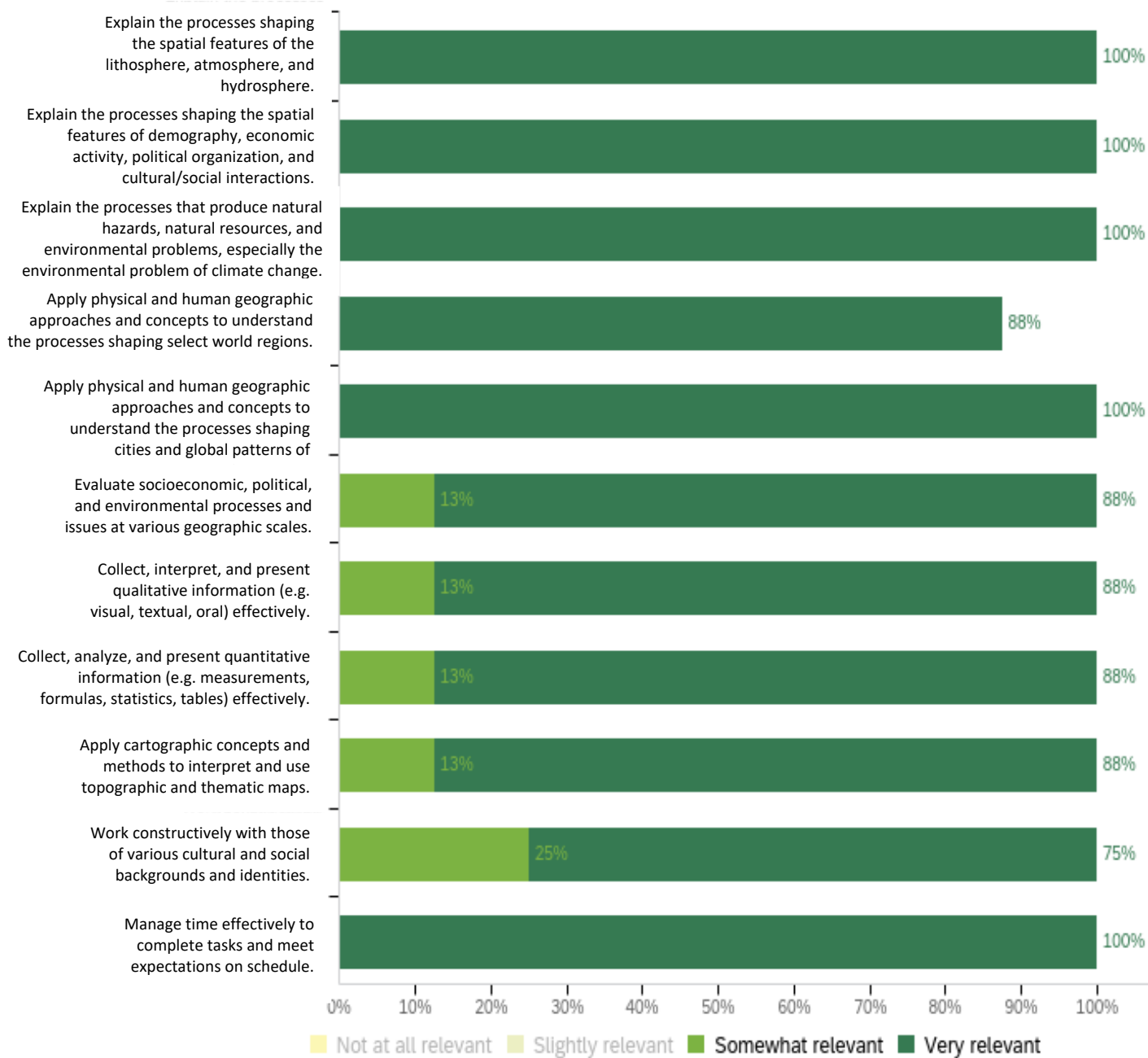
1 - Please indicate how relevant each of the following Program Learning Outcomes is to the current needs of the discipline/sector.

Associate of Arts in Geography Results



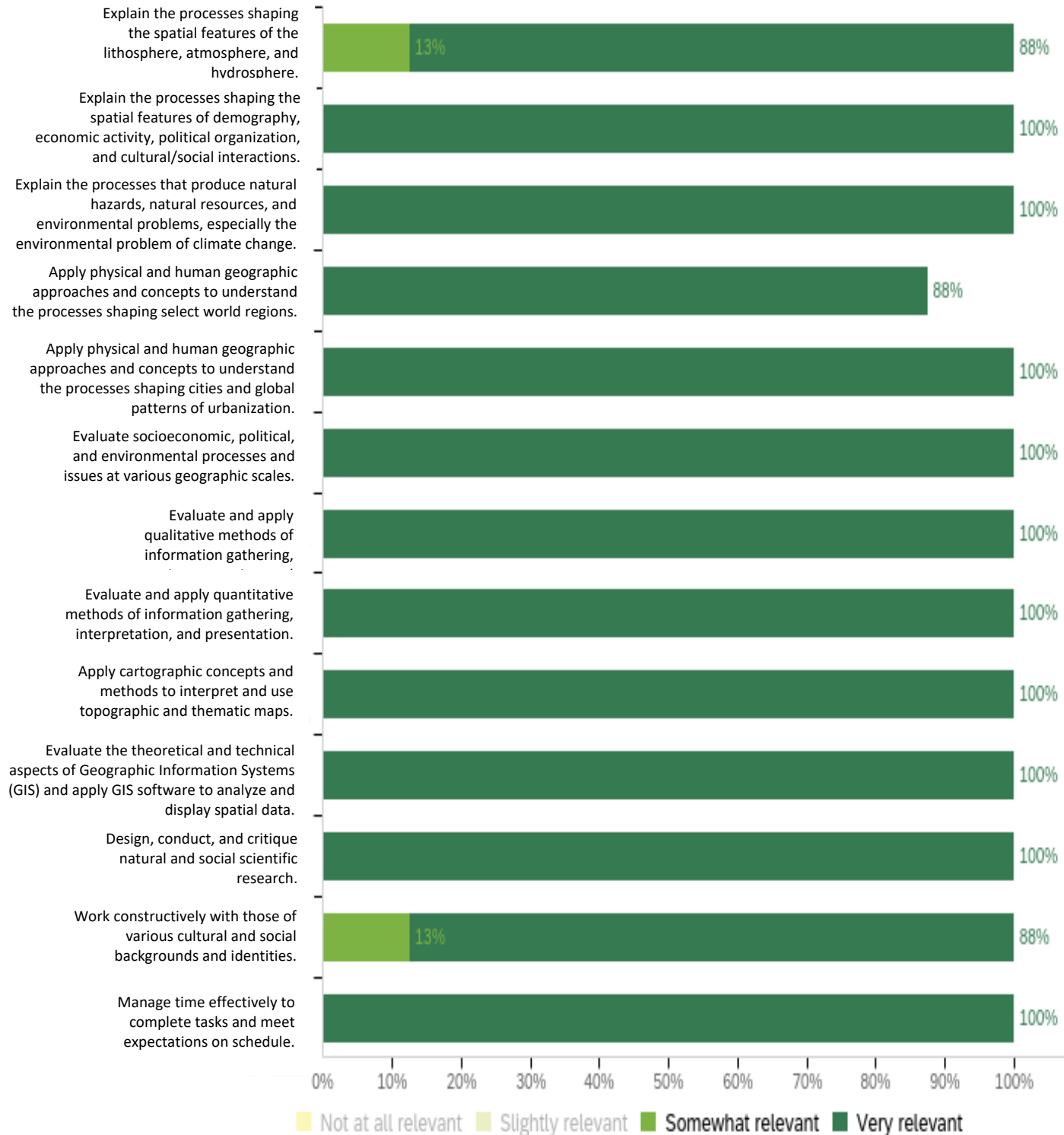
Note that “not at all relevant” and “slightly relevant” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all relevant” and “slightly relevant” categories

Bachelor of Arts, Minor in Geography Results



Note that “not at all relevant” and “slightly relevant” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all relevant” and “slightly relevant” categories

Bachelor of Arts, Major in Applied Geography Results



Note that “not at all relevant” and “slightly relevant” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all relevant” and “slightly relevant” categories

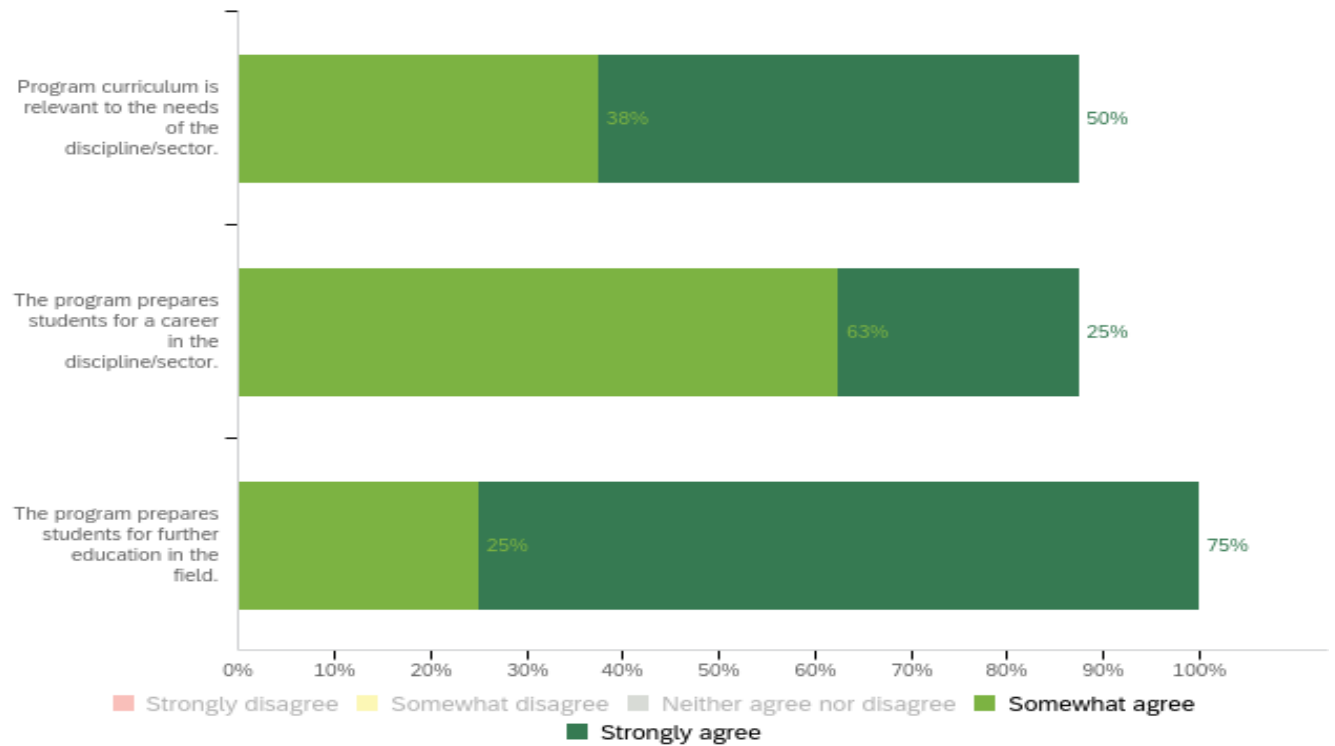
#		Not at all relevant	Slightly relevant	Somewhat relevant	Very relevant	Total
Associate of Arts in Geography						
1	Explain the processes shaping the spatial features of the lithosphere, atmosphere, and hydrosphere.	0%	0%	13%	88%	8
2	Explain the processes shaping the spatial features of demography, economic activity, political organization, and cultural/social interactions.	0%	0%	0%	100%	8
3	Explain the processes that produce natural hazards, natural resources, and environmental problems, especially the environmental problem of climate change.	0%	0%	0%	100%	8
4	Apply physical and human geographic approaches and concepts to understand the processes shaping select world regions.	0%	13%	13%	75%	8
5	Apply physical and human geographic approaches and concepts to understand the processes shaping cities and global patterns of urbanization.	0%	0%	13%	88%	8
6	Collect, interpret, and present qualitative information (e.g. visual, textual, oral) effectively.	0%	0%	13%	88%	8
7	Collect, analyze, and present quantitative information (e.g. measurements, formulas, statistics, tables) effectively.	0%	0%	13%	88%	8
8	Apply cartographic concepts and methods to interpret and use topographic and thematic maps.	0%	0%	13%	88%	8
9	Explain the theoretical and technical aspects of Geographic Information Systems (GIS) and apply GIS software to analyze and display spatial data.	0%	0%	0%	100%	8
10	Work constructively with those of various cultural and social backgrounds and identities.	0%	0%	13%	88%	8
11	Manage time effectively to complete tasks and meet expectations on schedule.	0%	0%	0%	100%	8
BA, Minor in Geography						
12	Explain the processes shaping the spatial features of the lithosphere, atmosphere, and hydrosphere.	0%	0%	0%	100%	8
13	Explain the processes shaping the spatial features of demography, economic activity, political organization, and cultural/social interactions.	0%	0%	0%	100%	8
14	Explain the processes that produce natural hazards, natural resources, and environmental problems, especially the environmental problem of climate change.	0%	0%	0%	100%	8
15	Apply physical and human geographic approaches and concepts to understand the processes shaping select world regions.	0%	13%	0%	88%	8
16	Apply physical and human geographic approaches and concepts to understand the processes shaping cities and global patterns of urbanization.	0%	0%	0%	100%	8
17	Evaluate socioeconomic, political, and environmental processes and issues at various geographic scales.	0%	0%	13%	88%	8

18	Collect, interpret, and present qualitative information (e.g. visual, textual, oral) effectively.	0%	0%	13%	88%	8
19	Collect, analyze, and present quantitative information (e.g. measurements, formulas, statistics, tables) effectively.	0%	0%	13%	88%	8
20	Apply cartographic concepts and methods to interpret and use topographic and thematic maps.	0%	0%	13%	88%	8
21	Work constructively with those of various cultural and social backgrounds and identities.	0%	0%	25%	75%	8
22	Manage time effectively to complete tasks and meet expectations on schedule.	0%	0%	0%	100%	8

BA, Major in Applied Geography

23	Explain the processes shaping the spatial features of the lithosphere, atmosphere, and hydrosphere.	0%	0%	13%	88%	8
24	Explain the processes shaping the spatial features of demography, economic activity, political organization, and cultural/social interactions.	0%	0%	0%	100%	8
25	Explain the processes that produce natural hazards, natural resources, and environmental problems, especially the environmental problem of climate change.	0%	0%	0%	100%	8
26	Apply physical and human geographic approaches and concepts to understand the processes shaping select world regions.	0%	13%	0%	88%	8
27	Apply physical and human geographic approaches and concepts to understand the processes shaping cities and global patterns of urbanization.	0%	0%	0%	100%	8
28	Evaluate socioeconomic, political, and environmental processes and issues at various geographic scales.	0%	0%	0%	100%	8
29	Evaluate and apply qualitative methods of information gathering, interpretation, and presentation.	0%	0%	0%	100%	8
30	Evaluate and apply quantitative methods of information gathering, interpretation, and presentation.	0%	0%	0%	100%	8
31	Apply cartographic concepts and methods to interpret and use topographic and thematic maps.	0%	0%	0%	100%	8
32	Evaluate the theoretical and technical aspects of Geographic Information Systems (GIS) and apply GIS software to analyze and display spatial data.	0%	0%	0%	100%	8
33	Design, conduct, and critique natural and social scientific research.	0%	0%	0%	100%	8
34	Work constructively with those of various cultural and social backgrounds and identities.	0%	0%	13%	88%	8
35	Manage time effectively to complete tasks and meet expectations on schedule.	0%	0%	0%	100%	8

2 - Thinking of KPU's Associate of Arts in Geography program as a whole, indicate the extent you agree with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#		Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	Program curriculum is relevant to the needs of the discipline/sector.	0%	0%	13%	38%	50%	8
2	The program prepares students for a career in the discipline/sector.	0%	0%	13%	63%	25%	8
3	The program prepares students for further education in the field.	0%	0%	0%	25%	75%	8

3 - Overall, how satisfied are you with the curriculum of the Associate of Arts in Geography program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#		Percentage
1	Very dissatisfied	0%
2	Somewhat dissatisfied	13%
3	Neither satisfied nor dissatisfied	0%
4	Somewhat satisfied	50%
5	Very satisfied	38%
	Total	8

4 - Thinking of the curriculum of KPU's Associate of Arts in Geography program as a whole, please indicate the strengths of the program.

The curriculum of the AA in Geography, as a human geography degree, provides students an reasonable introduction to the field--with introductory courses in human geography, urban geography, and GIS. It also provides students with a necessary introduction to the non-human, natural world --physical geography--as a context for human activities and interactions. The curricular requirements of the AA in Geography, 6 courses/19 credits, leaves students with plenty of room to pair their study of Geography with coursework in other disciplines within a 60 credit AA degree framework.

Strengths of the existing program include; 1) small classroom size enabling good faculty : student ratios; personalised experiences; meaningful feedback and student networking; 2) a strong connection between human and environmental/physical geography; 3) good opportunities for hands-on work through practicum; 4) interdisciplinary perspectives particularly from human and physical geography components; 5) a growing alumni network of recent program grads to serve as student mentors, role models and future program advisors

The variety of geography courses (human, physical, regional, and GIS).

The Associate of Arts in Geography at KPU provides students with a strong conceptual foundation in the field of human geography and a wide range of skills to conduct geographical inquiry.

The Associate degree is a good starting point into Geography through a two-year program that gives a good impression of what Geography is about as it tries to find a good balance of human and physical geography, shows it in context in a regional geography course, and gives an introduction to GIS, a crucial technical skill in geography.

The program provides as wide an overview of Geography as possible within the limits of the degree framework.

It provides a good foundation for students going on to further their education in Geography and learn about the applicability of the discipline to address current (environmental) issues facing the world.

A great intro to GEOG. 6 pack of courses that can lead to further study. Hopefully will catch the eye of students to take more courses. Ok balance of Hum and Phys courses.

5 - Thinking of the curriculum of KPU's Associate of Arts in Geography program as a whole, please provide any suggestions you have for improvement.

For many years the AA was offered concurrently with the ASc in physical geography. As such it was an introductory human geography credential. However, the curriculum of the AA is essentially a 50/50 split of human and physical geography. This may make sense if, in the absence of a dedicated ASc in physical geography (since circa 2015), the AA is to serve as an introductory credential for the entire discipline/department. If it is to be an introductory human geography credential, then this 50/50 human/physical split makes less sense. I think that the regional geography course requirement is unnecessary and redundant. Program students are introduced to human and physical geography **[Course Name Redacted]**, and are exposed to this material again (in a reduced form, by necessity in addressing both human and physical geography in a single course, with extra regional material--e.g. historical narrative) in their required regional geography course. Regional geography courses generally function as 'service' courses in our department, with significant non-Geography student enrollment. I would recommend removing the regional geography requirement (still present as an elective course) and replacing it with either a dedicated introductory cartographic skills course or another (human geography?) offering. If the AA in Geography is to be an introductory human geography degree I would recommend the removal of the second year physical geography requirement **[Course Name Redacted]**, which would create room for an additional skills/human geography course offering. If the AA is to serve another purpose--as an overall introduction to Geography, for instance--then leaving the second year physical geography requirement may make more sense.

Building on KPU's growing interest in Indigenous education there seems to be possibilities to introduce co-taught courses with a focus on place-based knowledge, Indigenous resource management, Indigenous-knowledge systems and reconciliation/decolonization initiatives between native and non-native students and teachers/instructors. Linked to this there would appear to be further opportunities to connect with community-based climate change initiatives at KPU as well as environmental stewardship training.

Perhaps including a second year course option for social geography (examining gender, sexuality, race and class).

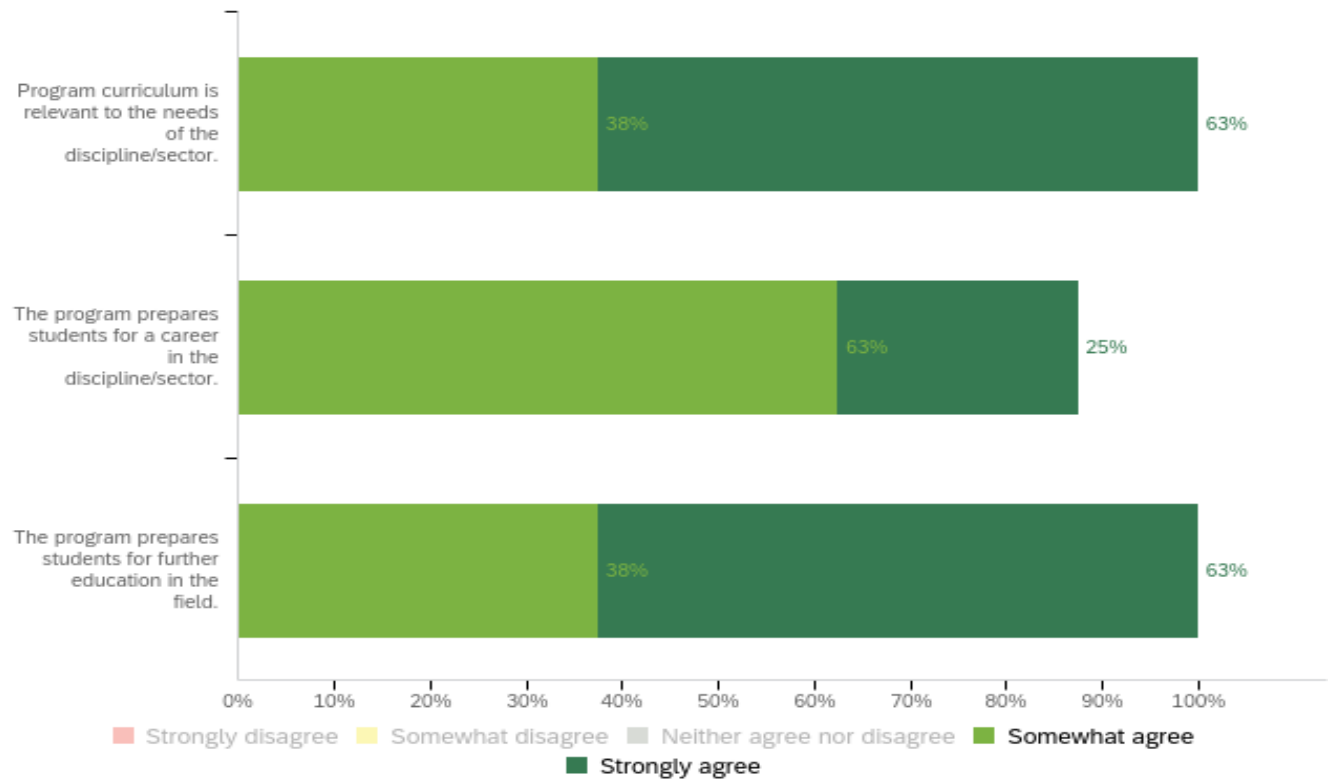
As is always the case, a two-year program obviously can only go so far, and currently only about a third of all credits of the Associate degree comes from Geography. It would be nice if that number could be increased to provide slightly more detail in Geography, but I also am aware that there are university and faculty specific requirements that need to be met, and thus with the current framework there is little possibility to make any significant changes.

Given that this is an Associate of Arts degree, I wonder if having **[Course Name Redacted]** as one of the few required courses is too limiting for students. It could be that they are more interested in the human and qualitative side of the discipline, and yet two of their second year courses are on the physical and quantitative side. Perhaps they could be provided with a 'one of' option, and could pick qualitative methods (or even quantitative methods?) instead of GIS? Not every Geography student needs to graduate with exposure to GIS.

Introducing /adding visual literacy aspects such as interpretation of thematic maps and remotely sensed data into the program will expand students' skillsets beyond expressing themselves using words, and summarizing and analyzing numbers.

Better advertising. More Physical Geog and more promotion of the AA program. Links to other departments to foster collaborations

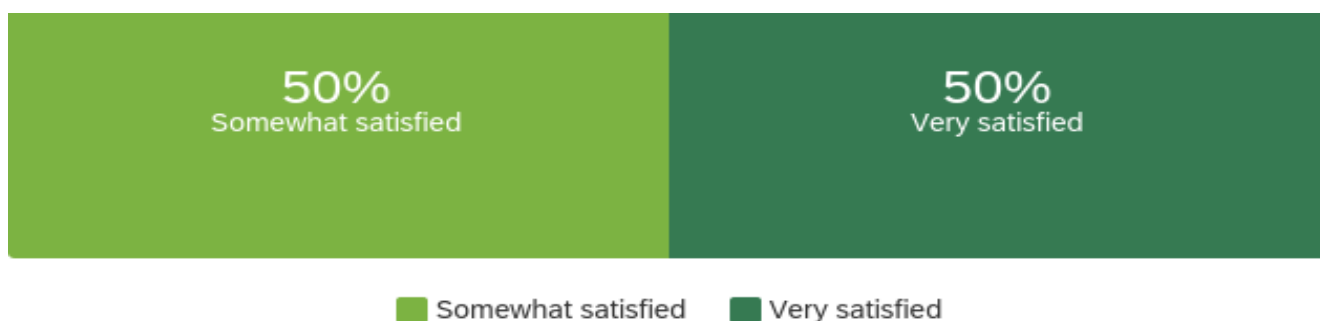
6 - Thinking of KPU's Bachelor of Arts, Minor in Geography program as a whole, indicate the extent you agree with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#		Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	Program curriculum is relevant to the needs of the discipline/sector.	0%	0%	0%	38%	63%	8
2	The program prepares students for a career in the discipline/sector.	0%	0%	13%	63%	25%	8
3	The program prepares students for further education in the field.	0%	0%	0%	38%	63%	8

7 - Overall, how satisfied are you with the curriculum of the Bachelor of Arts, Minor in Geography program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#		Percentage
1	Very dissatisfied	0%
2	Somewhat dissatisfied	0%
3	Neither satisfied nor dissatisfied	0%
4	Somewhat satisfied	50%
5	Very satisfied	50%
	Total	8

8 - Thinking of the curriculum of KPU's Bachelor of Arts, Minor in Geography program as a whole, please indicate the strengths of the program.

The curriculum provides students with considerable flexibility in selecting upper level courses of interest to them, facilitating student study in other, related or unrelated, courses offered by other departments at KPU. The curriculum requires students to take at least one dedicated skills course at the second year level, and it is good to see at least this one foundational skills course requirement present. As(circa 2016) a fairly open-ended degree providing students the opportunity to pursue study in either physical or human geography, the curriculum's flexibility and even split of human/physical geography requirements in the first two years of study is appropriate. The overall curricular requirements--28 credits in Geography--are modest and provide a lot of room in a 120 credit BA degree framework for students to take courses of interest to them in other departments at KPU.

Strengths of the existing program include; 1) small classroom size enabling good faculty : student ratios; personalised experiences; meaningful feedback and student networking; 2) a strong connection between human and environmental/physical geography; 3) good opportunities for hands-on work through practicum; 4) interdisciplinary perspectives particularly from human and physical geography components; 5) a growing alumni network of recent program grads to serve as student mentors, role models and future program advisors

The flexibility students have in choosing the stream of geography that interests them.

The main strength of KPU's Bachelor of Arts, Minor in Geography program is that it provides students with a comprehensive understanding of various geographical concepts, theories and applied skills, which can be applied to solve various issues/problems in the real-world situation.

The Minor provides a good foundation in the discipline and allows great flexibility in some of the foundational but especially in the upper-level courses where students can select their courses depending on their interest(s). This makes the Minor a very flexible and personally-designed degree that each student can shape while still meeting a rigorous discipline spanning overview.

I think this is a broad and flexible program that gives students a lot of choice.

The program provides a strong foundation in human geography, but with physical geography and geographic techniques that will help students' further their geographic education. Coupled with other programs e.g., double minor, this program will provide the geographic lens to address global issues with related degrees such as those in Anthropology, Political Science and Sociology.

A good taste of GEOG with some potential to specialize. Suite of courses is small and usually offered in 2-4 years. Can combine well with other departments, HIST, CRIM etc.

9 - Thinking of the curriculum of KPU's Bachelor of Arts, Minor in Geography program as a whole, please provide any suggestions you have for improvement.

The regional geography requirement seems redundant and unnecessary, given that students are required to take introductory [Course Name Redacted] and are again exposed to this in a reduced form in a regional geography course. Removing this requirement would create room in the program for a substitute course requirement (e.g. another skills course) of greater relevance. The second year skills course requirement is an odd fit in the context of the AA and BA Major programs. The AA requires [Course Name Redacted] and the BA Major requires [Course Name Redacted], while the BA Minor gives students the option of taking one of these three skills courses. Requiring at least [Course Name Redacted] would put this degree on par with the AA and seems appropriate for a Geography program, as mapping is the discipline's 'signature skillset'. The curriculum at the third and fourth year levels provides students with a range of human and physical geography course offerings. As the upper level physical geography courses are essentially never scheduled, this effectively means that the degree serves as a human geography credential. The curricular promise of providing students with pathways in either human or physical geography is not fulfilled. The flexibility of the upper level credit requirements, coupled with the minimal overall credit requirement, means that it is hard to assess whether the degree as a whole meets disciplinary/sector needs. As students are required to take just four of a range of courses, it is hard to know exactly what curriculum they have pursued and, by extension, the specifics of their knowledge/skills in relation to disciplinary/sector needs. Some kind of 'streaming', with curricular requirements for an additional credential note--e.g. BA Minor, Physical Geography Concentration--would be helpful here.

Building on KPU's growing interest in Indigenous education there seems to be possibilities to introduce co-taught courses with a focus on place-based knowledge, Indigenous resource management, Indigenous-knowledge systems and reconciliation/decolonization initiatives between native and non-native students and teachers/instructors. Linked to this there would appear to be further opportunities to connect with community-based climate change initiatives at KPU as well as environmental stewardship training.

One suggestion is adding two additional courses, Geography and Gender, and Mobilities, as third or fourth-year courses.

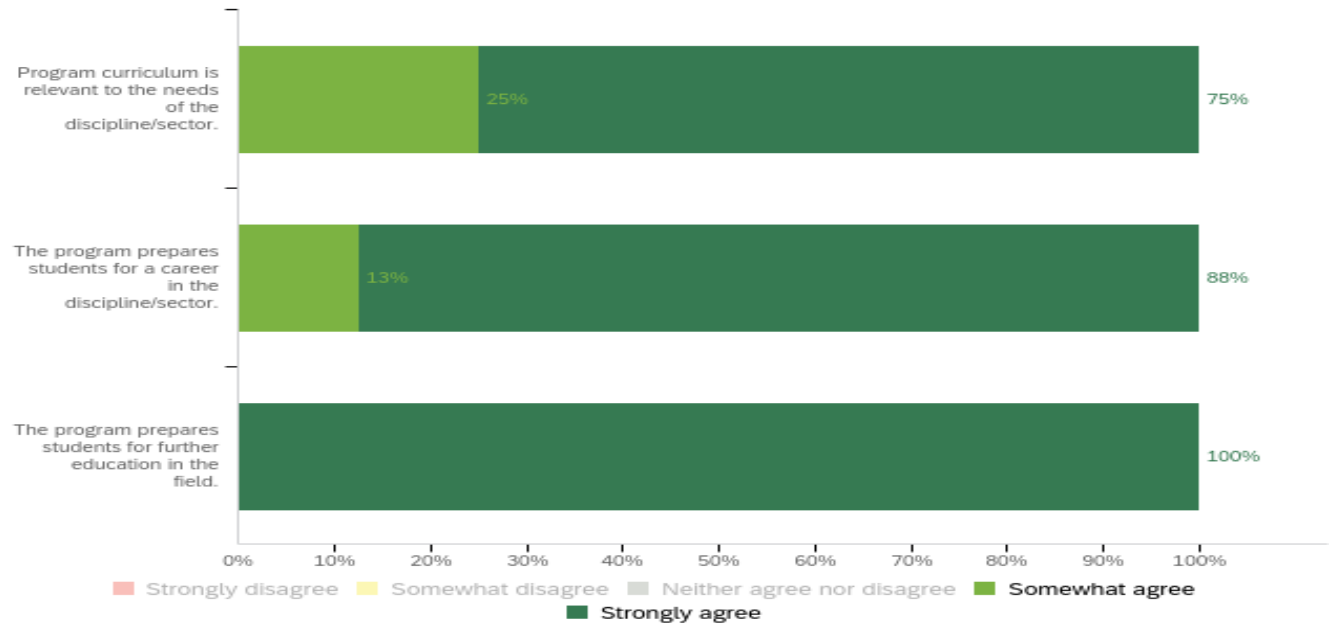
To meet the university and faculty requirements, there is only so many credits from Geography that means that a fair balance between lower- and upper-level courses needs to be found. It would be desirable if the lower-level courses could see a slight increase in credits while the upper-level course would stay the same. Which means an overall increase in credits from Geography would strengthen the program.

Given how flexible this is, I don't think changes are needed with our current course offerings.

Similar to the AA, introducing/adding visual literacy aspects such as interpretation of thematic maps and remotely sensed data into the program will expand students' skillsets beyond expressing themselves using words, and summarizing and analyzing numbers.

Better advertising for the program. Combine more with other departments. More physical or outdoor activities.

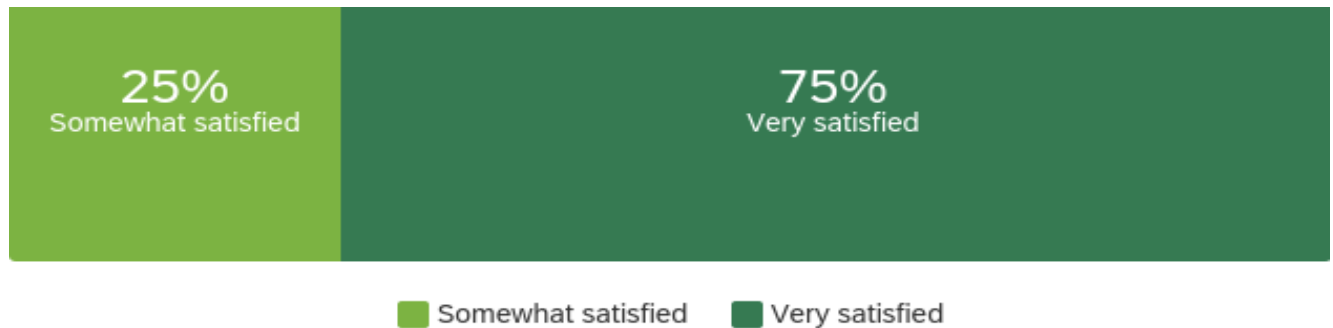
10 - Thinking of KPU's Bachelor of Arts, Major in Applied Geography program as a whole, indicate the extent you agree with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#		Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	Program curriculum is relevant to the needs of the discipline/sector.	0%	0%	0%	25%	75%	8
2	The program prepares students for a career in the discipline/sector.	0%	0%	0%	13%	88%	8
3	The program prepares students for further education in the field.	0%	0%	0%	0%	100%	8

11 - Overall, how satisfied are you with the curriculum in the Bachelor of Arts, Major in Applied Geography program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#		Percentage
1	Very dissatisfied	0%
2	Somewhat dissatisfied	0%
3	Neither satisfied nor dissatisfied	0%
4	Somewhat satisfied	25%
5	Very satisfied	75%
	Total	8

12 - Thinking of the curriculum of KPU's Bachelor of Arts, Major in Applied Geography program as a whole, please indicate the strengths of the program.

As an explicitly human geography BA Major credential, the curriculum includes a range of human geography courses, supplemented with offerings in physical geography and human/nature interactions (e.g. natural hazards) that provide needed context for understanding human activities. The urban focus of the degree as a whole, including dedicated urban geography courses at the second and third year levels, provides the degree with a needed topical focus and distinguishes it from a more generic 'human geography' credential. The curriculum includes a significant number of required skills courses at the second and fourth year levels, ensuring that students not only know topical human geography (and physical geography + human/nature interactions) material, but also develop qualitative, quantitative, and cartographic/GIS skills.

Strengths of the existing program include; 1) small classroom size enabling good faculty : student ratios; personalised experiences; meaningful feedback and student networking; 2) a strong connection between human and environmental/physical geography; 3) good opportunities for hands-on work through practicum; 4) interdisciplinary perspectives particularly from human and physical geography components; 5) a growing alumni network of recent program grads to serve as student mentors, role models and future program advisors

The required third-year courses give students a solid understanding of human geography.

The main strength of KPU's Bachelor of Arts, Major in Applied Geography is that it strengthens students' understanding of various geographical issues facing human society and how to minimize the negative impacts on human society and environment. The program also trains students the use of various geographical methods and tools including qualitative, quantitative and cartographic skills to solve many real-world geographical problems.

The Major is a very broad degree that provides the students a good foundation in physical geography, a very broad overview/foundation in geographic techniques and methods, and a broad human geography overview with a unique focus

on urban geography. Especially the breadth in geographic techniques is not always common but important in an applied and polytechnic context. And a focus on urban geography is something in demand in the field and the courses specific to that aspect provide a solid foundation but also the depth to cover the topic well over the course of the three very specific courses.

The program offers a solid foundation and a broad overview of Geography.

It is a well-rounded program that educates students on the applications of geographic concepts, methods and techniques to address current world problems. It also prepares students to either further their geographic education at the post graduate level or seek careers in geographic related disciplines like urban planning and resource management.

A good program but lacking some physical Geog. Good coverage of topics

13 - Thinking of the curriculum of KPU's Bachelor of Arts, Major in Applied Geography program as a whole, please provide any suggestions you have for improvement.

I think that the introductory regional geography requirement is redundant, given that students are required to take introductory **[Course Name Redacted]**, and are simply exposed to this material again--in a lesser form, by necessity--in a regional geography course. The regional geography courses serve primarily as service courses to non-Geography students and can remain in a Geography program as electives. Removing the regional geography requirement would make room for an additional course to be offered instead. I would recommend an introductory cartographic skills course as a fitting replacement in light of the degree's applied, skills emphasis. If the BA Major is to remain a purely human geography credential, then the requirement for a second year physical geography degree seems questionable to me. Removing it would open up room for a substitute offering in human geography and/or skills development. Alternatively, if the BA Major is to be a more open-ended credential--with dedicated human and physical/environmental geography streams--then retention of this requirement (at least for the physical/environmental stream) would make more sense. The degree's 'applied geography' credentials would be enhanced by the inclusion of a co-op/practicum course requirement--e.g. **[Course Name Redacted]**--even if just within the framework of a newly-created honours program (with academic, and possibly other requirements) to ensure that co-op/practicum students are of high quality and of a reasonably manageable number in total (for finding placements).

Building on KPU's growing interest in Indigenous education there seems to be possibilities to introduce co-taught courses with a focus on place-based knowledge, Indigenous resource management, Indigenous-knowledge systems and reconciliation/decolonization initiatives between native and non-native students and teachers/instructors. Linked to this there would appear to be further opportunities to connect with community-based climate change initiatives at KPU as well as environmental stewardship training. Future geography coursework, student-led research and practica / co-op programs could therefore better reflect student and professional interest in best practices in Indigenous geographies, place-based and local knowledge systems/Indigenous mapping and resource management and both social science and physical science coursework that addresses community-based climate change mitigation and adaptation policies. Further fieldwork, a possible capstone/resource course (possibly an honour program) and some of the coursework mentioned above would round out the existing program nicely.

One suggestion is adding two additional courses, Geography and Gender, and Mobilities, as third or fourth-year courses.

In contrast to my comments for the Associate and Minor, the Major is a very prescribed degree with very little room to personalize the degree depending on students interests. Again, university and faculty requirements make it difficult to increase the credits from Geography that would allow students to pick more discipline relevant courses that they could chose freely. However, they are able to add Geography courses to meet the university and faculty requirements, so students have that possibility to a degree that is currently not really reflected in the required courses list.

To give KPU Geography students an edge in the work world, the program needs more applied and experiential learning opportunities, including a field school (or even two - one lower level one upper level/capstone).

As with the AA and the BA in Minor, adding visual literacy aspects such as producing thematic maps and working with remotely sensed data into the program will expand students' skillsets beyond expressing themselves using words, and summarizing and analyzing numbers.

Some courses not offered or need to take multiple courses to fill upper level. More physical needed? So limited flexibility for students. Need to advertise more and foster connections w other programs at KPU

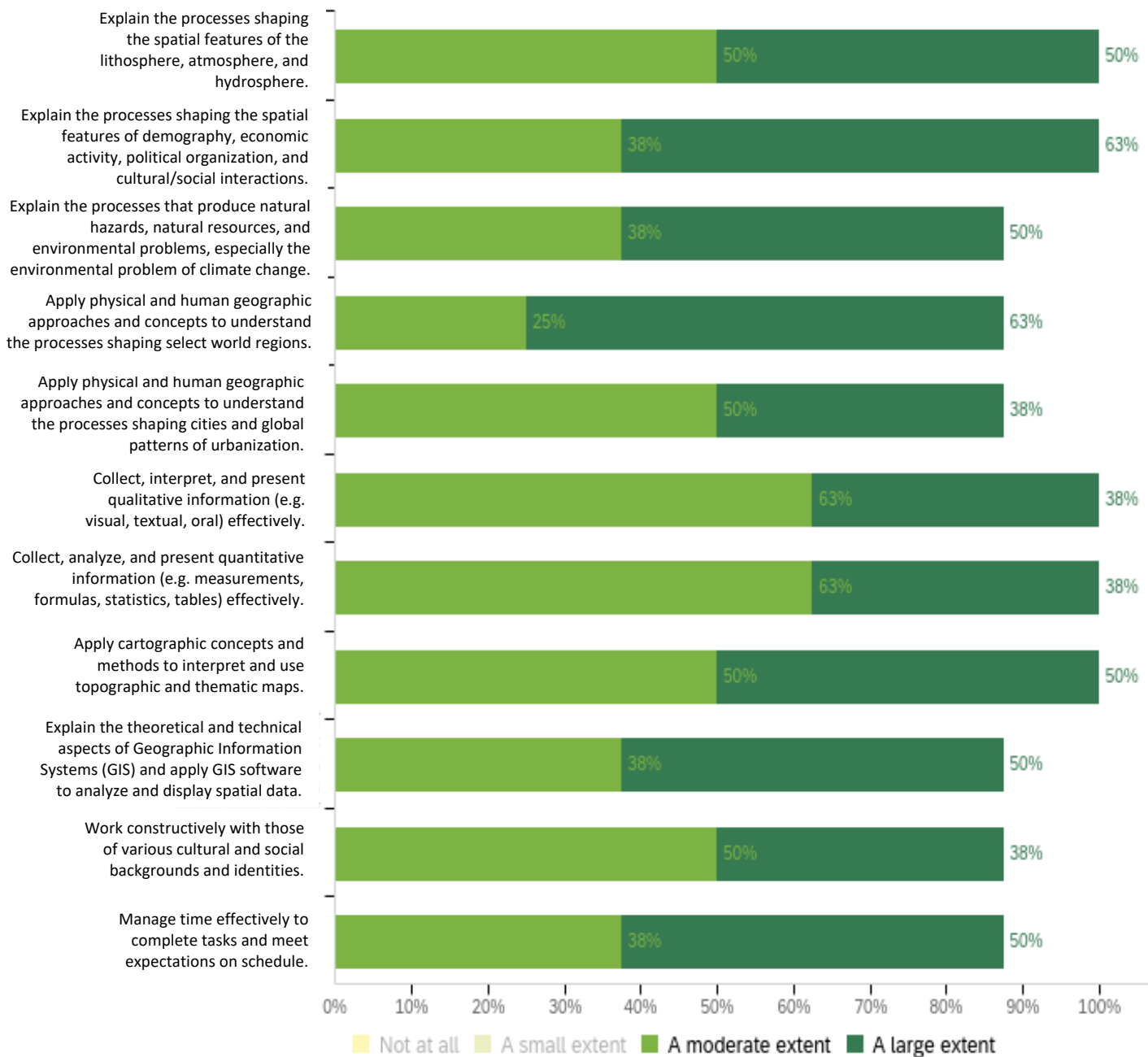
QUESTIONS ON CHAPTER 4: EFFECTIVENESS OF INSTRUCTIONAL DELIVERY

Instructional Design and Delivery

Are appropriate opportunities provided to help students acquire the PLOs?

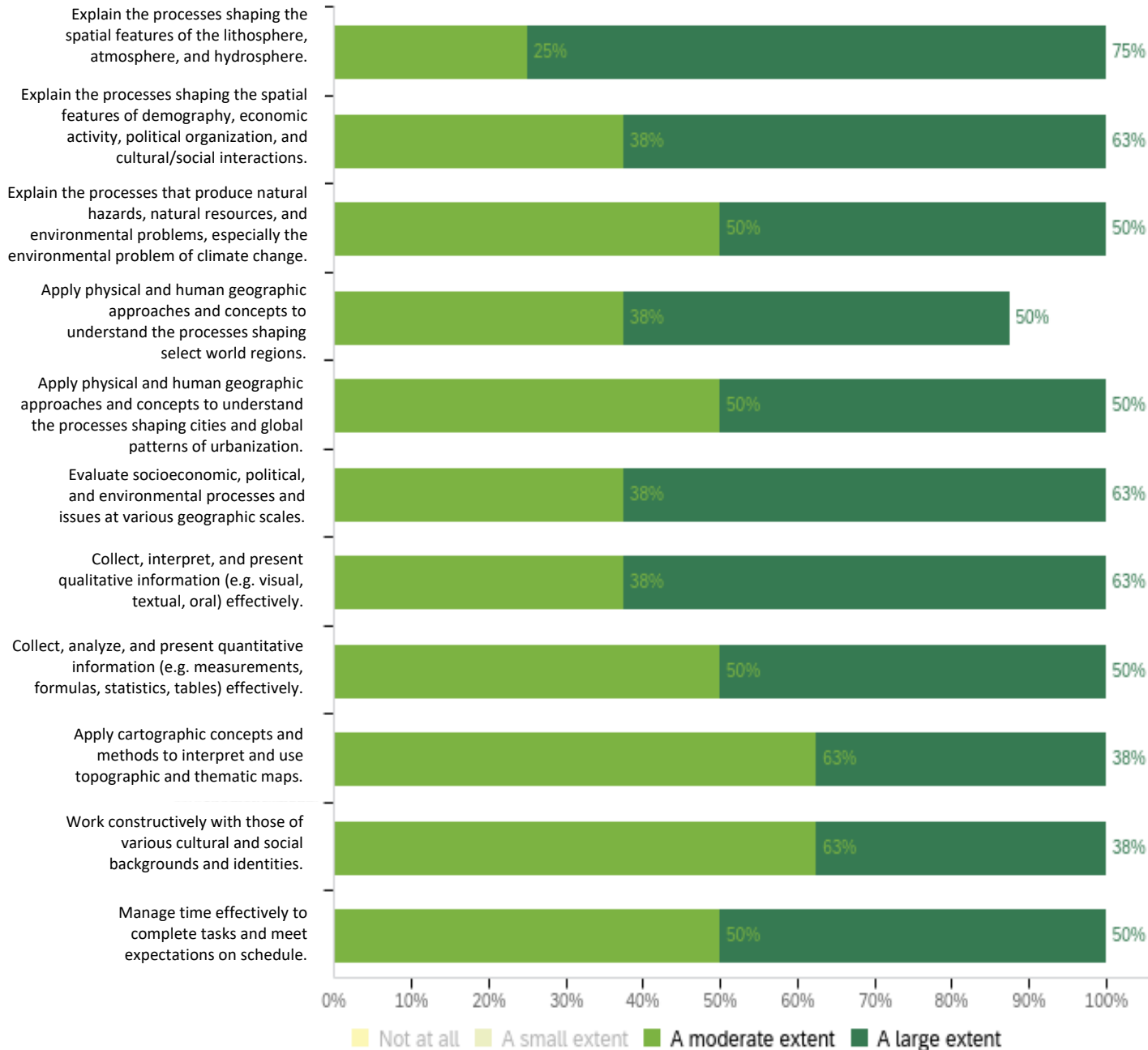
14 - To what extent are KPU's Geography programs helping students develop the following Program Learning Outcomes?

Associate of Arts in Geography Results



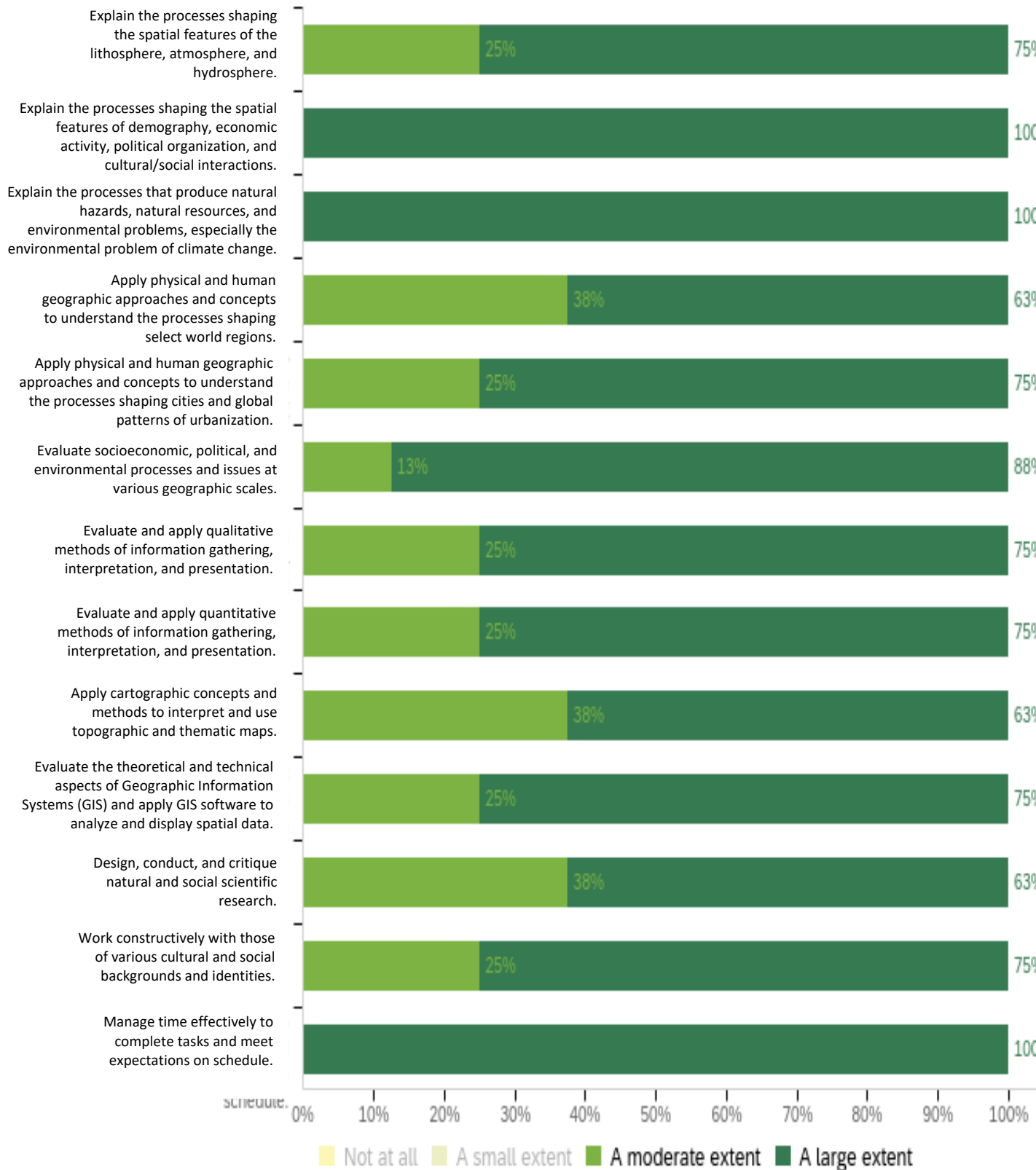
Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories

Bachelor of Arts, Minor in Geography Results



Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories

Bachelor of Arts, Major in Applied Geography Results



Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories

#		Not at all	A small extent	A moderate extent	A large extent	Total
Associate of Arts in Geography Results						
1	Explain the processes shaping the spatial features of the lithosphere, atmosphere, and hydrosphere.	0%	0%	50%	50%	8
2	Explain the processes shaping the spatial features of demography, economic activity, political organization, and cultural/social interactions.	0%	0%	38%	63%	8
3	Explain the processes that produce natural hazards, natural resources, and environmental problems, especially the environmental problem of climate change.	0%	13%	38%	50%	8
4	Apply physical and human geographic approaches and concepts to understand the processes shaping select world regions.	0%	13%	25%	63%	8
5	Apply physical and human geographic approaches and concepts to understand the processes shaping cities and global patterns of urbanization.	0%	13%	50%	38%	8
6	Collect, interpret, and present qualitative information (e.g. visual, textual, oral) effectively.	0%	0%	63%	38%	8
7	Collect, analyze, and present quantitative information (e.g. measurements, formulas, statistics, tables) effectively.	0%	0%	63%	38%	8
8	Apply cartographic concepts and methods to interpret and use topographic and thematic maps.	0%	0%	50%	50%	8
9	Explain the theoretical and technical aspects of Geographic Information Systems (GIS) and apply GIS software to analyze and display spatial data.	0%	13%	38%	50%	8
10	Work constructively with those of various cultural and social backgrounds and identities.	0%	13%	50%	38%	8
11	Manage time effectively to complete tasks and meet expectations on schedule.	0%	13%	38%	50%	8
Bachelor of Arts, Minor in Geography Results						
12	Explain the processes shaping the spatial features of the lithosphere, atmosphere, and hydrosphere.	0%	0%	25%	75%	8
13	Explain the processes shaping the spatial features of demography, economic activity, political organization, and cultural/social interactions.	0%	0%	38%	63%	8
14	Explain the processes that produce natural hazards, natural resources, and environmental problems, especially the environmental problem of climate change.	0%	0%	50%	50%	8
15	Apply physical and human geographic approaches and concepts to understand the processes shaping select world regions.	0%	13%	38%	50%	8
16	Apply physical and human geographic approaches and concepts to understand the processes shaping cities and global patterns of urbanization.	0%	0%	50%	50%	8
17	Evaluate socioeconomic, political, and environmental processes and issues at various geographic scales.	0%	0%	38%	63%	8
18	Collect, interpret, and present qualitative information (e.g. visual, textual, oral) effectively.	0%	0%	38%	63%	8

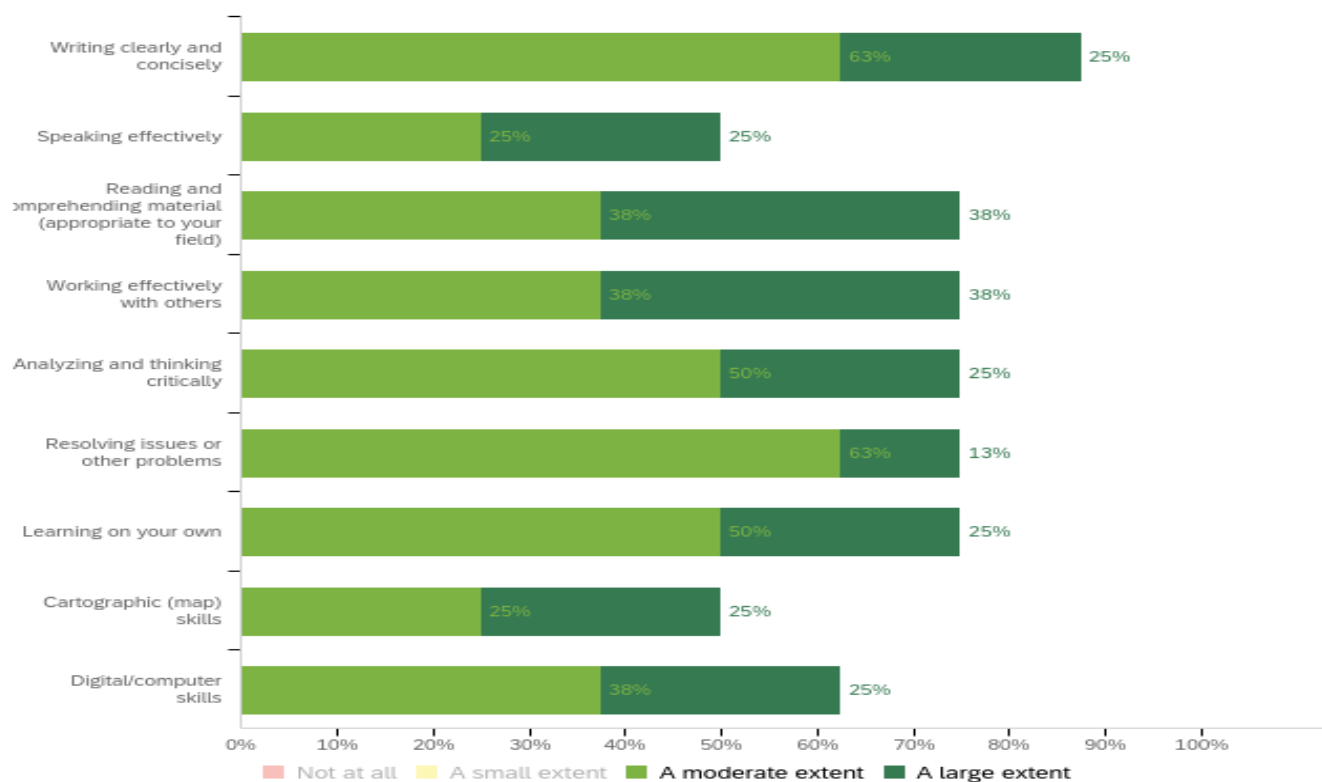
19	Collect, analyze, and present quantitative information (e.g. measurements, formulas, statistics, tables) effectively.	0%	0%	50%	50%	8
20	Apply cartographic concepts and methods to interpret and use topographic and thematic maps.	0%	0%	63%	38%	8
21	Work constructively with those of various cultural and social backgrounds and identities.	0%	0%	63%	38%	8
22	Manage time effectively to complete tasks and meet expectations on schedule.	0%	0%	50%	50%	8

Bachelor of Arts, Major in Applied Geography Results

23	Explain the processes shaping the spatial features of the lithosphere, atmosphere, and hydrosphere.	0%	0%	25%	75%	8
24	Explain the processes shaping the spatial features of demography, economic activity, political organization, and cultural/social interactions.	0%	0%	0%	100%	8
25	Explain the processes that produce natural hazards, natural resources, and environmental problems, especially the environmental problem of climate change.	0%	0%	0%	100%	8
26	Apply physical and human geographic approaches and concepts to understand the processes shaping select world regions.	0%	0%	38%	63%	8
27	Apply physical and human geographic approaches and concepts to understand the processes shaping cities and global patterns of urbanization.	0%	0%	25%	75%	8
28	Evaluate socioeconomic, political, and environmental processes and issues at various geographic scales.	0%	0%	13%	88%	8
29	Evaluate and apply qualitative methods of information gathering, interpretation, and presentation.	0%	0%	25%	75%	8
30	Evaluate and apply quantitative methods of information gathering, interpretation, and presentation.	0%	0%	25%	75%	8
31	Apply cartographic concepts and methods to interpret and use topographic and thematic maps.	0%	0%	38%	63%	8
32	Evaluate the theoretical and technical aspects of Geographic Information Systems (GIS) and apply GIS software to analyze and display spatial data.	0%	0%	25%	75%	8
33	Design, conduct, and critique natural and social scientific research.	0%	0%	38%	63%	8
34	Work constructively with those of various cultural and social backgrounds and identities.	0%	0%	25%	75%	8
35	Manage time effectively to complete tasks and meet expectations on schedule.	0%	0%	0%	100%	8

Are appropriate opportunities provided to help students acquire the essential skills?

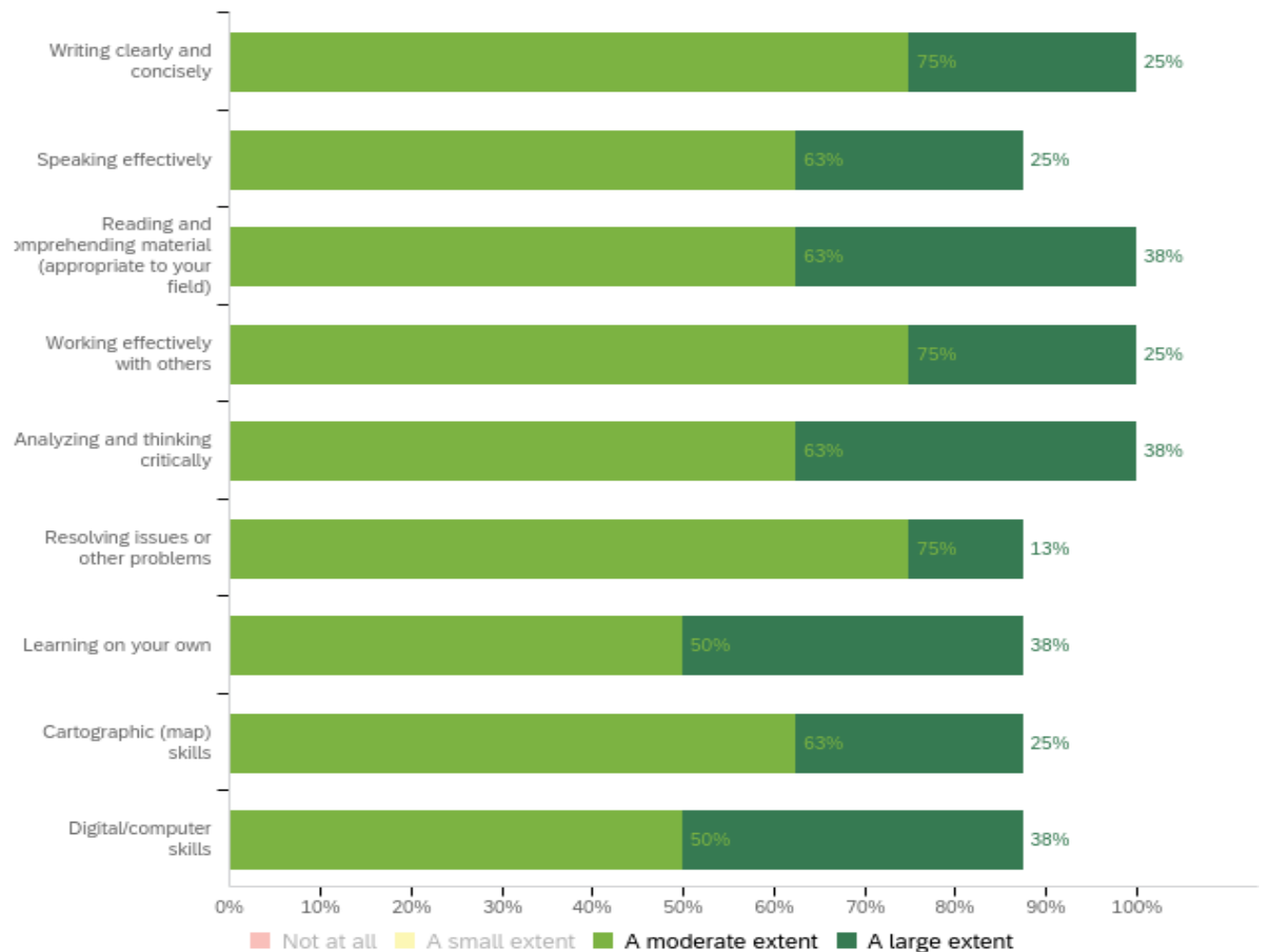
15 - To what extent is KPU's Associate of Arts in Geography program helping students develop the following skills?



Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories

570#		Not at all	A small extent	A moderate extent	A large extent	Total
1	Writing clearly and concisely	0%	13%	63%	25%	8
2	Speaking effectively	0%	50%	25%	25%	8
3	Reading and comprehending material (appropriate to your field)	0%	25%	38%	38%	8
4	Working effectively with others	0%	25%	38%	38%	8
5	Analyzing and thinking critically	0%	25%	50%	25%	8
6	Resolving issues or other problems	0%	25%	63%	13%	8
7	Learning on your own	0%	25%	50%	25%	8
8	Cartographic (map) skills	0%	50%	25%	25%	8
9	Digital/computer skills	0%	38%	38%	25%	8

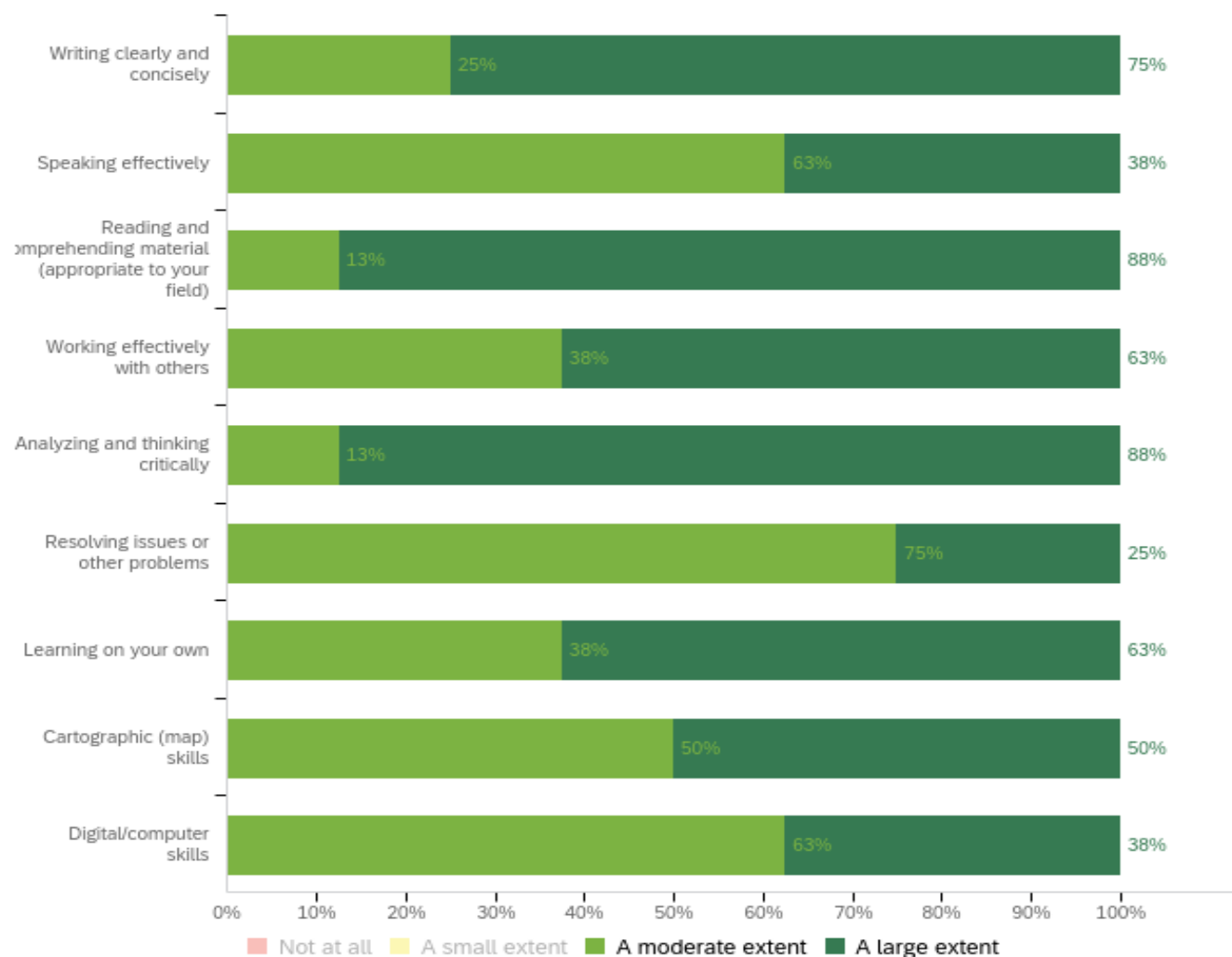
16 - To what extent is KPU’s Bachelor of Arts, Minor in Geography program helping students develop the following skills?



Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories

#		Not at all	A small extent	A moderate extent	A large extent	Total
1	Writing clearly and concisely	0%	0%	75%	25%	8
2	Speaking effectively	0%	13%	63%	25%	8
3	Reading and comprehending material (appropriate to your field)	0%	0%	63%	38%	8
4	Working effectively with others	0%	0%	75%	25%	8
5	Analyzing and thinking critically	0%	0%	63%	38%	8
6	Resolving issues or other problems	0%	13%	75%	13%	8
7	Learning on your own	0%	13%	50%	38%	8
8	Cartographic (map) skills	0%	13%	63%	25%	8
9	Digital/computer skills	0%	13%	50%	38%	8

17 - To what extent is KPU's Bachelor of Arts, Major in Applied Geography program helping students develop the following skills?



Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories

#		Not at all	A small extent	A moderate extent	A large extent	Total
1	Writing clearly and concisely	0%	0%	25%	75%	8
2	Speaking effectively	0%	0%	63%	38%	8
3	Reading and comprehending material (appropriate to your field)	0%	0%	13%	88%	8
4	Working effectively with others	0%	0%	38%	63%	8
5	Analyzing and thinking critically	0%	0%	13%	88%	8
6	Resolving issues or other problems	0%	0%	75%	25%	8
7	Learning on your own	0%	0%	38%	63%	8
8	Cartographic (map) skills	0%	0%	50%	50%	8

Does the program design ensure students are prepared for subsequent courses?

18 - Thinking of KPU's Associate of Arts in Geography program as a whole, to what extent do you agree that the prerequisites offered prepare students for more advanced courses?

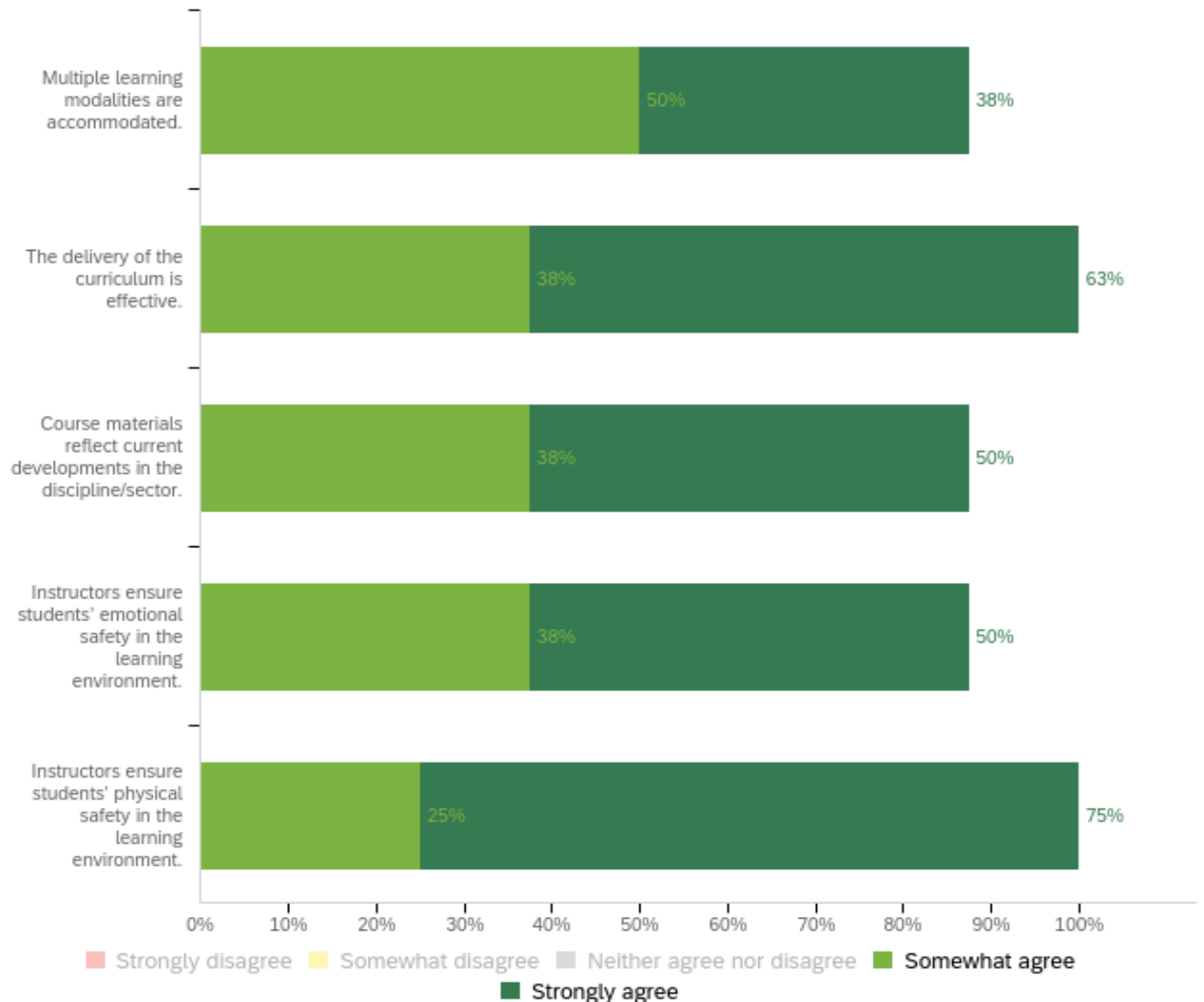


Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#		Percentage
1	Strongly disagree	0%
2	Somewhat disagree	0%
3	Neither agree nor disagree	0%
4	Somewhat agree	63%
5	Strongly agree	38%
	Total	8

Does the instruction meet the needs of diverse learners?

19 - Thinking of how the Associate of Arts in Geography program is delivered, please indicate your agreement with the following.

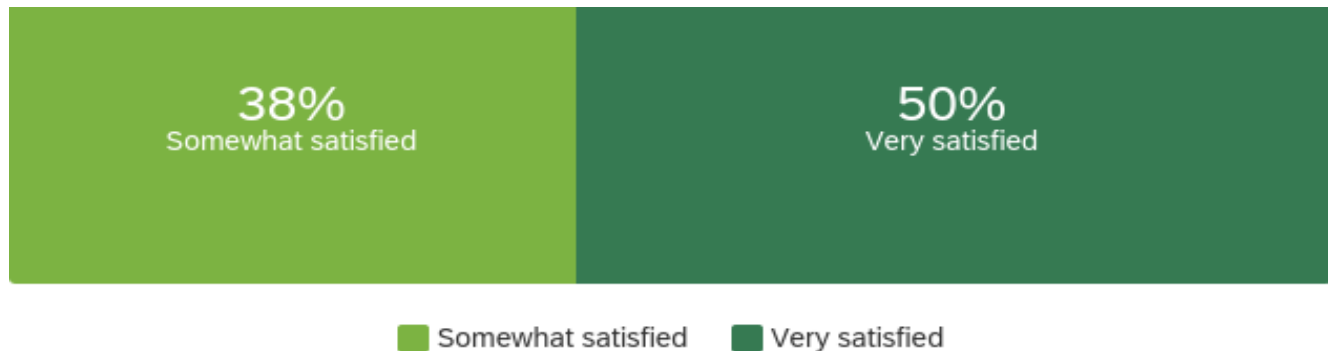


Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#		Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	Multiple learning modalities are accommodated.	0%	0%	13%	50%	38%	8
2	The delivery of the curriculum is effective.	0%	0%	0%	38%	63%	8

3	Course materials reflect current developments in the discipline/sector.	0%	0%	13%	38%	50%	8
4	Instructors ensure students' emotional safety in the learning environment.	0%	0%	13%	38%	50%	8
5	Instructors ensure students' physical safety in the learning environment.	0%	0%	0%	25%	75%	8

20 - Overall, how satisfied are you with the quality of instruction across the Associate of Arts in Geography program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#		Percentage
1	Very dissatisfied	0%
2	Somewhat dissatisfied	0%
3	Neither satisfied nor dissatisfied	13%
4	Somewhat satisfied	38%
5	Very satisfied	50%
	Total	8

21 - Thinking of how instruction is delivered across the Associate of Arts in Geography program as a whole, please indicate the strengths of the program instruction.

The breadth of course requirements, even within a modest 19 credit program, exposes students to a variety of faculty and, by extension, teaching styles, specializations, philosophies, etc.

A key strength is the small number of concentrated courses that are available AA students and the relatively short completion timespan. The AA program ought to be promoted more since there are a large number of international students at KPU for which this may be of interest. Additional AA and Geog program classes could also be made available at high visibility transit-friendly campus locations such as KPU Civic Plaza, including as night/evening classes.

KPU Geography courses are offered in various modalities which include in-person, online and hybrid modes. Most of the courses include some of the current developments in the field of geography. The department tries its best to provide a safe learning environment to its students.

Instructors deeply care about their students and try to educate them broadly about the environment and geography.

Having multimodal instructional delivery methods is one of its strengths. Having passionate and enthusiastic faculty is a very definite strength of the program.

Good variety of courses, and modes of instruction. Some online and some in person. Upper level courses are best in person with some online meetings.

22 - Thinking of how instruction is delivered across the Associate of Arts in Geography program as a whole, please provide any suggestions you have for improvements in program instruction.

Notwithstanding the welcome flexibility in how the [Course Name Redacted], is taught, some degree of standardization might be helpful--developed collaboratively, with room for flexibility beyond core requirements--to ensure that all program students have the same foundation for further study in Geography.

Key issues likely remain the same for many of AA students and that is the time management and preparation issue. Many KPU international students appear to be working class and extremely concerned about the need to pay high tuition fees therefore their non-study 'working time' may be compromising their study time. For instructors the challenge remains garnering the attention and interest of students so that it remains within their life-work-study balance. Providing work opportunities within the AA ought to be considered. Moreover a basic entry level GIS, environmental stewardship, cartography, climate change and/or field course ought to be considered as expanded course options for the AA (and also available to Minor and Major in Geography). An AA alumni option would seem to be another good option to keep graduates networked and also plugged into other future course/work/study options at KPU or elsewhere related to Geography.

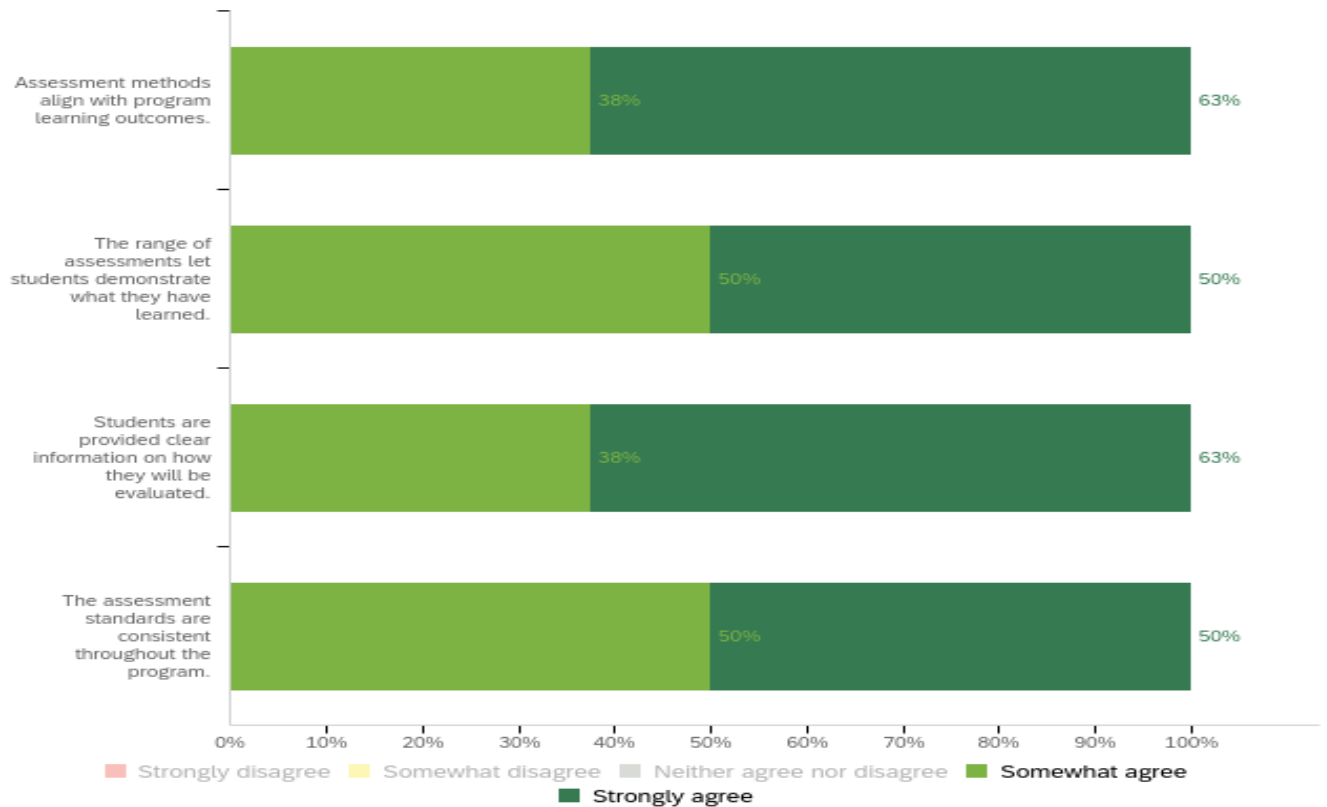
Many courses at the first and second-year level have high enrolments of students who are not enrolled in any Geography program and thus the instruction has to find a balance to meet the needs of the Geography and non-Geography students just the same. A task that not always is easy and probably means that some of these courses are catering more towards the non-Geography students as they make up the majority of students in these courses.

Addition of visual literacy aspects into the program will be useful.

Greater link between courses but how? More field trips or activities.

Do the assessment methods allow students to demonstrate to what extent they have achieved the learning outcomes?

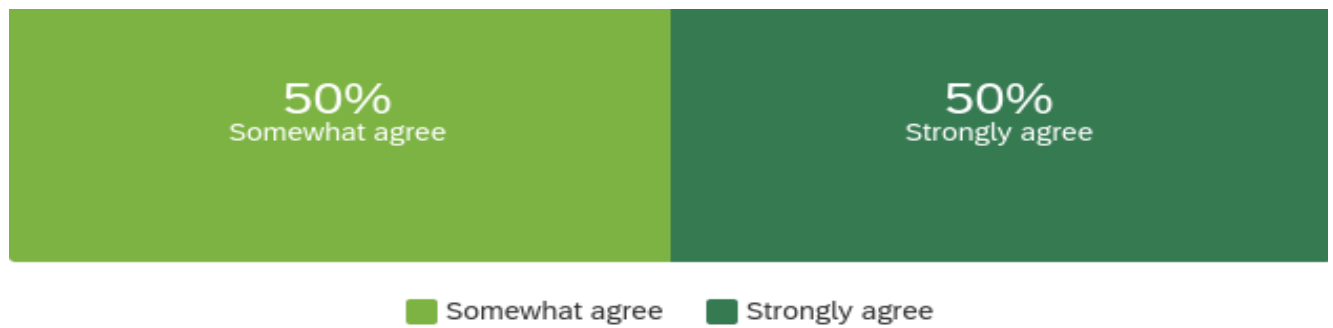
23 - Thinking of how learning is assessed in the Associate of Arts in Geography program as a whole, indicate your agreement with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#		Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	Assessment methods align with program learning outcomes.	0%	0%	0%	38%	63%	8
2	The range of assessments let students demonstrate what they have learned.	0%	0%	0%	50%	50%	8
3	Students are provided clear information on how they will be evaluated.	0%	0%	0%	38%	63%	8
4	The assessment standards are consistent throughout the program.	0%	0%	0%	50%	50%	8

24 - Thinking of KPU's Bachelor of Arts, Minor in Geography program as a whole, to what extent do you agree that the prerequisites offered prepare students for more advanced courses?

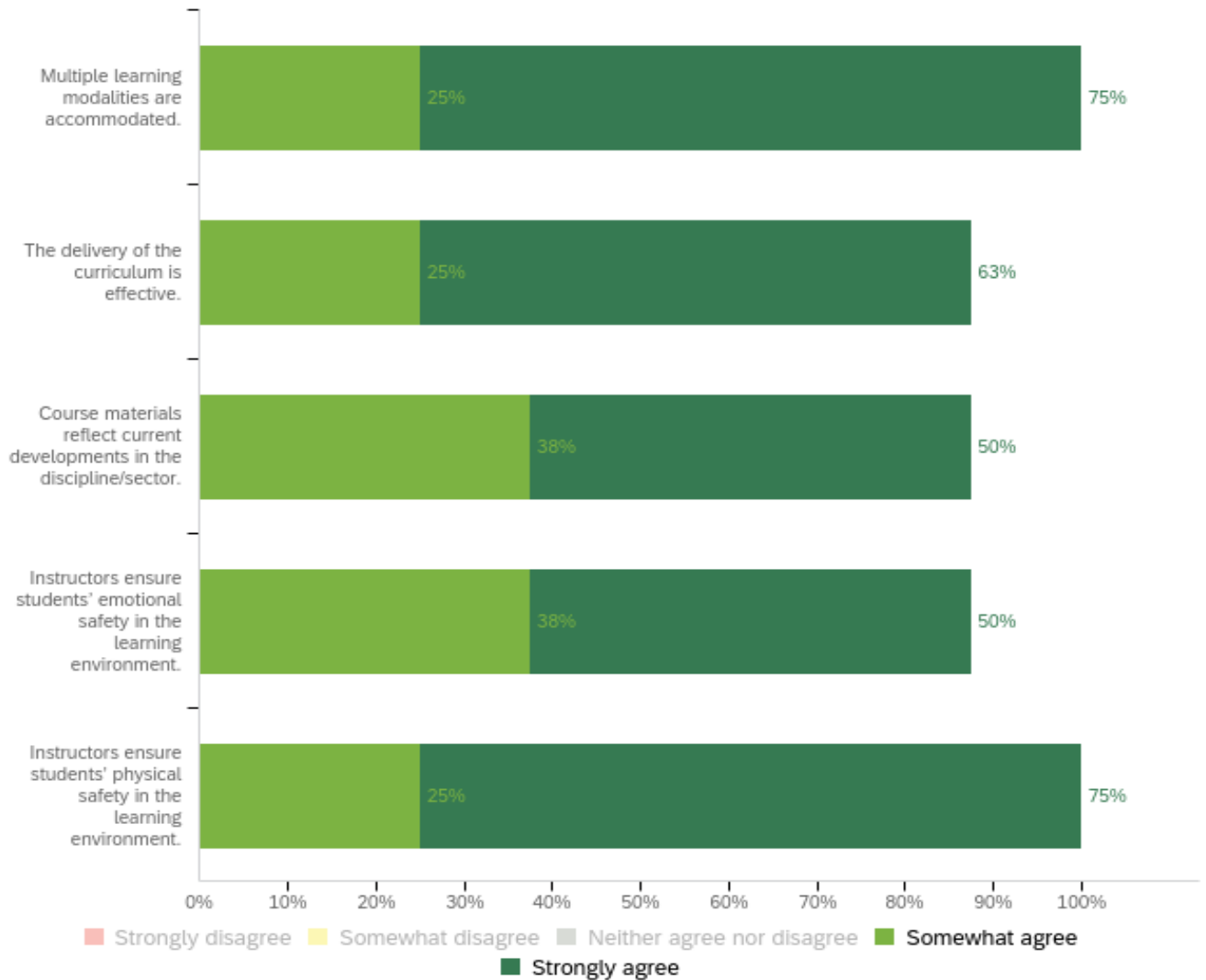


Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#		Percentage
1	Strongly disagree	0%
2	Somewhat disagree	0%
3	Neither agree nor disagree	0%
4	Somewhat agree	50%
5	Strongly agree	50%
	Total	8

Does the instruction meet the needs of diverse learners?

25 - Thinking of how the Bachelor of Arts, Minor in Geography program is delivered, please indicate your agreement with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#		Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	Multiple learning modalities are accommodated.	0%	0%	0%	25%	75%	8
2	The delivery of the curriculum is effective.	0%	0%	13%	25%	63%	8
3	Course materials reflect current developments in the discipline/sector.	0%	0%	13%	38%	50%	8

4	Instructors ensure students' emotional safety in the learning environment.	0%	0%	13%	38%	50%	8
5	Instructors ensure students' physical safety in the learning environment.	0%	0%	0%	25%	75%	8

26 - Overall, how satisfied are you with the quality of instruction across the Bachelor of Arts, Minor in Geography program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#		Percentage
1	Very dissatisfied	0%
2	Somewhat dissatisfied	0%
3	Neither satisfied nor dissatisfied	0%
4	Somewhat satisfied	50%
5	Very satisfied	50%
	Total	8

27 - Thinking of how instruction is delivered across the Bachelor of Arts, Minor in Geography program as a whole, please indicate the strengths of the program instruction.

The breadth of the program requirements mean that students are exposed to a variety of faculty members with diverse specializations, approaches, philosophies, perspectives, etc.

Given the small size of the department and the relative 'newness' of the program the diversity of instructors and their experiential, research and professional knowledge is a key strength to build upon. The existing **[Course Name Redacted]** is a helpful experience for students that could be expanded upon with a required practicum or co-op for "honours" students in future. The practical nature of existing courses and instructional approaches both in terms of real world assignments, applied projects, community-based projects and so forth can be built upon in the future. The pandemic (arguably) improved online instructional systems and exposed instructors to both effective and problematic digital instructional approaches.

KPU Geography courses are offered in various modalities which include in-person, online and hybrid modes. Both historical and current affairs are impotent part of the curriculum of many of geography courses. KPU Geography department works very hard in providing a safe and engaging learning environment to its students.

Instructors deeply care about their students and try to educate them broadly about the environment and geography. Faculty know the students enrolled in the Minor and the students know the faculty and can reach out to individual faculty members to build connections and receive helpful guidance for their individual circumstances.

Having multimodal instructional delivery methods is one of its strengths. Having passionate and enthusiastic faculty is a very definite strength of the program.

Good cross section of courses and modes of delivery. Upper level courses more likely in person.

28 - Thinking of how instruction is delivered across the Bachelor of Arts, Minor in Geography program as a whole, please provide any suggestions you have for improvements in program instruction.

Variations in how the [Course Name Redacted] course is taught, while welcome, make it hard to determine the extent to which--official course outline requirements notwithstanding--students have a common denominator of knowledge/skills preparing them for further study. It is hard to assess the quality of instruction across the BA Minor degree because the structure of the degree means that one student may have significantly different courses than another student--especially at the third and fourth year levels where the course requirements are very open-ended. It may be the case that some degree of 'streaming' might be necessary to more confidently state that course instruction is meeting the program learning outcomes and discipline/sector needs.

Key issues likely remain the same for many of Minor/Major students and that is the time management and basic writing and research preparation/skills issues. More practical, co-op like and community based course work, field trips and field work needs to be considered, although this is difficult for a small program. Providing further work/practicum opportunities needs to be built upon (i.e. such as the existing [Course Name Redacted]). As with the Major and AA in Geography, a basic entry level Indigenous knowledge systems, GIS, environmental stewardship, cartography, climate change and/or field course ought to be considered as expanded course options. Supporting a long-term post-KPU alumni network would seem to be another good option to keep graduates networked and also plugged into other future course/work/study options at KPU or elsewhere related to Geography. Support for field schools, field trips and circular in classroom and outdoor teaching needs to be considered. A regularly updated 'speakers bank' of Indigenous elders/mentors/advisors, professionals, public officials, academics and student mentors ought to be maintained by the department and available to all program instructors (as a resource to be supported and tapped into on a regular basis).

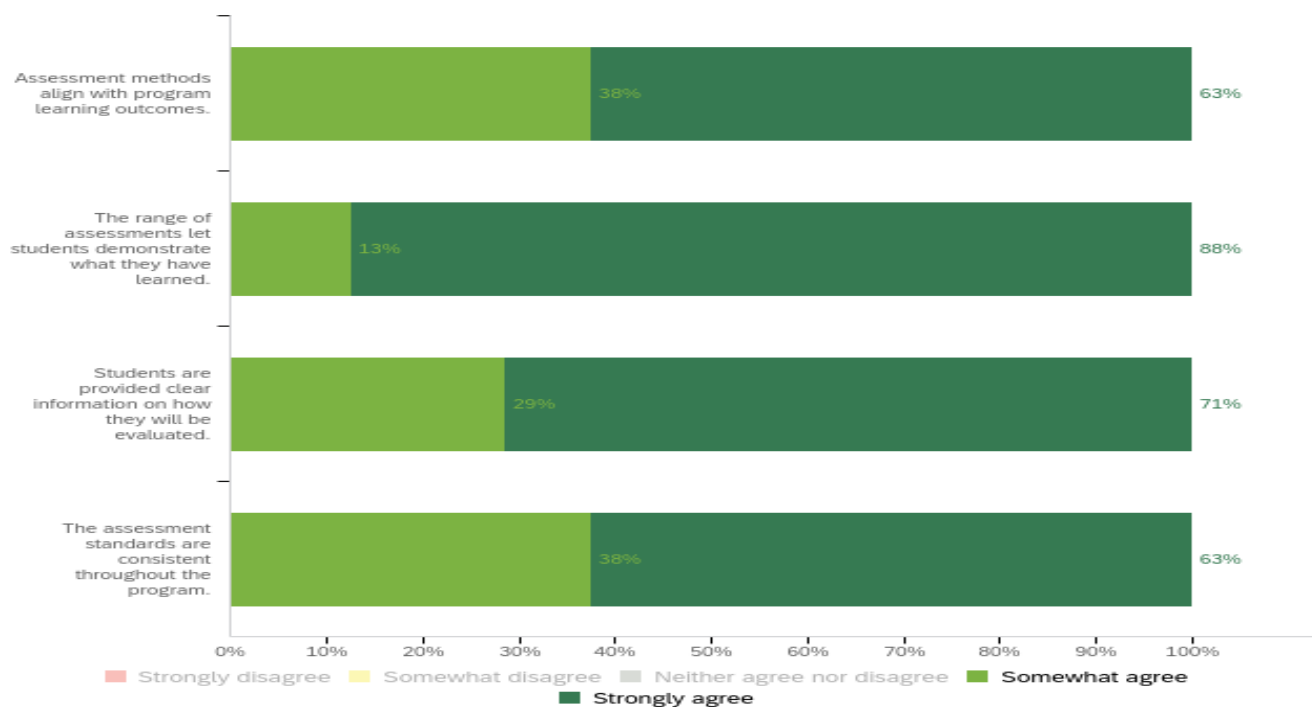
Many courses at the first and second-year level have high enrolments of students who are not enrolled in any Geography program and thus the instruction has to find a balance to meet the needs of the Geography and non-Geography students just the same. A task that not always is easy and probably means that some of these courses are catering more towards the non-Geography students as they make up the majority of students in these courses.

Addition of visual literacy aspects into the program will be useful.

Greater links between Phys and Hum geog topics. More field trips and connectivity between courses.

Do the assessment methods allow students to demonstrate to what extent they have achieved the learning outcomes?

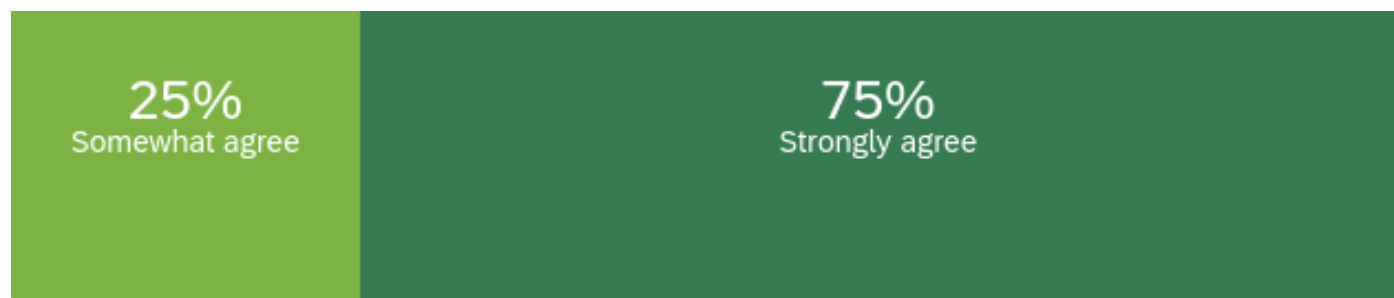
29 - Thinking of how learning is assessed in the Bachelor of Arts, Minor in Geography program as a whole, indicate your agreement with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#		Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	Assessment methods align with program learning outcomes.	0%	0%	0%	38%	63%	8
2	The range of assessments let students demonstrate what they have learned.	0%	0%	0%	13%	88%	8
3	Students are provided clear information on how they will be evaluated.	0%	0%	0%	29%	71%	7
4	The assessment standards are consistent throughout the program.	0%	0%	0%	38%	63%	8

30 - Thinking of KPU's Bachelor of Arts, Major in Applied Geography program as a whole, to what extent do you agree that the prerequisites offered prepare students for more advanced courses?



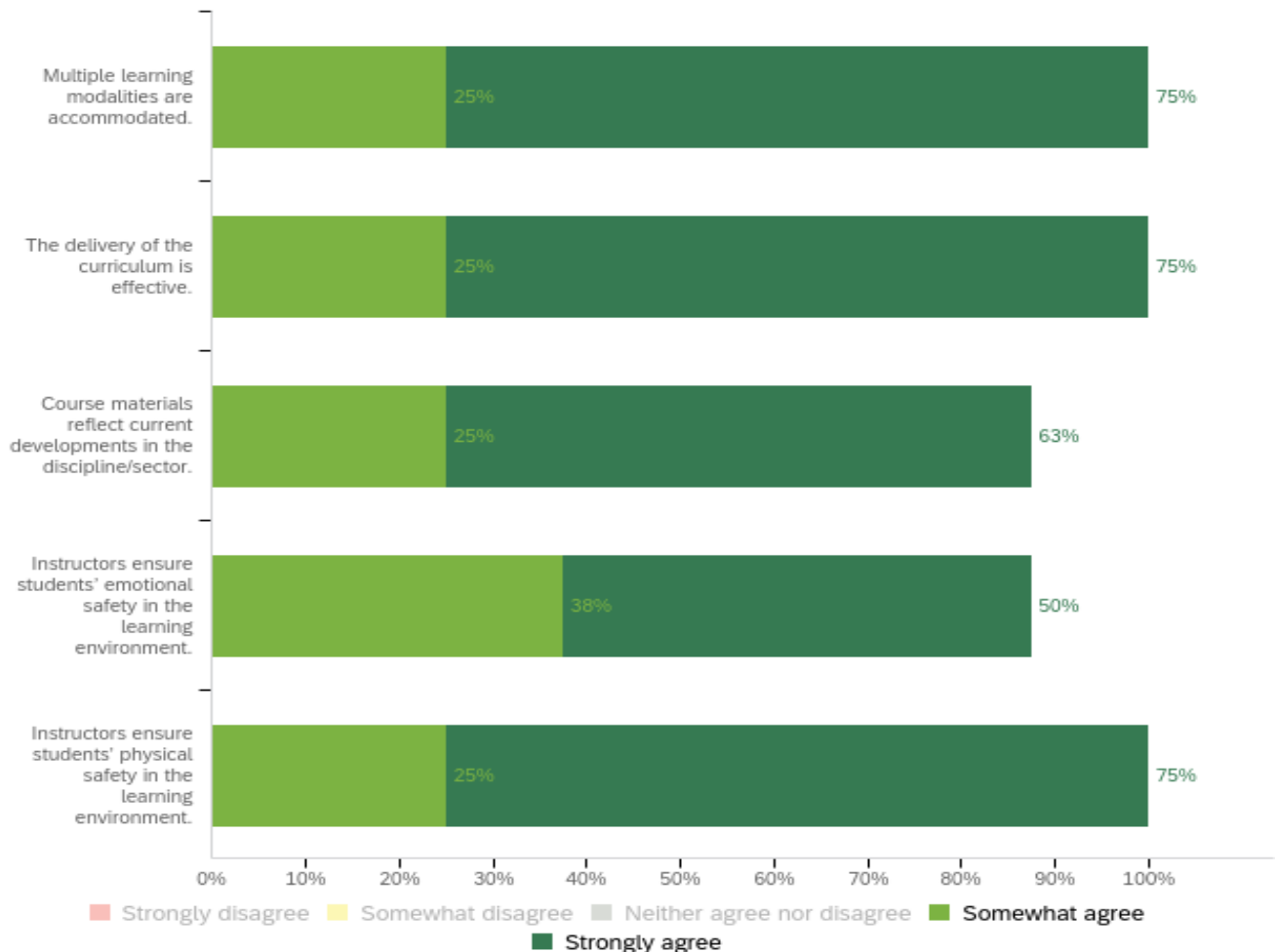
Somewhat agree
 Strongly agree

Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#		Percentage
1	Strongly disagree	0%
2	Somewhat disagree	0%
3	Neither agree nor disagree	0%
4	Somewhat agree	25%
5	Strongly agree	75%
	Total	8

Does the instruction meet the needs of diverse learners?

31 - Thinking of how the Bachelor of Arts, Major in Applied Geography program is delivered, please indicate your agreement with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#		Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	Multiple learning modalities are accommodated.	0%	0%	0%	25%	75%	8
2	The delivery of the curriculum is effective.	0%	0%	0%	25%	75%	8
3	Course materials reflect current developments in the discipline/sector.	0%	0%	13%	25%	63%	8
4	Instructors ensure students' emotional safety in the learning environment.	0%	0%	13%	38%	50%	8

5	Instructors ensure students' physical safety in the learning environment.	0%	0%	0%	25%	75%	8
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32 - Overall, how satisfied are you with the quality of instruction across the Bachelor of Arts, Major in Applied Geography program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#		Percentage
1	Very dissatisfied	0%
2	Somewhat dissatisfied	0%
3	Neither satisfied nor dissatisfied	0%
4	Somewhat satisfied	25%
5	Very satisfied	75%
	Total	8

33 - Thinking of how instruction is delivered across the Bachelor of Arts, Major in Applied Geography program as a whole, please indicate the strengths of the program instruction.

The breadth of skills courses, human geography courses, physical geography courses, and environmental geography courses exposes students to a variety of faculty specializations, experiences, philosophies, and perspectives.

Given the small size of the department and the relative 'newness' of the program the diversity of instructors and their experiential, research and professional knowledge is a key strength to build upon. The existing **[Course Name Redacted]** is a helpful experience for students that could be expanded upon with a required practicum or co-op for "honours" students in future. The practical nature of existing courses and instructional approaches both in terms of real world assignments, applied projects, community-based projects and so forth can be built upon in the future. The pandemic (arguably) improved online instructional systems and exposed instructors to both effective and problematic digital instructional approaches.

KPU Geography courses are offered in various modalities which include in-person, online and hybrid modes. Majority of the geography courses include current affairs/ developments within the field of human geography. The department ensures that its students experience a safe and engaging environment in which they can achieve their career goals.

Instructors deeply care about their students and try to educate them broadly about the environment and geography. Faculty know the students enrolled in the Major and the students know the faculty and can reach out to individual faculty members to build connections and receive helpful guidance for their individual circumstances.

The instructors are diligent and committed educators who place a strong emphasis on the student experience.

Having multimodal instructional delivery methods is one of its strengths. Having passionate and enthusiastic faculty is a very definite strength of the program.

Good cross section of modes and topics.

34 - Thinking of how instruction is delivered across the Bachelor of Arts, Major in Applied Geography program as a whole, please provide any suggestions you have for improvements in program instruction.

In a collaborative fashion that leaves room for some instructor flexibility, it would be helpful to have some clear, common-denominator, outcomes for the [Course Name Redacted]. At present, the variations in instructor approaches leave some doubt about the extent to which students completing this foundational course have similar competencies.

Stronger incentives are likely needed to encourage students to register in and/or complete the Major program. Key issues likely remain the same for many of Minor/Major students and that is the time management and basic writing and research preparation/skills issues. More practical, co-op like and community based course work, field trips and field work needs to be considered, although this is difficult for a small program. Providing further work/practicum opportunities needs to be built upon (i.e. such as the existing [Course Name Redacted]). As with the Minor and AA in Geography, a basic entry level Indigenous knowledge systems, GIS, environmental stewardship, cartography, climate change and/or field course ought to be considered as expanded course options. Supporting a long-term post-KPU alumni network would seem to be another good option to keep graduates networked and also plugged into other future course/work/study options at KPU or elsewhere related to Geography. Support for field schools, field trips and circular in classroom and outdoor teaching needs to be considered. A regularly updated 'speakers bank' of Indigenous elders/mentors/advisors, professionals, public officials, academics and student mentors ought be maintained by the department and available to all program instructors (as a resource to be supported and tapped into on a regular basis).

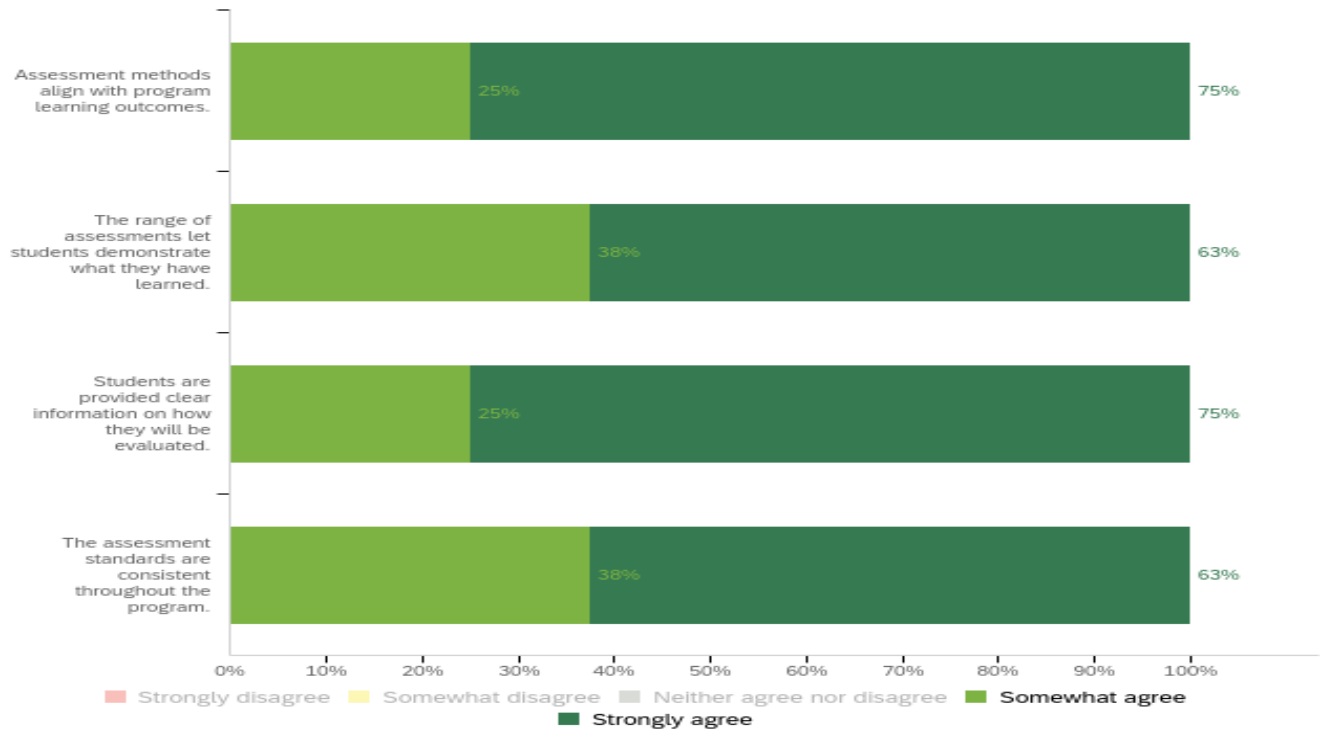
Many courses at the first and second-year level have high enrolments of students who are not enrolled in any Geography program and thus the instruction has to find a balance to meet the needs of the Geography and non-Geography students just the same. A task that not always is easy and probably means that some of these courses are catering more towards the non-Geography students as they make up the majority of students in these courses.

Addition of visual literacy aspects into the program will be useful.

Could use more diverse courses, though our [Course Name Redacted] allows for range of topics. More connectivity to courses through projects and activities.

Do the assessment methods allow students to demonstrate to what extent they have achieved the learning outcomes?

35 - Thinking of how learning is assessed in the Bachelor of Arts, Major in Applied Geography program as a whole, indicate your agreement with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

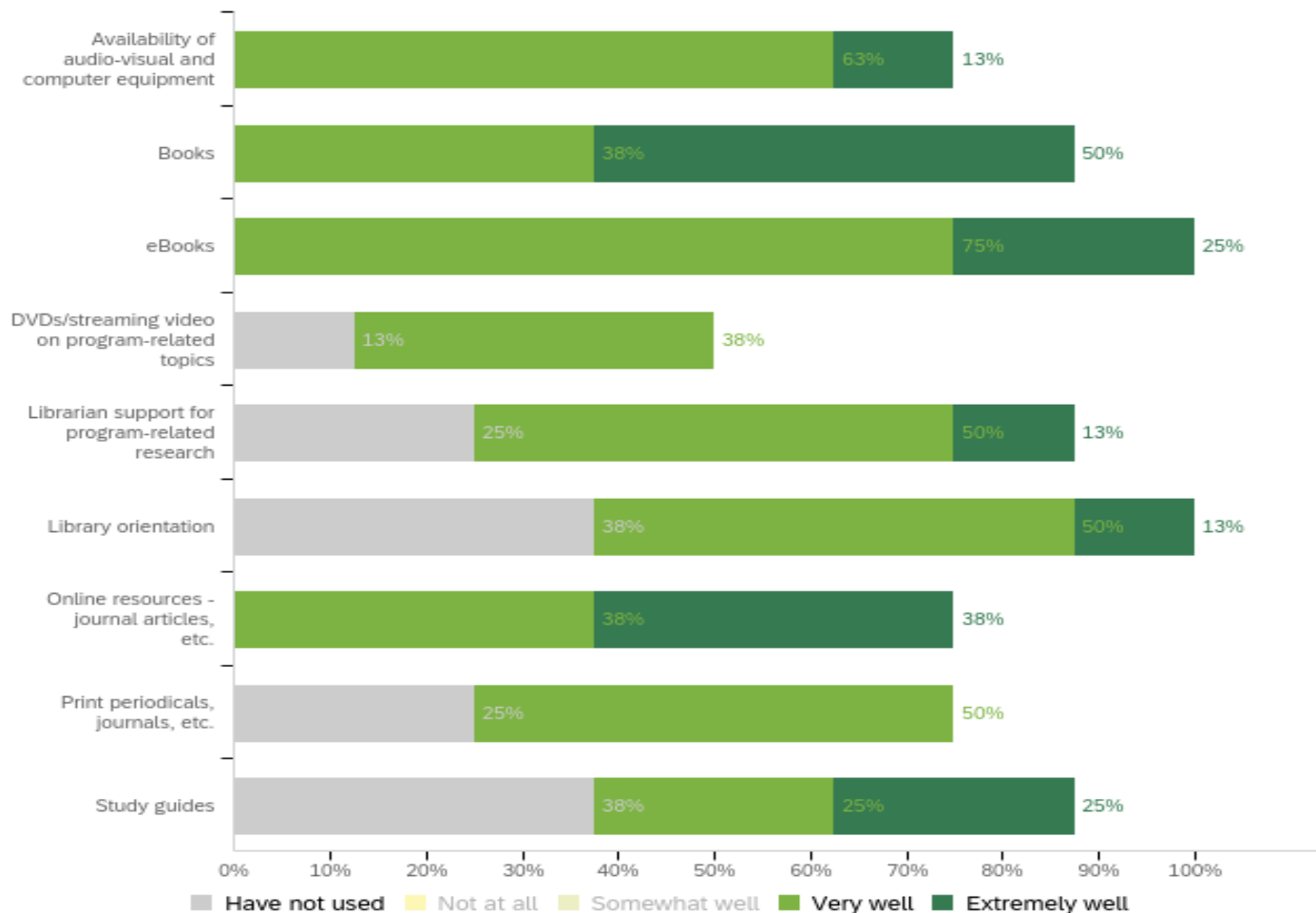
#		Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	Assessment methods align with program learning outcomes.	0%	0%	0%	25%	75%	8
2	The range of assessments let students demonstrate what they have learned.	0%	0%	0%	38%	63%	8
3	Students are provided clear information on how they will be evaluated.	0%	0%	0%	25%	75%	8
4	The assessment standards are consistent throughout the program.	0%	0%	0%	38%	63%	8

QUESTIONS ON CHAPTER 5: RESOURCES, SERVICES AND FACILITIES

Program Resources, Services and Facilities

Does the program have the library and learning resources needed to deliver the curriculum?

36 - How well are the following KPU library resources meeting the needs of the programs (AA, BA Minor, BA Major) offered by the Department of Geography and the Environment?

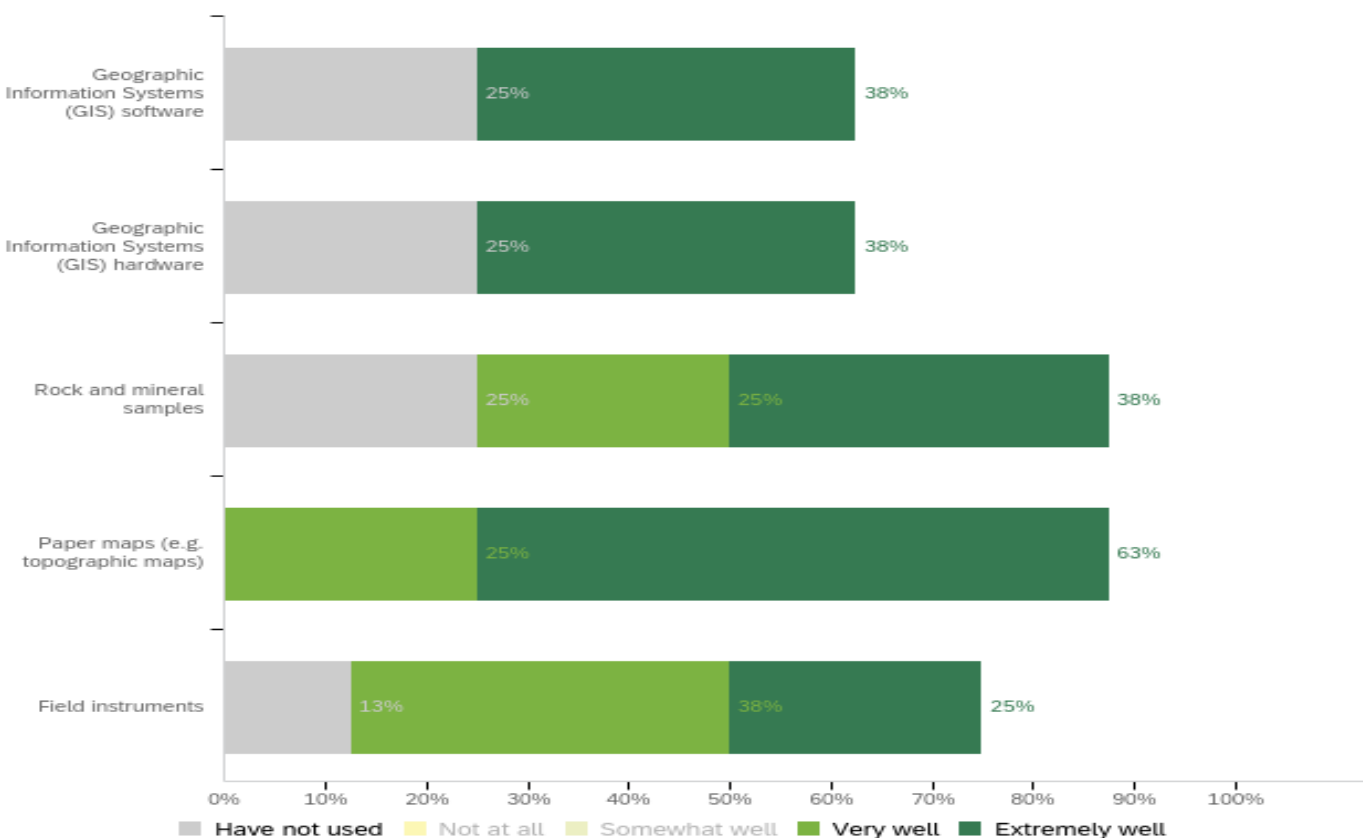


Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#		Have not used	Not at all	Somewhat well	Very well	Extremely well	Total
1	Availability of audio-visual and computer equipment	0%	0%	25%	63%	13%	8
2	Books	0%	0%	13%	38%	50%	8
3	eBooks	0%	0%	0%	75%	25%	8
4	DVDs/streaming video on program-related topics	13%	0%	50%	38%	0%	8
5	Librarian support for program-related research	25%	0%	13%	50%	13%	8
6	Library orientation	38%	0%	0%	50%	13%	8
7	Online resources - journal articles, etc.	0%	0%	25%	38%	38%	8
8	Print periodicals, journals, etc.	25%	0%	25%	50%	0%	8
9	Study guides	38%	0%	13%	25%	25%	8

Does the program have the specialized technology needed to deliver the curriculum?

37 - How well are the following specialized technologies meeting the needs of the programs (AA, BA Minor, BA Major) offered by the Department of Geography and the Environment?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#		Have not used	Not at all	Somewhat well	Very well	Extremely well	Total
1	Geographic Information Systems (GIS) software	25%	0%	38%	0%	38%	8
2	Geographic Information Systems (GIS) hardware	25%	13%	25%	0%	38%	8
3	Rock and mineral samples	25%	0%	13%	25%	38%	8
4	Paper maps (e.g. topographic maps)	0%	0%	13%	25%	63%	8
5	Field instruments	13%	0%	25%	38%	25%	8

38 - Do you have any specific comments about these, or other, specialized technologies in relation to the needs of these programs?

Further considerations for updated GIS so that it could be used for applied GIS and open source GIS approaches would likely be helpful. There seems to be demand from the public and private sector as well as non-profits for students with some degree of applied GIS training (whether open source or vendor specific tools/software). Such courses/tools/equipment might also be offered in a more accessible location to wider communities such as KPU Civic Plaza (i.e. evenings) and for professionals. In addition, other schools such as BCIT and UVIC have heavily invested in applied GIS, drones and other technologies, including sensor networks. As a teaching university KPU needs to ensure ongoing investments and support in these physical and human geography lab oriented equipment. This also provides opportunities for additional lab support and intensive course offerings.

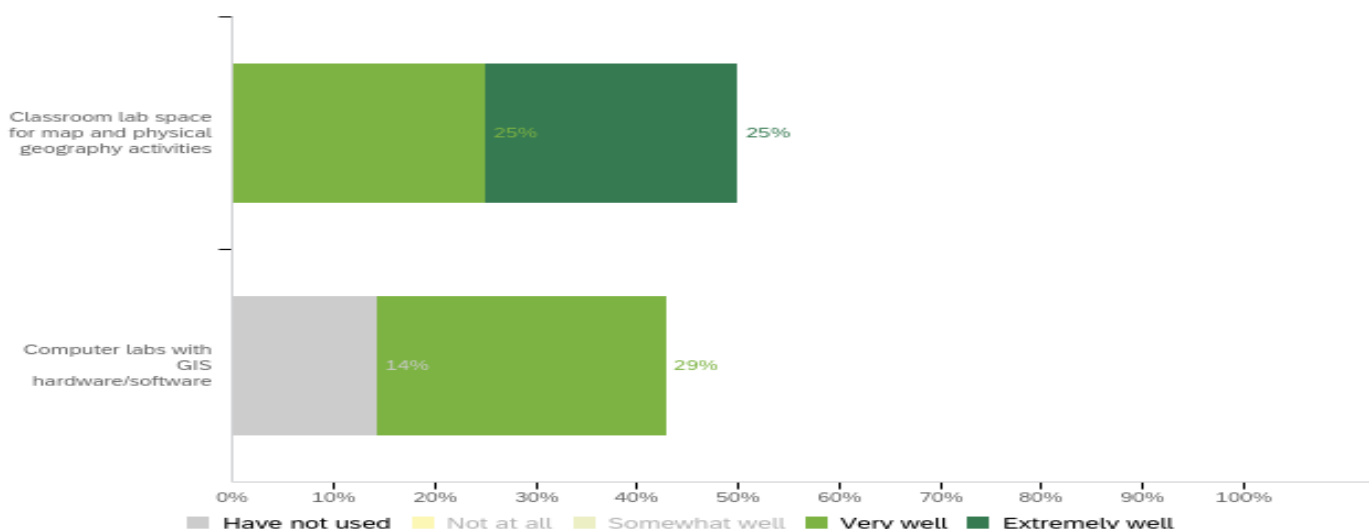
Computer hardware in the GIS labs needs to be upgraded - it is slow to the point of being unusable for students, bringing about a lot of frustration. Similarly, students taking GIS should be given access to a server drive like the M drive of the faculty drive so that they can work with data on the lab computers directly. When they need to work with data on an external USB, this creates issues with ArcGIS. Speaking of ArcGIS, the department should move away from ESRI products and towards open source GIS - not only are these softwares available to students post-class, but they are increasingly become widely used in industry and research.

Updating hardware and software with the latest versions will be useful, especially when updates are available to licensed software but not installed promptly and appropriately (e.g., having software that require huge amounts of processing power and speeds, share a server that is now overloaded).

Better computer support in our classrooms which also double as labs. Not quite on topic but ease of process to having field trips (waivers especially) would be beneficial to use getting out in the field more.

Does the program have the facilities needed to deliver the curriculum? *(include only if the program has specialized facilities)*

39 - How well are the following facilities meeting the needs of the programs (AA, BA Minor, BA Major) offered by the Department of Geography and the Environment?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#		Have not used	Not at all	Somewhat well	Very well	Extremely well	Total
1	Computer labs with GIS hardware/software	14%	14%	43%	29%	0%	7

2	Classroom lab space for map and physical geography activities	0%	13%	38%	25%	25%	8
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40 - Do you have any specific comments about these, or other, facilities in relation to the needs of these programs?

Classrooms (e.g. Langley 1310 and Richmond 2125--the latter, to be vacated by GEOG in at the end of Spring 2023) with the large butcher block tables are well-suited for the use of the large National Topographic System of Canada topographic maps. Classrooms (e.g. Surrey Fir 234 and Richmond 2225) with the small desks are far less suitable for such paper map-work.

Further flexibility to arrange classrooms into circular and small group labs/workshops would be appreciated. In addition, financial and/or time release and marketing support for developing and kick-starting field schools in geography would be helpful. While Geog is a small program, further use of KPU Civic Plaza could be helpful for further community outreach to an accessible and high visibility location in future.

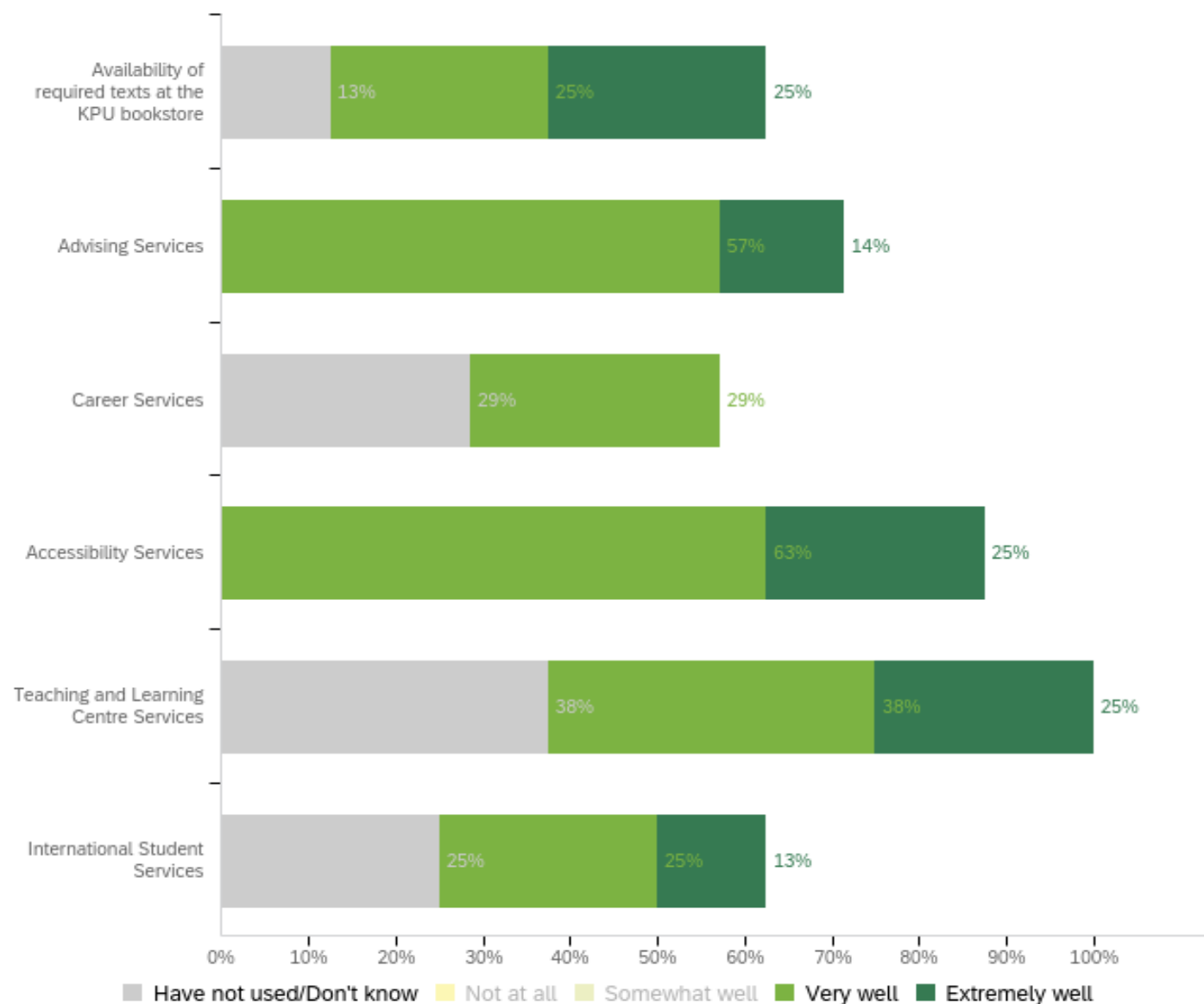
See my previous comment about GIS lab hardware. With respect to the GIS lab space in particular, giving the students better options to use on-campus GIS-enabled computers would be good. For example, having an upgraded computer in the library somewhere would be great. As it is, the library computers are too slow for GIS students to use, although I expect if there were 1 or 2 reserve-able 'high speed' computers in the libraries, the students would appreciate the opportunity to work on their GIS classwork outside of class and open-lab times.

The licensed and annually subscribed GIS software needs to be updated to the latest version. The centralized handling of hardware and software by IT creates a bottleneck in doing so, due to only one or two computer specialists in IT who are familiar with the software.

We have been moved several times in the previous 3-4 years, so it is hard to get settled into a space, and use it effectively when moving. We are moving again in R soon.

Does the program have the support services needed to deliver the curriculum?

41 - How well are the following services meeting the program's needs?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#		Have not used/Don't know	Not at all	Somewhat well	Very well	Extremely well	Total
1	Availability of required texts at the KPU bookstore	13%	0%	38%	25%	25%	8
2	Advising Services	0%	0%	29%	57%	14%	7
3	Career Services	29%	0%	43%	29%	0%	7
4	Accessibility Services	0%	13%	0%	63%	25%	8
5	Teaching and Learning Centre Services	38%	0%	0%	38%	25%	8

6	International Student Services	25%	13%	25%	25%	13%	8
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Appendix 7: Student Program Review Surveys

Geography Program Review - Student Survey Results

The student survey was sent to 44 Geography students. A total of 12 students responded. The response rate is 27%.

Note: The data includes open-ended comments. In order to preserve integrity and objectivity, OPA does not do value-judgment editing (i.e. we do not fix spelling errors, syntax issues, punctuation, etc.). Comments are included verbatim – with one exception: if individuals or courses are named, OPA redacts the name of the instructor or course. This rule applies to whether the comment is good, bad or indifferent.

QUESTIONS ON CHAPTER 3: PROGRAM RELEVANCE AND DEMAND

Who takes the program?

Your Program

1 - Which of the following credentials are you working towards (i.e. intend to declare or have declared) at KPU? Please select the most applicable answer:

#	Which of the following credentials are you working towards (i.e. intend to declare or have declared) at KPU? Please select the most applicable answer	Percentage
1	BA Major in Applied Geography	50%
2	BA Minor in Geography	17%
3	Associate of Arts in Geography	17%
4	Other, please specify	0%
5	Don't know	17%
	Total	12

2 - What credential (Program and Major or Minor) are you working towards along with your BA Minor in Geography?

Double Minor - Geography & Political Science

Bachelor of arts double minor in criminology and geography.

3 - How many KPU Geography courses have you completed so far?

#	How many KPU Geography courses have you completed so far?	Percentage
1	Fewer than 4	8%

2	Between 4 and 8 courses	25%
3	More than 8	67%
	Total	12

4 - Which of the following KPU Geography courses have you completed? Please select all that apply.

#	Answer	Percentage	Count
1	1101 Human Geography	100%	12
2	1102 Physical Geography	75%	9
3	1160 Geography of British Columbia	50%	6
4	2140 Geography of Canada	58%	7
5	2185 Geography of East Asia	0%	0
6	2190 Geography of South Asia	0%	0
7	2250 The City	83%	10
8	2310 Climatology	25%	3
9	2320 Geomorphology	42%	5
10	2380 Qualitative Methods	58%	7
11	2390 Quantitative Methods	25%	3
12	2400 Introduction to GIS	75%	9
13	3120 Economic Geography	42%	5
14	3130 Society and Urban Space	58%	7
15	3220 Urban Planning and Politics	50%	6
16	3260 Geographic Thought	25%	3
17	3310 Natural Hazards	50%	6
18	3320 Environment and Resources	42%	5
19	3330 Hydrology	17%	2
20	3340 Biogeography	0%	0
21	4100 Research Design in Geography	17%	2
22	4380 Applications in GIS	17%	2
23	4501 Current Geographic Issues	42%	5
	Total		12

Note: The last row presents the total number of respondents. The total number of responses for this question is greater than the number of respondents. Therefore, the percentage total exceeds 100%.

5 - What was the first KPU Geography course you completed?

GEOG 1101

Physical Geo and Human Geo

Human Geography

1101

Geography of Canada

1160

GEOG 1110 UG Atmospheric Science

6 - Why did you decide to take Geography Program?

BA Major in Applied Geography

I took it as an elective. It sparked my interest in Geo

Because it was a lower level degree requirement.

It is a pre-requisite for teaching programs

At the time I was supporting KPU student Brian Nadjiwon and his earth theories, that required a set of learning to imderstand how to properly frame BRian's hypothesis of earthquakes. At the time before his death, we worked on these ideas together as a team.

BA Minor in Geography

Didn't know any better, it was offered, seemed interesting and it was.

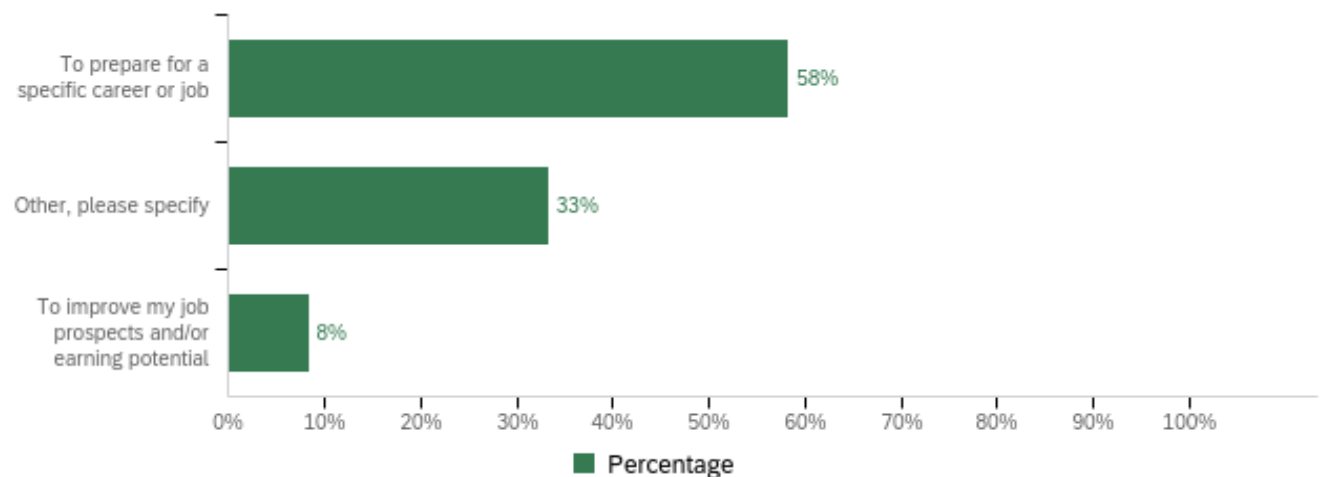
Don't know

I wanted to work towards a geography degree and Human geography interests me the most, so I decided to take this class to see if I would want to stick with geography as a major.

it was the first year course

Reasons for Taking the Program

7 - What was your main reason for enrolling in your KPU Geography program?



#	What was your main reason for enrolling in your KPU Geography program? - Selected Choice	Percentage
1	To prepare for a specific career or job	58%
2	To improve my job prospects and/or earning potential	8%
3	To prepare to transfer to another institution	0%

4	To qualify for graduate studies	0%
5	To qualify for the Post-Graduation Work Permit program	0%
6	Other, please specify	33%
	Total	12

Q7_6_TEXT - Other, please specify

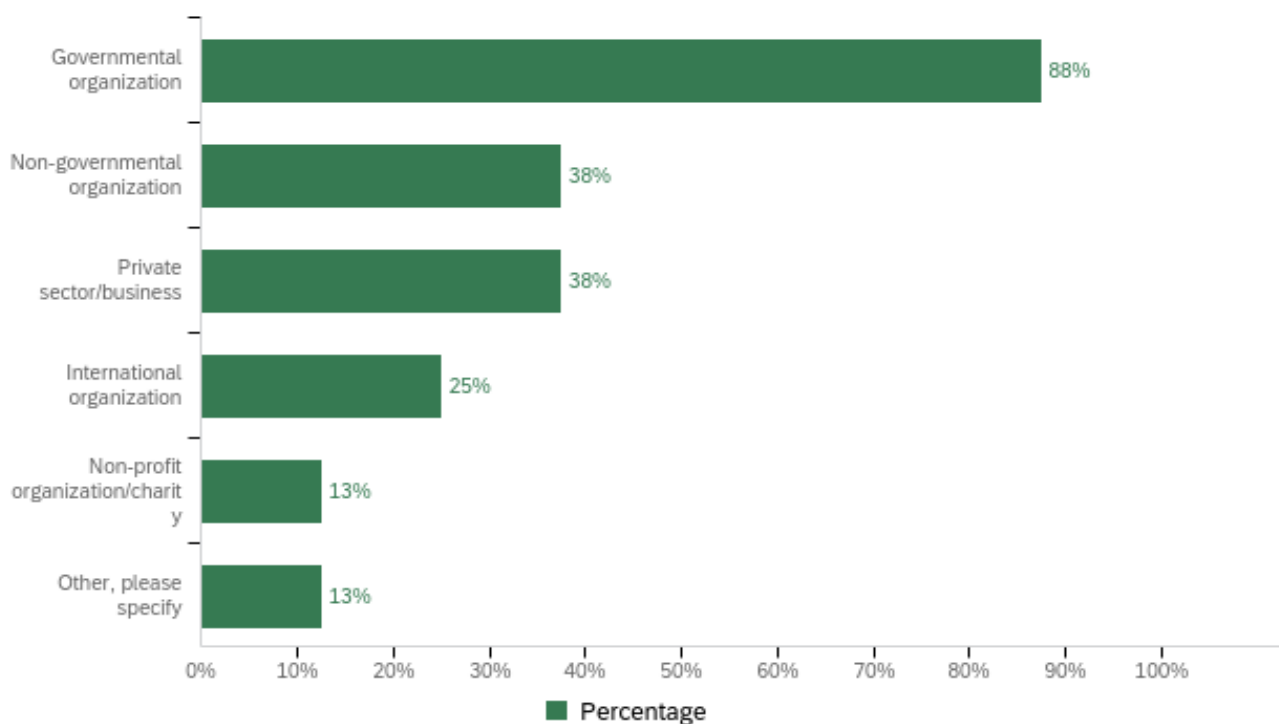
I was in the Geology program, but it was removed and thus I wasn't able to continue my major so I had to switch due to the school being so under staffed and funded for the program. It's kind of unacceptable to have an institution that doesn't offer the same as other universities and expect to be competitive and have the same fees for courses and not offer the courses.

for fun

Was the topic that peaked my interest the most

to gain knowledge of earth science and to apply that knowledge to a theory being developed.

8 - You identified a career/job purpose for enrolling in your KPU Geography program. In which of the following areas are you continuing or seeking employment after graduation from your program? Please select all that apply.



#	Answer	Percentage	Count
1	Governmental organization	88%	7
2	Non-governmental organization	38%	3
3	Non-profit organization/charity	13%	1
4	Private sector/business	38%	3
5	International organization	25%	2

6	Other, please specify	13%	1
		Total	8

Note: The last row presents the total number of respondents. The total number of responses for this question is greater than the number of respondents. Therefore, the percentage total exceeds 100%.

Q8_6_TEXT - Other, please specify

Aviation

9 - You identified an educational purpose (transfer to another institution; qualify for graduate studies) for enrolling in your KPU Geography program. In which of the following disciplines do you plan to continue your education after graduation from your program? Please select all that apply.

No results to show.

Are the program learning outcomes relevant to the current needs of the discipline/sector?

Program Relevance

10 - Thinking of your KPU Geography program as a whole, to what extent do you agree that the program's curriculum is relevant to your career goals?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Thinking of your KPU Geography program as a whole, to what extent do you agree that the program's curriculum is relevant to your career goals?	Percentage
1	Strongly disagree	0%
2	Somewhat disagree	8%
3	Neither agree nor disagree	8%
4	Somewhat agree	75%
5	Strongly agree	8%
	Total	12

11 - Overall, how satisfied are you with the curriculum of the program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Overall, how satisfied are you with the curriculum of the program?	Percentage
1	Very dissatisfied	0%
2	Somewhat dissatisfied	17%
3	Neither satisfied nor dissatisfied	0%
4	Somewhat satisfied	58%
5	Very satisfied	25%
	Total	12

12 - Thinking of the program's curriculum as a whole, please indicate the strengths of the program.

Good professors, and nice class setting and work load

The special topics have been great! The first and second year courses are consistently offered and a good start for a generalized geography minor.

The professors are awesome. They really care for their work and teach with passion

I think the professors are amazing and demonstrate their enthusiasm for geography.

I like that we learn about human and physical geography. As well as have hands on opportunities like GIS.

There are First year courses in Richmond and online.

good mix of human and physical geography.

The instructors are the strength of the Geography program at KPU. I have often overheard students comparing instructors in a most positive way. Their energy communicates to my own strengths, that I strive to match. The instructors come across as human, and I have a number of instances where KPU geography instructors have become friends. This comradeship is powerful in my life.

Knowledgeable, enthusiastic instructors and courses full of useful information.

13 - Thinking of the program's curriculum as a whole, please provide suggestions you have for improvement.

Get more professors and offer more courses and different fields. More classes for each of the courses and make it year round instead of seasonal.

There were classes listed on the website that have never been offered in the 5 years I have been at Kwantlen that I really wanted to take. I've asked several professors about this and no one knows why they aren't offered. Most of them have been removed from the course descriptions now.

There needs to be more options for classes for students who rely on evening classes. This has been my issue with KPU since I have started. The same can be said about courses only offered in certain terms. It delay's the graduation process for individuals

I think that there should be more courses available. There is such a lack of upper level physical geography courses that the only way I can complete them is at another university. I would have either had to take more than 5 courses in a term, or I would have to delay graduation.

The thing I dislike about the major is that you have no options. It would be nice for some of the third or fourth year classes to have options. I am interested in other geography courses, however won't take them because I already have so many mandatory classes as a part of my major.

More courses online. Need computers that uses GIS program

N/A

There is nothing more educational than taking a field trip to demonstrate the concepts the class is learning.

14 - What topics/courses, if any, are missing from the program?

Geology program. More physical Geology and geography

Biogeography, more physical geography courses.

[Course Name Redacted] which I have to wait until Fall 2023 to complete. I wish I would be able to take it in Summer and graduate sooner

[Course Names Redacted]

Political geography, Geopolitics, more urban planning and politics, Geography and public policy, more on housing, interrelationship between politics and geography

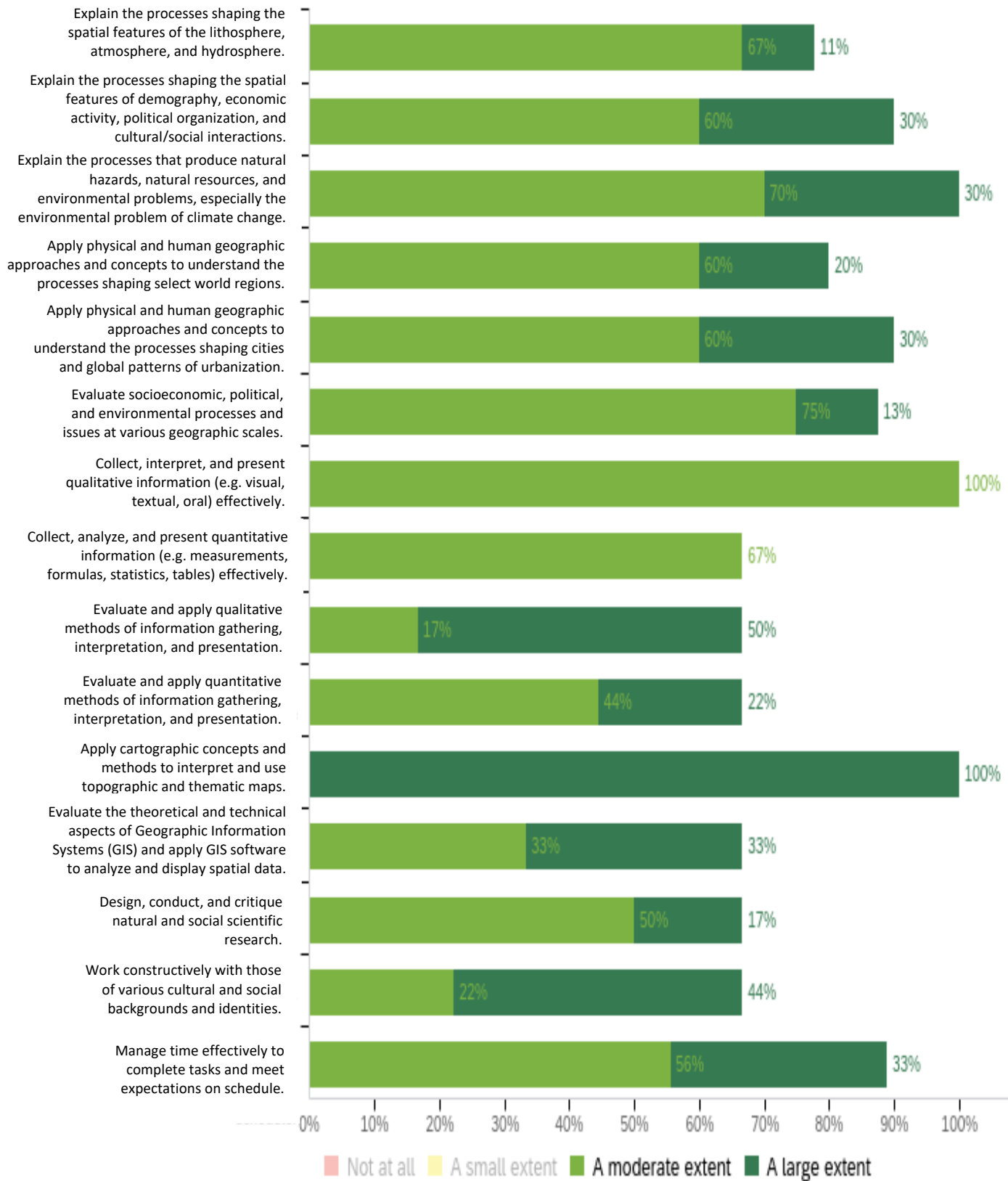
ocean conservation Indigenous Geographies REMOTE SENSING CARTOGRAPHY

QUESTIONS ON CHAPTER 4: EFFECTIVENESS OF INSTRUCTIONAL DELIVERY

Instructional Design and Delivery

Are appropriate opportunities provided to help students acquire the PLOs?

15 - Program Learning Outcomes are statements that describe the knowledge and skills students will have upon completion of a program. To what extent have the KPU Geography courses you have taken helped you develop each of the following learning outcomes?

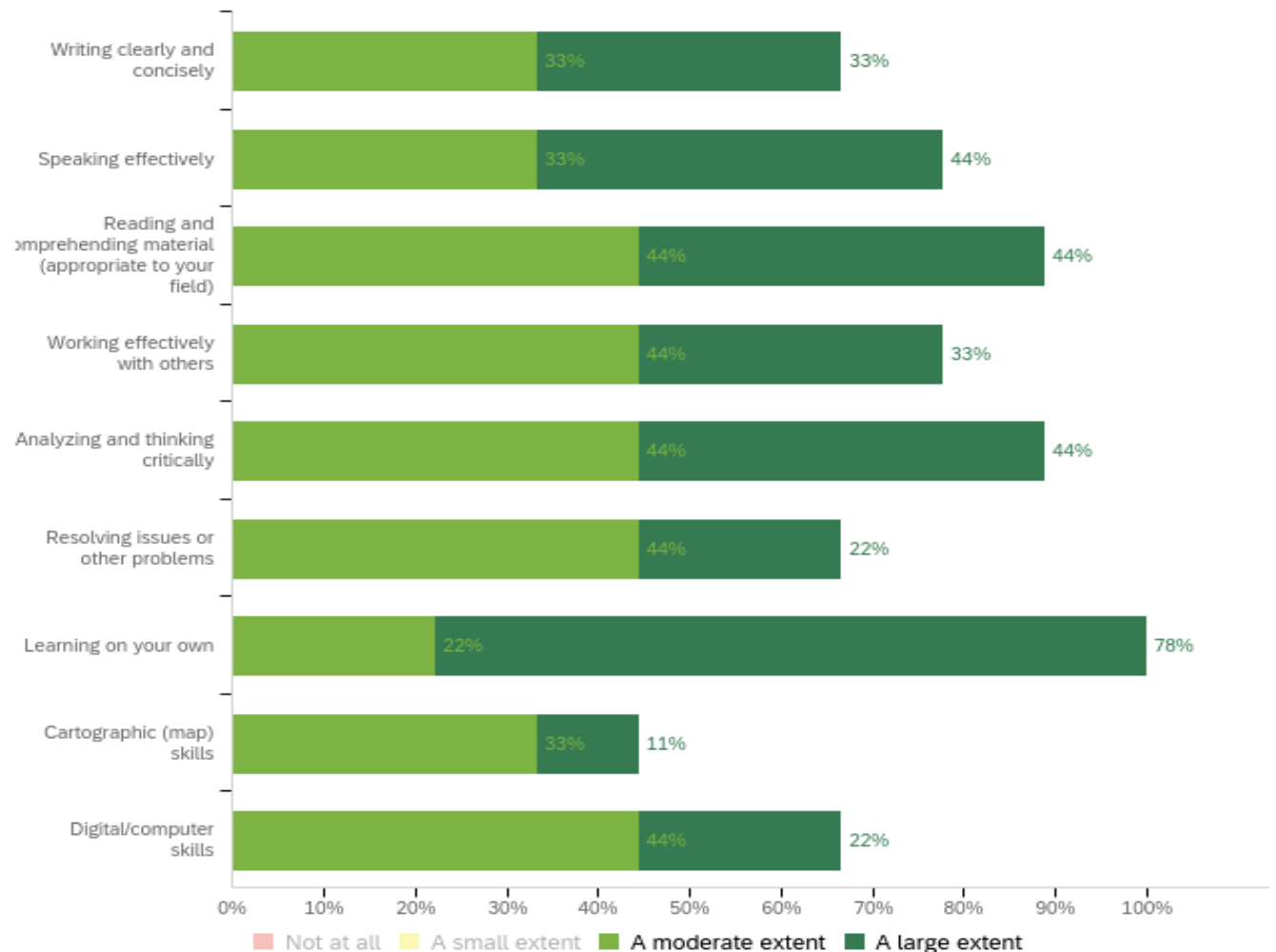


Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Explain the processes shaping the spatial features of the lithosphere, atmosphere, and hydrosphere.	0%	22%	67%	11%	9
2	Explain the processes shaping the spatial features of demography, economic activity, political organization, and cultural/social interactions.	0%	10%	60%	30%	10
3	Explain the processes that produce natural hazards, natural resources, and environmental problems, especially the environmental problem of climate change.	0%	0%	70%	30%	10
4	Apply physical and human geographic approaches and concepts to understand the processes shaping select world regions.	0%	20%	60%	20%	10
5	Apply physical and human geographic approaches and concepts to understand the processes shaping cities and global patterns of urbanization.	0%	10%	60%	30%	10
6	Evaluate socioeconomic, political, and environmental processes and issues at various geographic scales.	0%	13%	75%	13%	8
7	Collect, interpret, and present qualitative information (e.g. visual, textual, oral) effectively.	0%	0%	100%	0%	4
8	Collect, analyze, and present quantitative information (e.g. measurements, formulas, statistics, tables) effectively.	0%	33%	67%	0%	3
9	Evaluate and apply qualitative methods of information gathering, interpretation, and presentation.	17%	17%	33%	33%	6
10	Evaluate and apply quantitative methods of information gathering, interpretation, and presentation.	33%	0%	17%	50%	6
11	Apply cartographic concepts and methods to interpret and use topographic and thematic maps.	11%	22%	44%	22%	9
12	Evaluate the theoretical and technical aspects of Geographic Information Systems (GIS) and apply GIS software to analyze and display spatial data.	33%	0%	33%	33%	6
13	Design, conduct, and critique natural and social scientific research.	17%	17%	50%	17%	6
14	Work constructively with those of various cultural and social backgrounds and identities.	11%	22%	22%	44%	9
15	Manage time effectively to complete tasks and meet expectations on schedule.	0%	11%	56%	33%	9

Are appropriate opportunities provided to help students acquire the essential skills?

16 - To what extent have the KPU Geography courses you have taken helped you develop each of the following skills?



Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Writing clearly and concisely	11%	22%	33%	33%	9
2	Speaking effectively	11%	11%	33%	44%	9
3	Reading and comprehending material (appropriate to your field)	11%	0%	44%	44%	9
4	Working effectively with others	0%	22%	44%	33%	9
5	Analyzing and thinking critically	0%	11%	44%	44%	9
6	Resolving issues or other problems	0%	33%	44%	22%	9
7	Learning on your own	0%	0%	22%	78%	9

8	Cartographic (map) skills	33%	22%	33%	11%	9
9	Digital/computer skills	11%	22%	44%	22%	9

Are appropriate work-integrated and/or community-engaged learning opportunities provided to help students acquire the learning outcomes?

17 - To what extent do you agree that you have sufficient opportunities in your KPU Geography program to reinforce your learning through practical application of this learning?



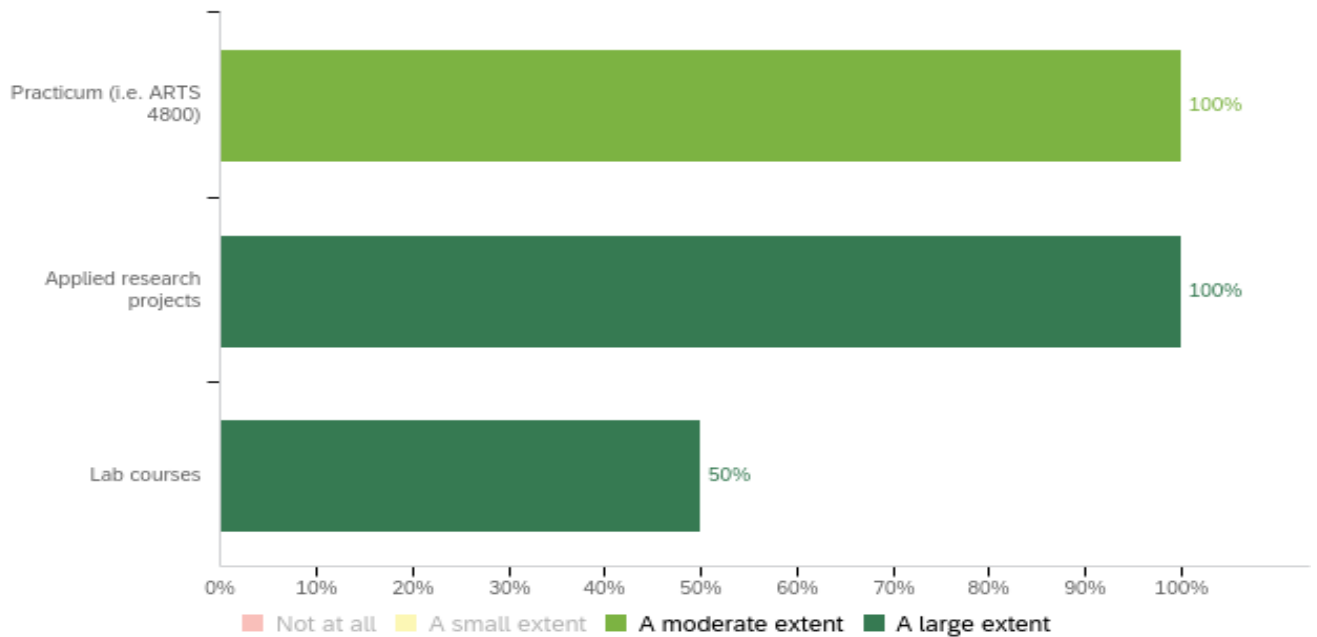
Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	To what extent do you agree that you have sufficient opportunities in your KPU Geography program to reinforce your learning through practical application of this learning?	Percentage
1	Strongly disagree	10%
2	Somewhat disagree	10%
3	Neither agree nor disagree	20%
4	Somewhat agree	40%
5	Strongly agree	20%
	Total	10

18 - Have you been involved in any of the following work-integrated and/or community-engaged learning opportunities? Select all that apply.

#	Answer	%	Count
1	Practicum (i.e. ARTS 4800)	25%	1
2	Work-integrated course project/service learning	0%	0
3	Applied research projects	25%	1
4	Lab courses	100%	4
5	Fieldwork/field research	0%	0
	Total	100%	4

19 - Indicate the extent the following learning opportunities contributed to your learning.

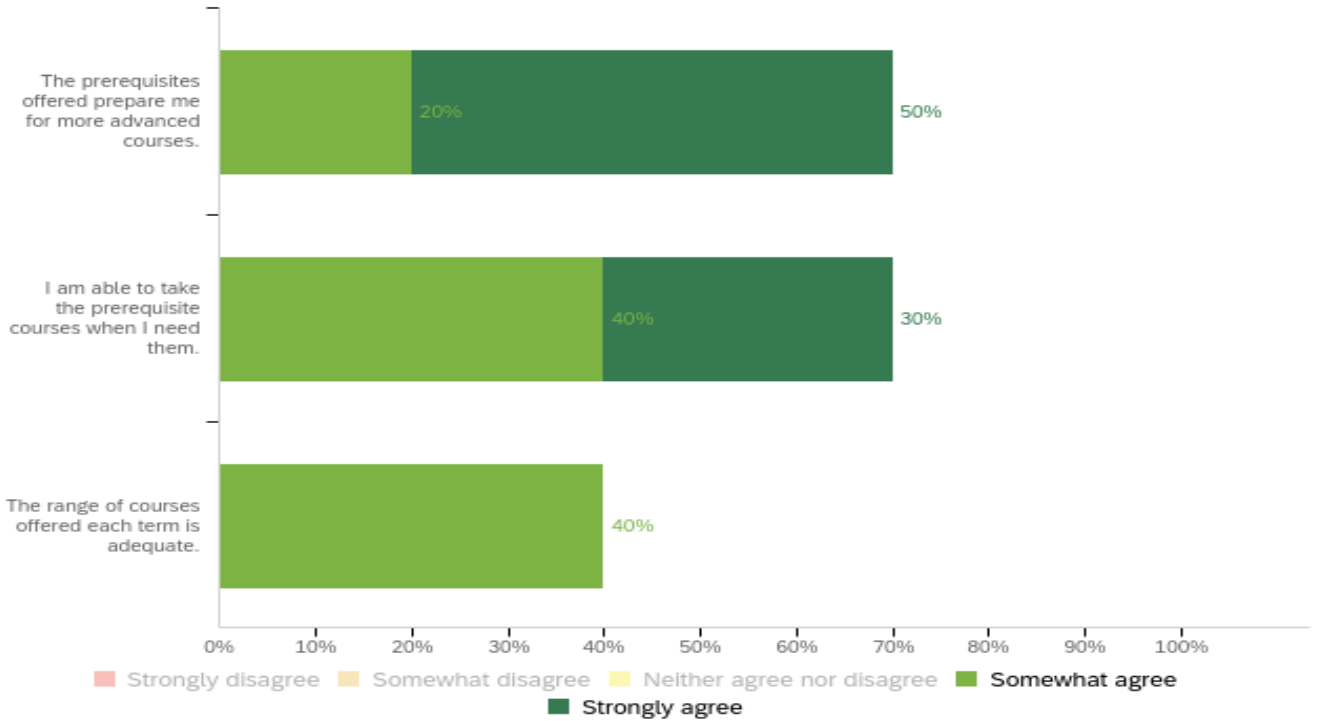


Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Practicum (i.e. ARTS 4800)	0%	0%	100%	0%	1
2	Work-integrated course project/service learning	0%	0%	0%	0%	0
3	Applied research projects	0%	0%	0%	100%	1
4	Lab courses	0%	50%	0%	50%	4
5	Fieldwork/field research	0%	0%	0%	0%	0

Does the program design ensure students are prepared for subsequent courses? / Are students making satisfactory progress in the program?

20 - Thinking of your KPU Geography program as a whole, please indicate your agreement with the following.

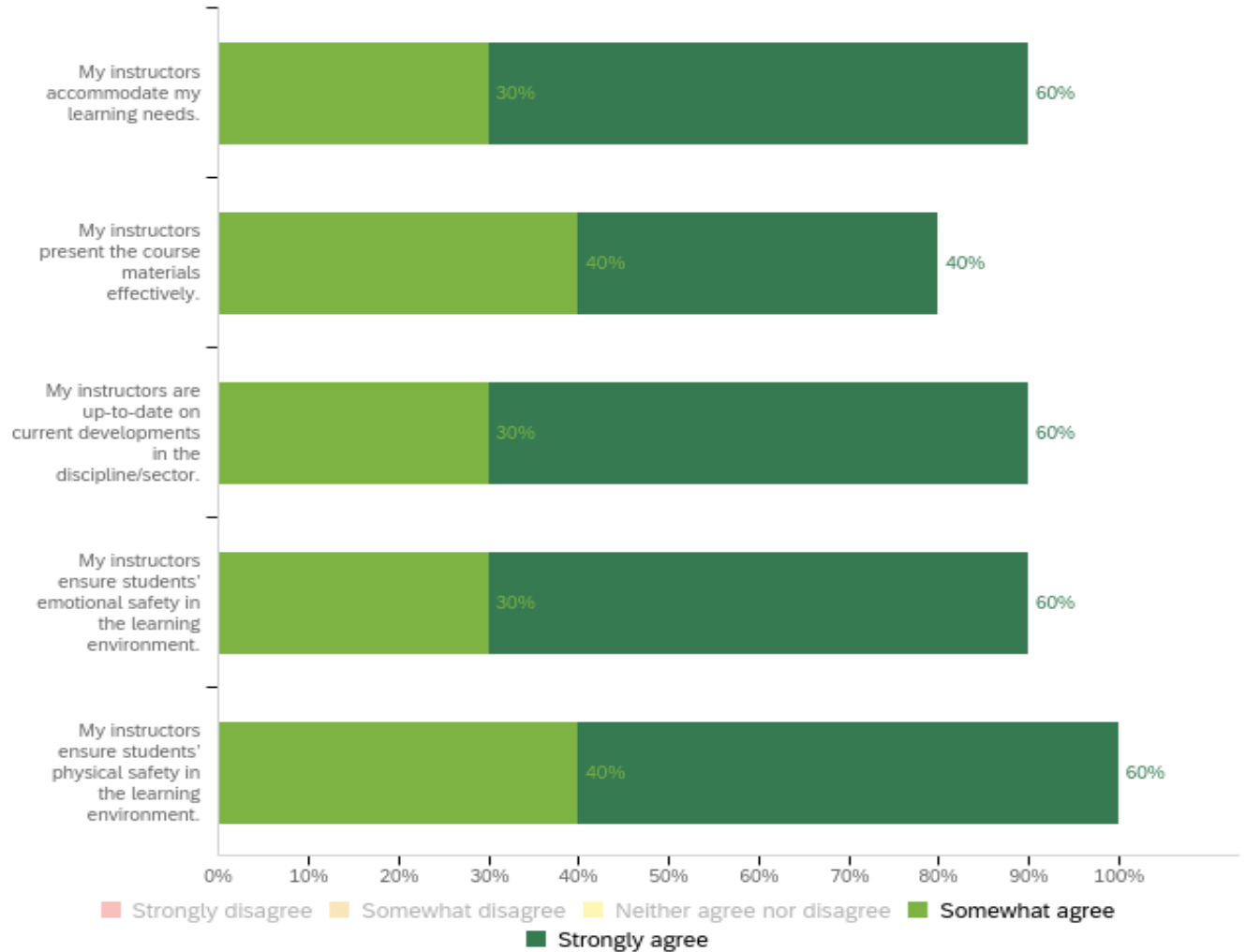


Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	The prerequisites offered prepare me for more advanced courses.	0%	10%	20%	20%	50%	10
2	I am able to take the prerequisite courses when I need them.	0%	10%	20%	40%	30%	10
3	The range of courses offered each term is adequate.	30%	20%	10%	40%	0%	10

Does the instruction meet the needs of diverse learners?

21 - Thinking of how the program is delivered, please indicate your agreement with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	My instructors accommodate my learning needs.	0%	0%	10%	30%	60%	10
2	My instructors present the course materials effectively.	0%	0%	20%	40%	40%	10
3	My instructors are up-to-date on current developments in the discipline/sector.	0%	0%	10%	30%	60%	10

4	My instructors ensure students' emotional safety in the learning environment.	0%	0%	10%	30%	60%	10
5	My instructors ensure students' physical safety in the learning environment.	0%	0%	0%	40%	60%	10

22 - Thinking of how KPU Geography courses are delivered, please indicate your preferences for the following modes of instruction:

#	Question	No preference	In-person	Online Asynchronous (recorded content)	Online Synchronous (live online content)	Hybrid (In-person + online)	Total
1	Lectures	10%	30%	30%	0%	30%	10
2	Labs/activities	0%	60%	10%	0%	30%	10
3	Fieldwork/Field school	20%	60%	0%	0%	20%	10
4	Group research/Projects	10%	40%	10%	0%	40%	10

23 - Thinking of how KPU Geography courses are delivered, please indicate your preferences for in-person and online asynchronous class scheduling:

#	Question	No preference	Monday - Thursday	Friday	Saturday/Sunday	Total
1	In-person	33%	56%	0%	11%	9
2	Online asynchronous (recorded content)	70%	30%	0%	0%	10

#	Question	No preference	8:30 - 11:30 AM	10 AM - 1 PM	1 - 4 PM	4 - 7 PM	7 - 10 PM	Total
1	In-person	30%	10%	20%	0%	30%	10%	10
2	Online asynchronous (recorded content)	80%	0%	10%	0%	10%	0%	10

24 - Overall, how satisfied are you with the instruction you have received in your KPU Geography program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Overall, how satisfied are you with the instruction you have received in your KPU Geography program?	Percentage
1	Very dissatisfied	0%
2	Somewhat dissatisfied	10%
3	Neither satisfied nor dissatisfied	0%
4	Somewhat satisfied	40%
5	Very satisfied	50%
	Total	10

25 - Thinking of how instruction is delivered across the program as a whole, please indicate the strengths of the program instruction.

More hands on work needed

There needs to be more work on a physical geo aspect. A BSC in Geo would be great

It is evident that KPU's geography professors care about the environment, education, and their students.

The greatest strength of the department is that for most of the teachers you can really tell they are passionate about the field of geography. Most of them have so much experience and they can strongly teach the material in an interesting way opposed to reading a textbook.

Instructors show a valid concern for students well being and progress in the course.

26 - Thinking of how instruction is delivered across the program as a whole, please provide suggestions you have for improvement in program instruction.

It's okay balanced between online resources, but more in person and physical would be beneficial

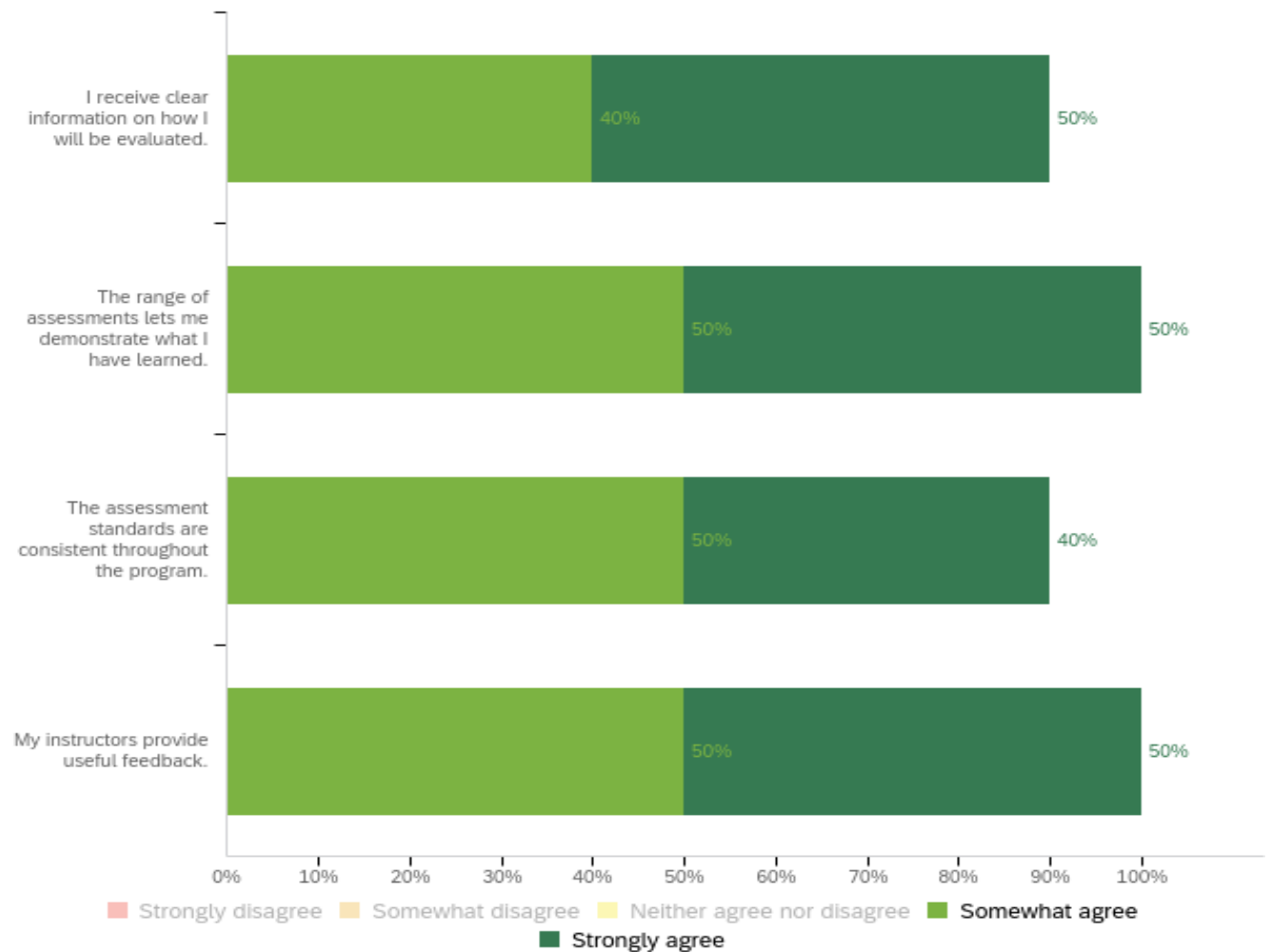
As stated previously, there needs to be a balance between classes offered during the day as well as in the evening. There are many students with full time jobs who find it very hard to take time off work. This also poses as a financial problem for students who need to take time off for work.

More physical geography courses!

One of the teachers send things out in a PDF which we read prior to class and then in class he goes over the main focus' or topics that are the most complex, and allows the class to ask if we need clarification on the other topics. I like the learning style, and I think it works well. Sitting in class for 3 hours with none stop material can be too much. This method allows for us to get the most critical information and avoid information overload.

Do the assessment methods allow students to demonstrate the extent to which they have achieved the learning outcomes?

27 - Thinking of how learning is assessed in the program as a whole, indicate your agreement with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	I receive clear information on how I will be evaluated.	0%	0%	10%	40%	50%	10
2	The range of assessments lets me demonstrate what I have learned.	0%	0%	0%	50%	50%	10
3	The assessment standards are consistent throughout the program.	0%	0%	10%	50%	40%	10

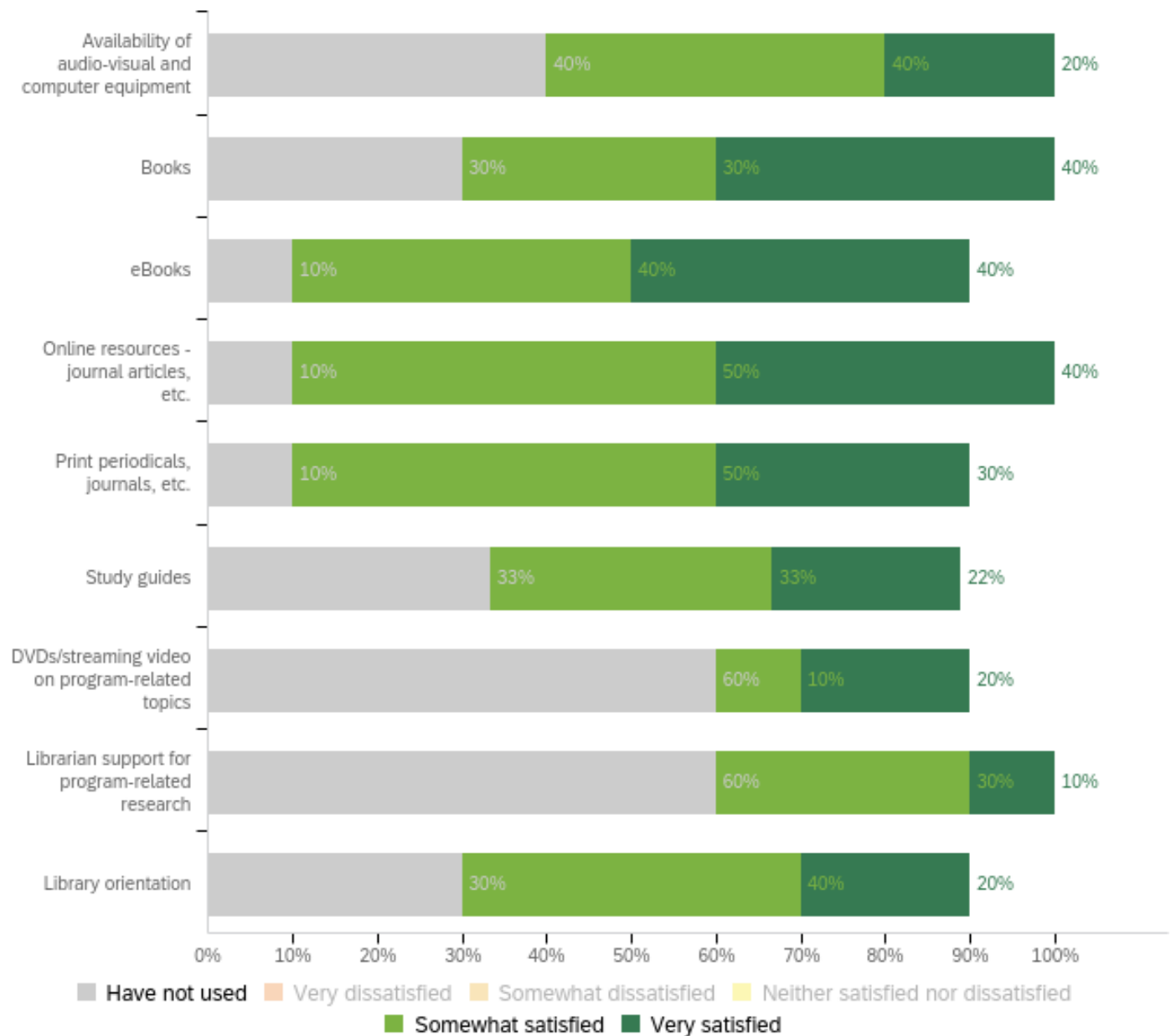
4	My instructors provide useful feedback.	0%	0%	0%	50%	50%	10
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QUESTIONS ON CHAPTER 5: RESOURCES, SERVICES AND FACILITIES

Program Resources, Services and Facilities

Does the program have the library and learning resources needed to deliver the curriculum?

28 - How satisfied are you with the following library resources as they apply to your KPU Geography program?

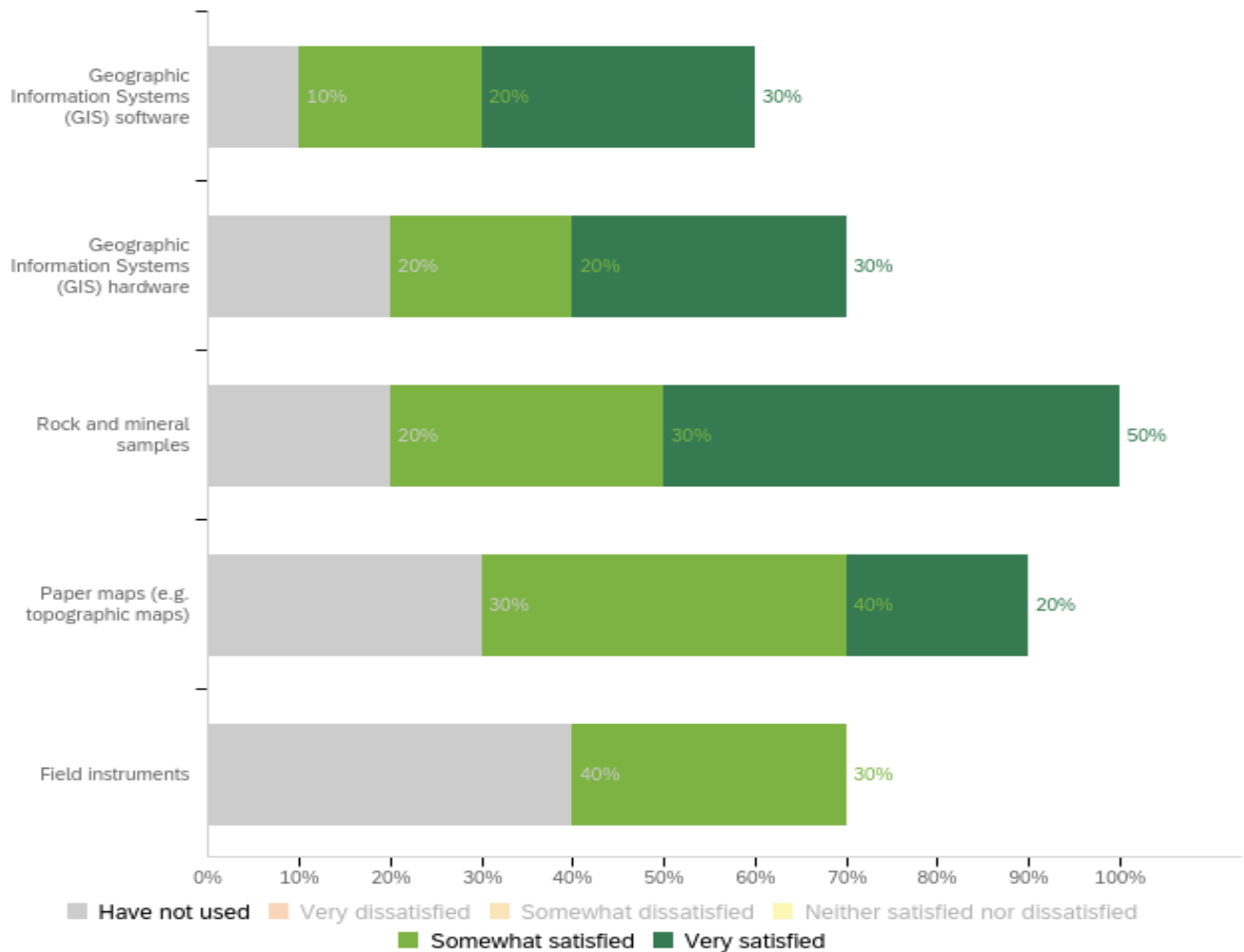


Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Have not used	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	Total
1	Availability of audio-visual and computer equipment	40%	0%	0%	0%	40%	20%	10
2	Books	30%	0%	0%	0%	30%	40%	10
3	eBooks	10%	0%	10%	0%	40%	40%	10
4	Online resources - journal articles, etc.	10%	0%	0%	0%	50%	40%	10
5	Print periodicals, journals, etc.	10%	10%	0%	0%	50%	30%	10
6	Study guides	33%	0%	0%	11%	33%	22%	9
7	DVDs/streaming video on program-related topics	60%	0%	0%	10%	10%	20%	10
8	Librarian support for program-related research	60%	0%	0%	0%	30%	10%	10
9	Library orientation	30%	10%	0%	0%	40%	20%	10

Does the program have the specialized technology needed to deliver the curriculum?

29 - How satisfied are you with the following specialized technology as they apply to KPU's Geography program?

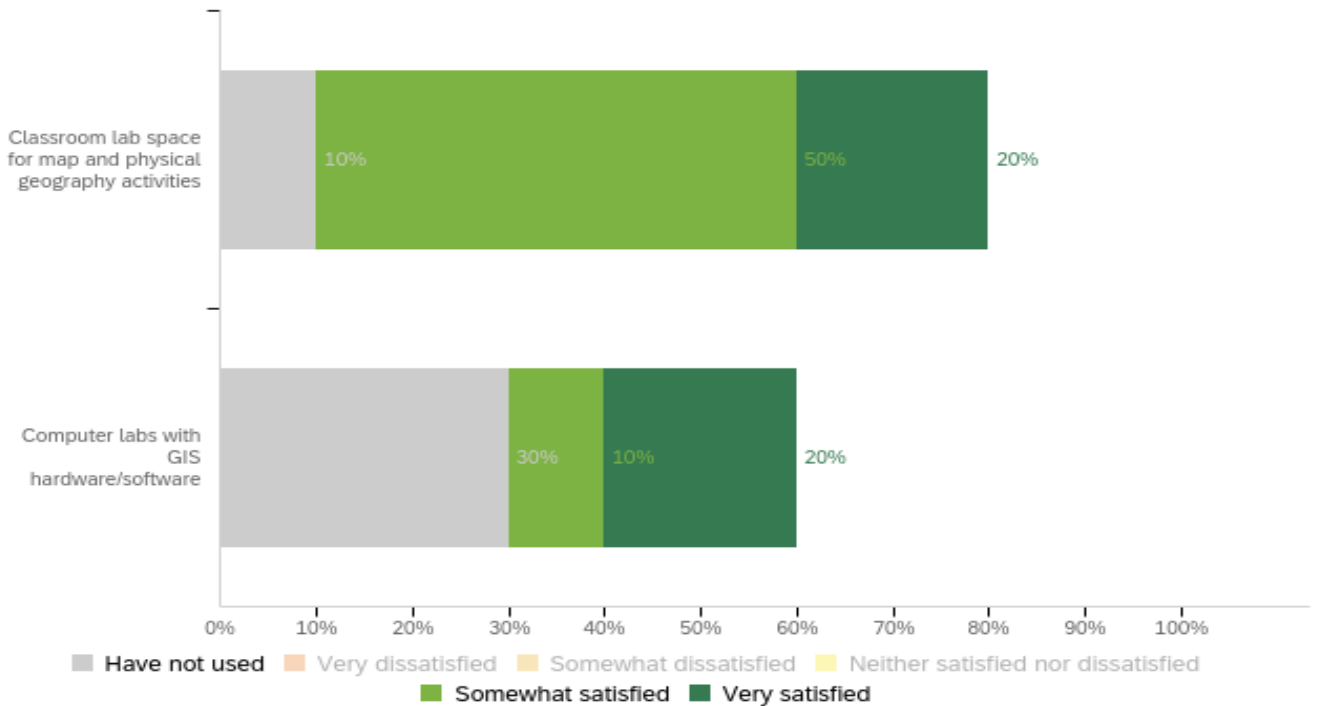


Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Have not used	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	Total
1	Geographic Information Systems (GIS) software	10%	0%	20%	20%	20%	30%	10
2	Geographic Information Systems (GIS) hardware	20%	0%	0%	30%	20%	30%	10
3	Rock and mineral samples	20%	0%	0%	0%	30%	50%	10
4	Paper maps (e.g. topographic maps)	30%	0%	0%	10%	40%	20%	10
5	Field instruments	40%	0%	0%	30%	30%	0%	10

Does the program have the facilities needed to deliver the curriculum?

30 - How satisfied are you with the following facilities as they apply to KPU's Geography program?

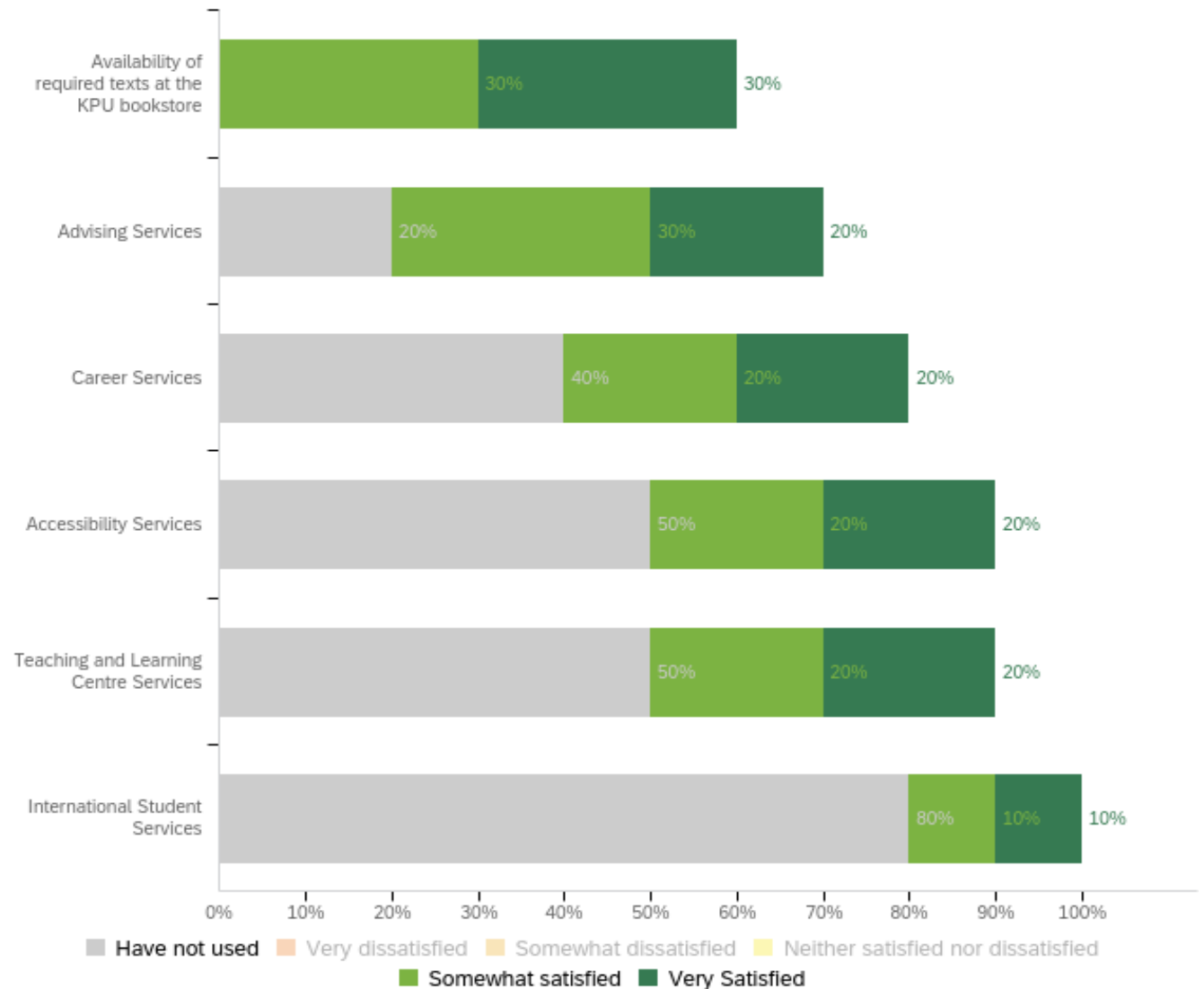


Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Have not used	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	Total
1	Classroom lab space for map and physical geography activities	10%	10%	0%	10%	50%	20%	10
2	Computer labs with GIS hardware/software	30%	0%	20%	20%	10%	20%	10

Does the program have the support services needed to deliver the curriculum?]

31 - How satisfied are you with the following as they apply to KPU's Geography program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Have not used	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very Satisfied	Total
1	Availability of required texts at the KPU bookstore	0%	0%	10%	30%	30%	30%	10
2	Advising Services	20%	0%	20%	10%	30%	20%	10
3	Career Services	40%	20%	0%	0%	20%	20%	10

4	Accessibility Services	50%	10%	0%	0%	20%	20%	10
5	Teaching and Learning Centre Services	50%	10%	0%	0%	20%	20%	10
6	International Student Services	80%	0%	0%	0%	10%	10%	10

Appendix 8: Administrative Data Report

Glossary

Average Seats Offered: Maximum number of seats available in a department/Faculty divided by the count of classes offered by the department/Faculty.

Average Seats Filled: Number of seats taken in a department/Faculty divided by the count of classes offered by the department/Faculty.

BC Student Outcomes: Results of the three annual surveys of former post-secondary students in BC, one to two years after graduation, as a supplemental tool for assessing programs offered by KPU and comparing them to similar programs at other institutions. The three BC Student Outcomes surveys include the Diploma, Associate Degree, and Certificate Student Outcomes Survey (DAC), the Baccalaureate Graduates Survey (BGS), and the Trades Student Outcomes Survey (Trades). Note that while DAC covers all BC public post-secondary institutions, BGS does not report data from programs at research-intensive universities such as UBC and SFU.

Cumulative Grade Distribution: The number of students who receive a particular letter grade (A+ through F) plus those who receive a higher grade, as a percentage of the total number of students with a grade or a W/WE or DEF (Deferred). Useful for estimating the proportion of passing students based on any specific grade requirement.

DFW Rate: % of students who received a grade of D or F or withdrew from the course. Percentage is calculated based on number of students with a grade or a W/WE or DEF (Deferred).

Faculty Student Headcount: Count of all students enrolled in a Faculty, including undeclared students.

Fill Rate: Number of seats filled divided by the number of seats offered.

Grade Point Equivalent Mean: The average grade of students in the selected courses, based solely on the numerical grade point equivalent of a letter grade. A weighted average is used, such that larger classes have a larger influence on the computed mean. It is not an average of course-level grades weighted by course credits.

Intended of Undeclared: Students who identified Geography as their intended major on their application. Note that not all of these students declare a major in Geography.

Program Student Headcount: Count of declared and intended of undeclared students. Withdrawals are included. To avoid double counting students, the student headcount is a unique headcount for the year, not the sum of intended of undeclared and declared counts.

Repeat Rate: Students who repeat a course, that is, have taken the course previously. Percentage is calculated based on number of students with a grade or a W/WE or DEF.

Unmet Demand: Number of waitlist seats held by students unable to enroll in the same course, and have not dropped that course, within the same term. A student waitlisted in multiple sections of the same course in the same term is counted as one waitlist seat.

Seats Offered: Maximum number of seats available in a unit (section, course, department, faculty).

Seats Filled: Number of seats taken in the unit (section, course, department, faculty)

Chapter 3. Program Relevance and Demand

3.1 Relevance

Are the program learning outcomes relevant to the current needs of the discipline/sector?¹

What percentage of the program graduates are satisfied with the education they received? What percentage of the graduates rate the quality of instruction they received as “very good”, “good”, or “adequate”? Do they find their program of study useful in their current position?

Exhibit 1: KPU Geography Programs BC Student Outcomes Data Compared with Ministry Targets

Measures	BC Student Outcomes Data for KPU's Geography Programs (Major, Minor, Associate Degree) (2019-21)	Ministry Target
Respondents	13	-
Satisfaction ²	85%	≥ 90%
Quality ³	92%	≥ 90%
Usefulness ⁴	73%	≥ 90%

Exhibit 1.1: KPU Major in Applied Geography Program BC Student Outcomes Data Compared with Ministry Targets

Measures	BC Student Outcomes Data for KPU's Major in Applied Geography Program (2019-21)	Ministry Target
Respondents	9	-
Satisfaction	89%	≥ 90%
Quality	100%	≥ 90%
Usefulness	88%	≥ 90%

¹ Data reported in this section was obtained from the Student Outcomes Dashboard 2017-21, which is available at <https://kpuemp.sharepoint.com/sites/sem/data/SitePages/Home.aspx>

² Respondents who are "very satisfied" or "satisfied" with the education or training they received in their program of study.

³ Respondents who rate the quality of instruction received from their program of study as "very good", "good" or "adequate".

⁴ Respondents who describe their program of study as "very" or "somewhat" useful in their current occupation.

3.3 Student Demand

Who takes the program?⁵

Has the demographic profile of students in Geography Programs changed over the last five years?

Exhibit 2: Demographic Profile of Students in Geography Programs by Academic Year

	2017/18	2018/19	2019/20	2020/21	2021/22
Student Headcount	80	74	62	59	65
% Women	53%	51%	52%	47%	40%
% 22 years or younger	58%	53%	52%	58%	62%
% International	14%	19%	16%	19%	23%

How does the demographic profile of students in Geography Programs compare with that of students at the same level for the Faculty of Arts as a whole over the same period?

Exhibit 3: Demographic Profile of Faculty of Arts Students by Academic Year

	2017/18	2018/19	2019/20	2020/21	2021/22
Student Headcount	5,895	5,737	5,843	5,717	6,084
% Women	62%	62%	62%	63%	62%
% 22 years or younger	69%	68%	67%	67%	69%
% International	15%	14%	17%	18%	27%

Is demand for the program sustainable?

Various measures of student demand for the program are presented below. Consider what, collectively, these measures indicate about the demand for the program.

Has demand for Geography courses been changing over the last five years? Is the overall class size, in terms of filled seats, sustainable? How does demand for Geography courses compare with demand for Faculty of Arts undergraduate courses over the same period?

Exhibit 4: Student Headcount in Geography Courses by Academic Year Compared with Faculty of Arts Undergraduate Courses

⁵ Data reported in this section was obtained from the Enrolment Dashboard 2020-21, which is available at <https://kpuemp.sharepoint.com/sites/sem/data/SitePages/Home.aspx>

	2017/18	2018/19	2019/20	2020/21	2021/22	%Change ⁶
Geography	1,466	1,241	1,213	1,133	1,117	-24 %
Faculty of Arts	12,360	12,122	11,574	11,167	12,296	0.5%

Has demand for the Geography Programs changed over the last five years? How does it compare with demand for Faculty of Arts undergraduate programs over the same period?

Exhibit 5: Student Headcount in Geography Programs by Academic Year Compared with Faculty of Arts Undergraduate Programs

	2017/18	2018/19	2019/20	2020/21	2021/22
Declared-Major	30	26	24	20	19
Declared-Minor	9	11	8	13	10
Declared-Associate Degree	4	1	0	2	2
Intended of Undeclared	41	43	34	29	34
Geography Total Headcount	80	74	62	59	65
Faculty of Arts Total Headcount	5,893	5,737	5,843	5,706	6,084

⁶ % Change refers to change between 2016/17 to 2020/21.

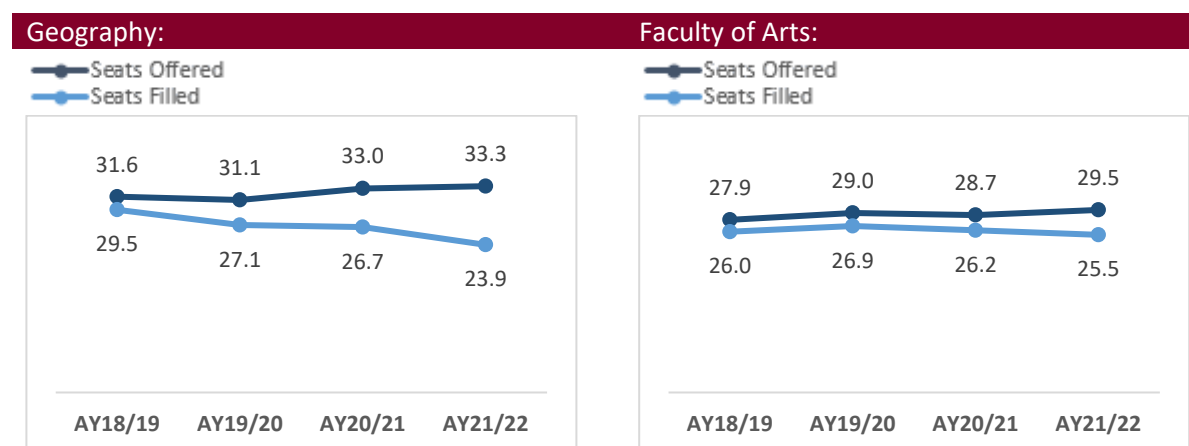
How do enrolment trends in KPU's Geography Programs compare with overall enrolment trends in similar programs in BC?

Exhibit 6: Number of Students Enrolled in Geography Programs at BC Public Post-Secondary Institutions⁷

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Total (excluding KPU) ⁸	1,457	1,470	1,545	1,533	1,478	1,260
Associate Degree	57	63	64	61	59	63
Bachelor's Degree	1,402	1,408	1,483	1,473	1,419	1,197
KPU Total	28	27	34	27	24	22
Associate Degree	16	7	4	1	0	2
Bachelor's Degree	12	20	30	26	24	20

Has there been a change in average filled seats per class in Geography courses? How do they compare with Faculty of Arts courses at the same level? Is demand steady, declining, or increasing?

Exhibit 7: Average Filled Seats per Class by Academic Year from AY 2018/19 to 2021/22

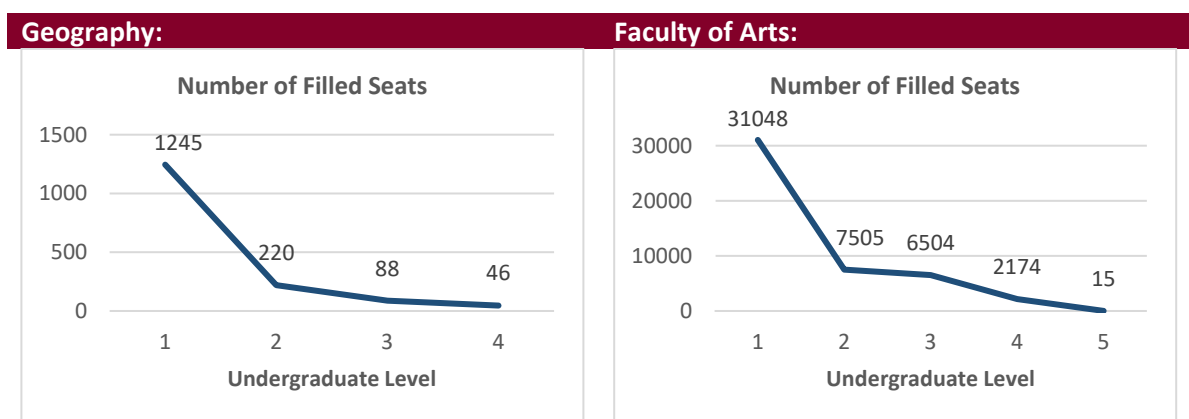


How does demand for upper level courses (3rd and 4th year) compare with demand for lower level courses, where applicable? How does demand for upper level versus lower level courses compare with demand for Faculty of Arts upper level and lower level courses?

Exhibit 8: Number of Course Enrolments by Undergraduate Level for AY 2021/22

⁷ The data was obtained from the High School Transitions 2021 Dashboard. The BC Student Transitions Project tracks students' movements in the BC public post-secondary education system. Data are coded by Classification of Instructional Program (CIP). To identify Geography programs, CIP code 45.0701 Geography was used.

⁸ Langara College, Simon Fraser University, Thompson River University, University of British Columbia - Okanagan, University of British Columbia - Vancouver, University of Northern British Columbia, and University of Victoria.



A program's importance isn't gaged by the tuition revenue it brings in, as some programs will not be able to cover their costs, but all programs should be delivered efficiently. Part of assessing a program's sustainability is considering if it can be made more efficient without compromising student safety or success. The biggest driver of efficiency is class size in terms of filled seats. International enrolments, where relevant, can improve a program's sustainability.

Is the overall calls size, in terms of filled seats, sustainable? How does tuition compare with instructional costs for the average class in the Geography Program?

Exhibit 9: Cost Structure of Average Class for Geography, Arts UG, and All KPU UG Courses for Academic Year 2021/22

	Geography	Arts UG	All KPU UG
Cost of Instruction ⁹	\$15,712.75	\$15,712.75	\$15,712.75
Average # of Seats Filled	23.9	25.5	24.8
Overall % filled by International	57%	37%	43%
Tuition Revenue	\$33,270.15	\$27,161.39	\$28,847.95
Average Net Revenue	\$17,557.40	\$11,448.64	\$13,135.20
Total # of Classes	67	1,850	4,602
Total Net Revenue	\$1,176,345.66	\$21,179,976.97	\$60,448,168.68

*Average Net Revenue = Cost of instruction - tuition revenue

Does the program have the capacity to meet demand?

Are there waitlists that limit students' ability to progress through the program in a timely manner? Are the waitlisted courses delivered by the program, or delivered by other departments?

Exhibit 10: Unmet Demand at the Stable Enrolment Date

	Unmet Demand	Fill Rate
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⁹ Note that the Cost of Instruction is calculated using the 2020/21 salary.

Fall 2022	15	75%
Summer 2022	33	81%
Spring 2022	7	67%
Fall 2021	7	68%
Summer 2021	76	94%
Spring 2021	NA	73%
Fall 2020	NA	76%
Summer 2020	151	96%
Spring 2020	34	80%
Fall 2019	72	87%

	Course	Unmet Demand
Summer 2022	GEOG-1101	31
Summer 2021	GEOG-1100	66
Summer 2020	GEOG-1101	44
	GEOG-1120	33
	GEOG-1110	32
Fall 2019	GEOG-1101	35

Unmet demand by course is available [here](#).

Chapter 4. Effectiveness of Instructional Delivery

4.1 Instructional Design and Delivery of Curriculum

Are appropriate opportunities provided to help students acquire the essential skills?¹⁰

Graduates are asked to indicate the extent to which the program helps them achieve the Ministry identified essential skills. Is the program achieving the Ministry's targets in skills development?

Exhibit 11: KPU Geography Programs BC Student Outcomes Essential Skills Data Compared with Ministry Targets

Measures	BC Student Outcomes Data for KPU Geography Programs (Major, Minor, Associate Degree)	Ministry Target
<i>Respondents</i>	13	
Skill Development ¹¹	96%	≥ 85%
<i>Write Clearly and Concisely</i>	100%	≥ 85%
<i>Speak Effectively</i>	100%	≥ 85%
<i>Read and Comprehend Materials</i>	92%	≥ 85%
<i>Work Effectively with Others</i>	92%	≥ 85%
<i>Analyze and Think Critically</i>	100%	≥ 85%
<i>Resolve Issues or Problems</i>	100%	≥ 85%
<i>Learn on your Own</i>	85%	≥ 85%

¹⁰ Data reported in this section was obtained from the Student Outcomes dashboard 2017-21, which is available at <https://kpuemp.sharepoint.com/sites/sem/data/SitePages/Home.aspx>

¹¹ Program graduates' assessment of their skill development at KPU. An overall average for all skills is provided, plus the results for each skill.

Exhibit 11.1: KPU Major in Applied Geography Program BC Student Outcomes Essential Skills Data Compared with Ministry Targets

Measures	BC Student Outcomes Data for KPU Major in Applied Geography (2019-21)	Ministry Target
<i>Respondents</i>	9	
Skill Development ¹²	94%	≥ 85%
<i>Write Clearly and Concisely</i>	100%	≥ 85%
<i>Speak Effectively</i>	100%	≥ 85%
<i>Read and Comprehend Materials</i>	89%	≥ 85%
<i>Work Effectively with Others</i>	89%	≥ 85%
<i>Analyze and Think Critically</i>	100%	≥ 85%
<i>Resolve Issues or Problems</i>	100%	≥ 85%
<i>Learn on your Own</i>	78%	≥ 85%

¹² Program graduates' assessment of their skill development at KPU. An overall average for all skills is provided, plus the results for each skill.

4.2 Student Success

Are students performing satisfactorily in courses?¹³

Are an adequate number of students in Geography courses receiving a grade of C and above? How do they compare with the students in Faculty of Arts courses at the undergraduate level?

Exhibit 12: Cumulative Grade Distribution for Geography Courses from AY 2017/18 to 2021/22

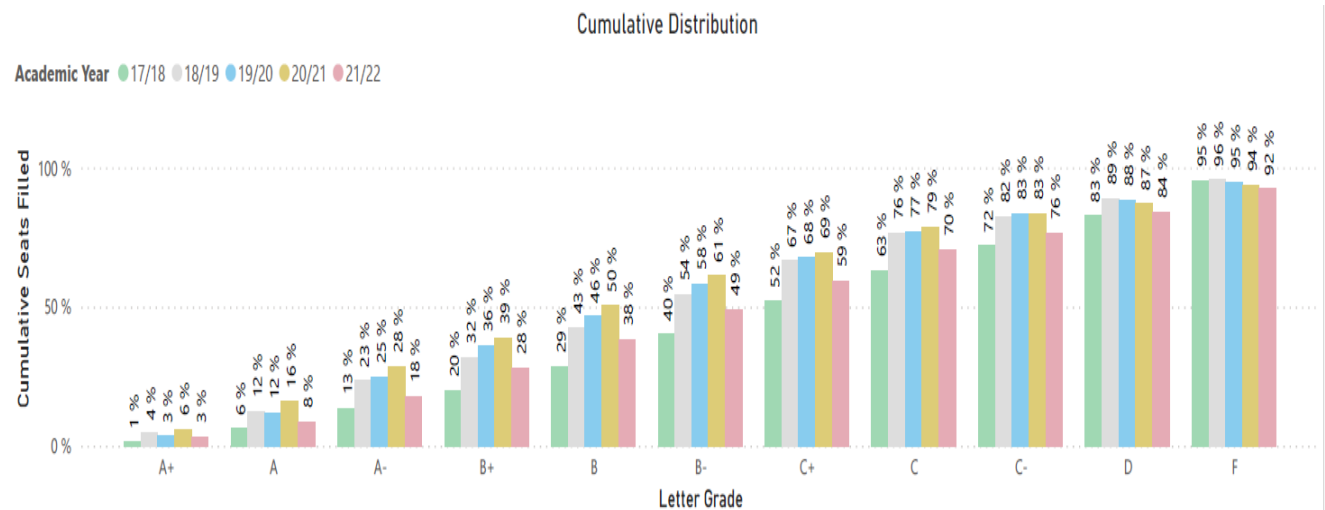
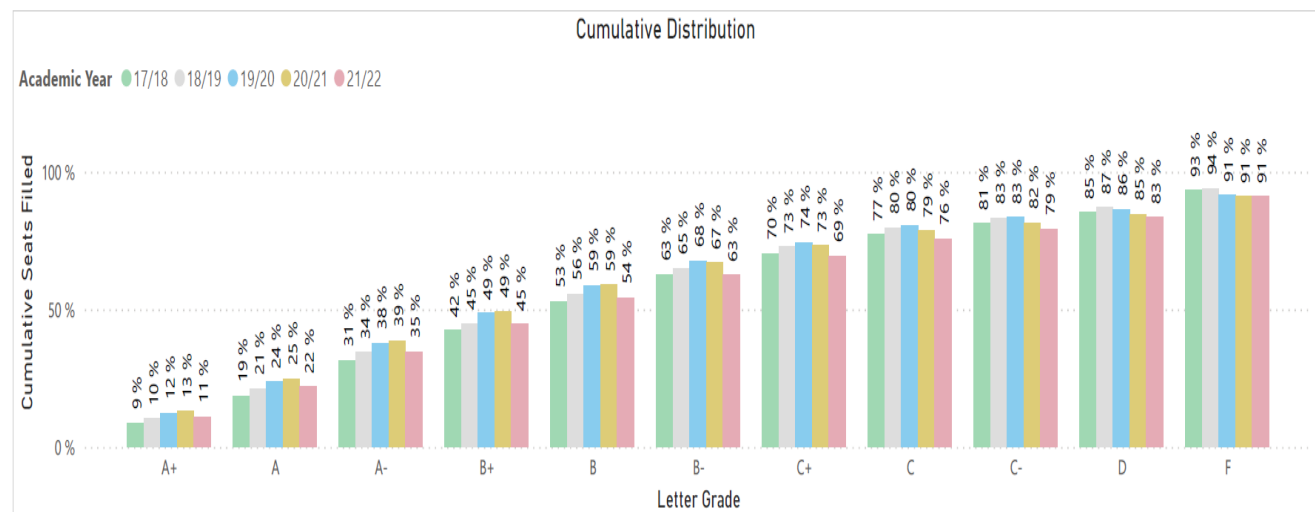


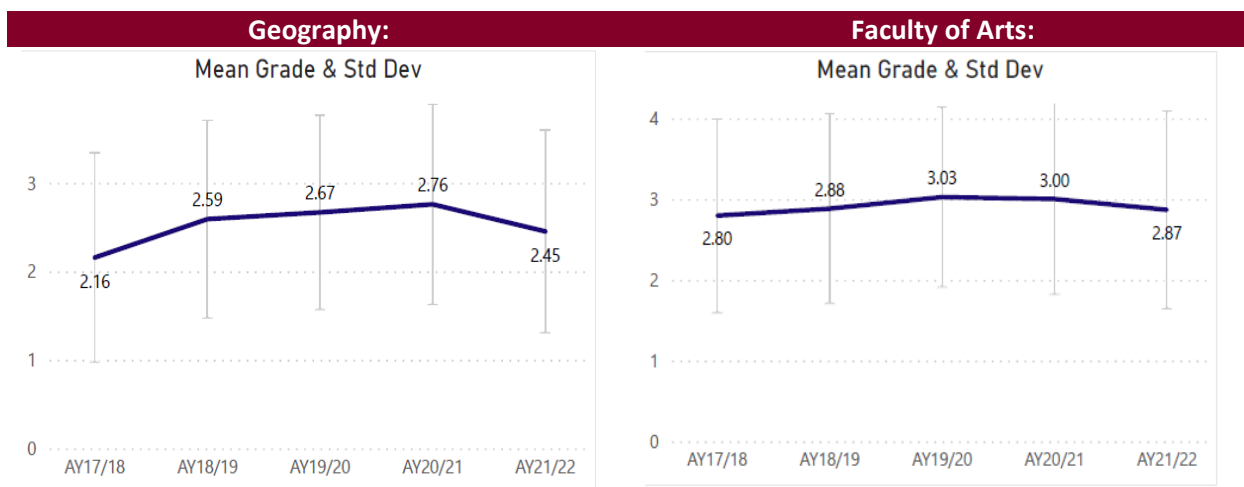
Exhibit 13: Cumulative Grade Distribution for Faculty of Arts Undergraduate Courses from AY 2017/18 to 2021/22



¹³ Data reported in this section was obtained from the Grade Distribution Report, which is available at <https://kpuemp.sharepoint.com/sites/sem/data/SitePages/Home.aspx>

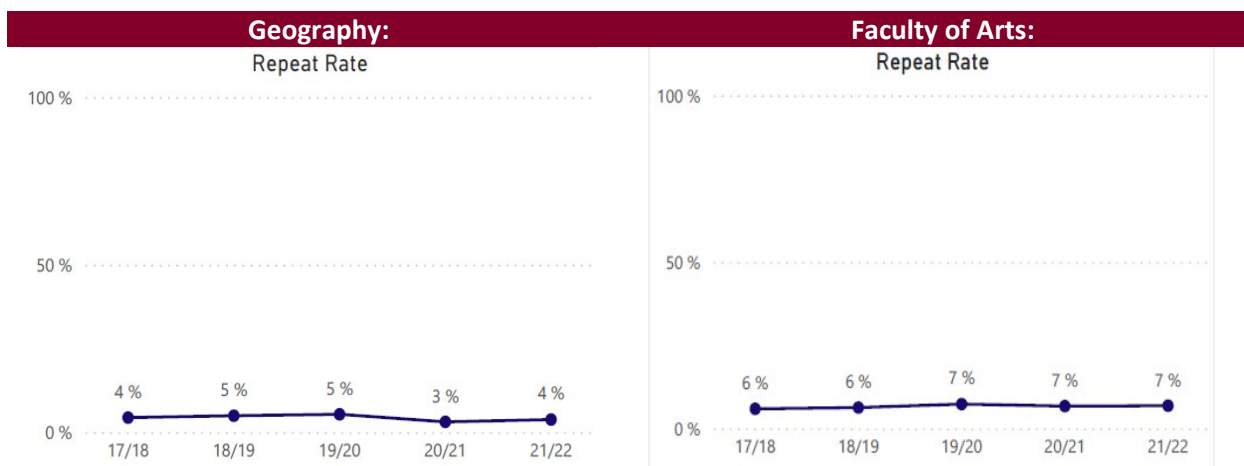
Do the overall grade trends for the Geography courses indicate an issue? How do they compare with the overall grade for Faculty of Arts undergraduate courses?

Exhibit 14: Grade Data for Geography Courses by Academic Year compared with Faculty of Arts



Do the repeat rate trends in Geography courses indicate an issue? How does it compare with the repeat rate trends of Faculty of Arts undergraduate courses?

Exhibit 15: Repeat Rates in Geography Courses by Academic Year Compared with Faculty of Arts



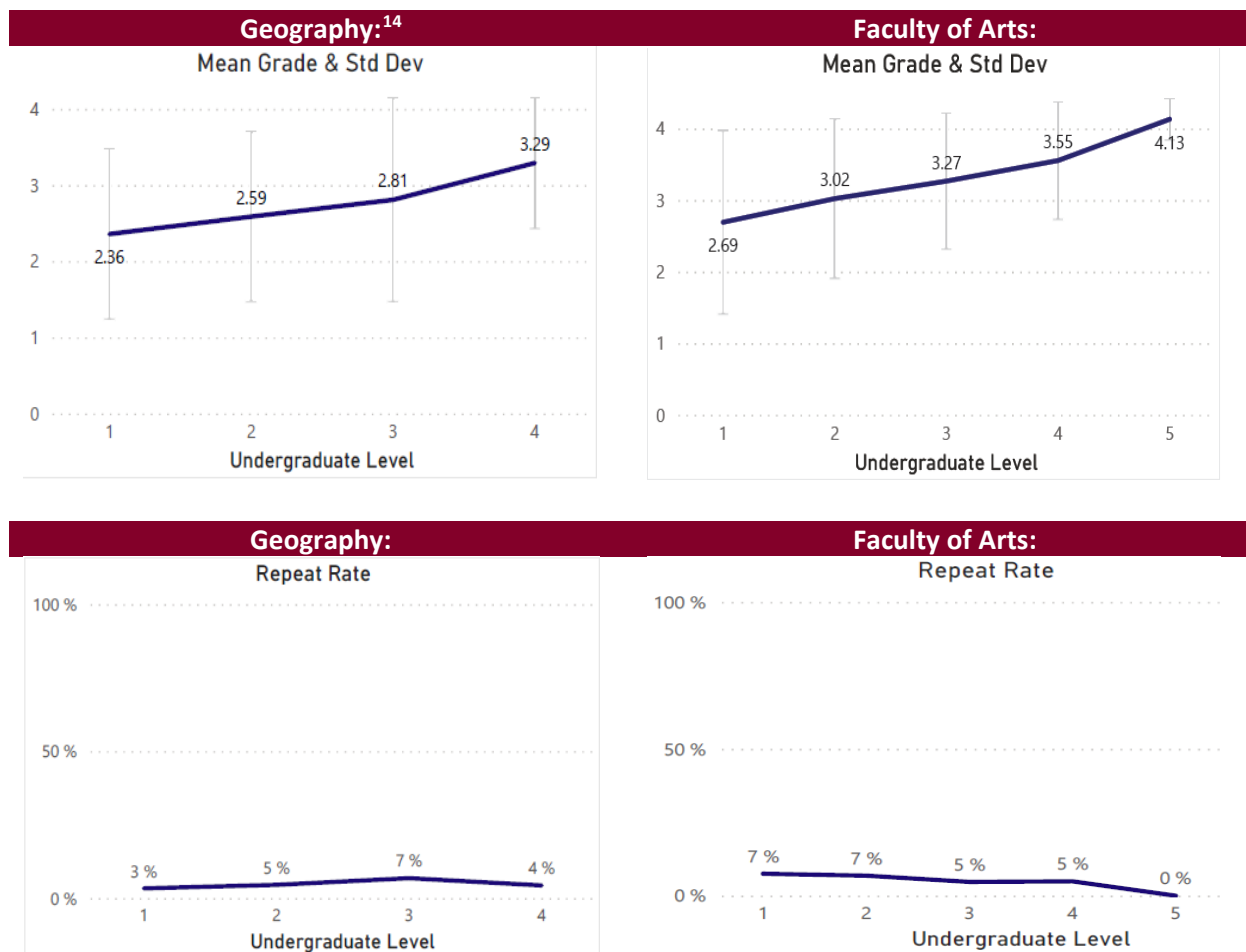
Does the DFW rate trends in Geography courses indicate an issue? How does it compare with the DFW rate trends in Faculty of Arts undergraduate courses?

Exhibit 16: DFW Rates in Geography Undergraduate Level Courses by Academic Year Compared with Faculty of Arts

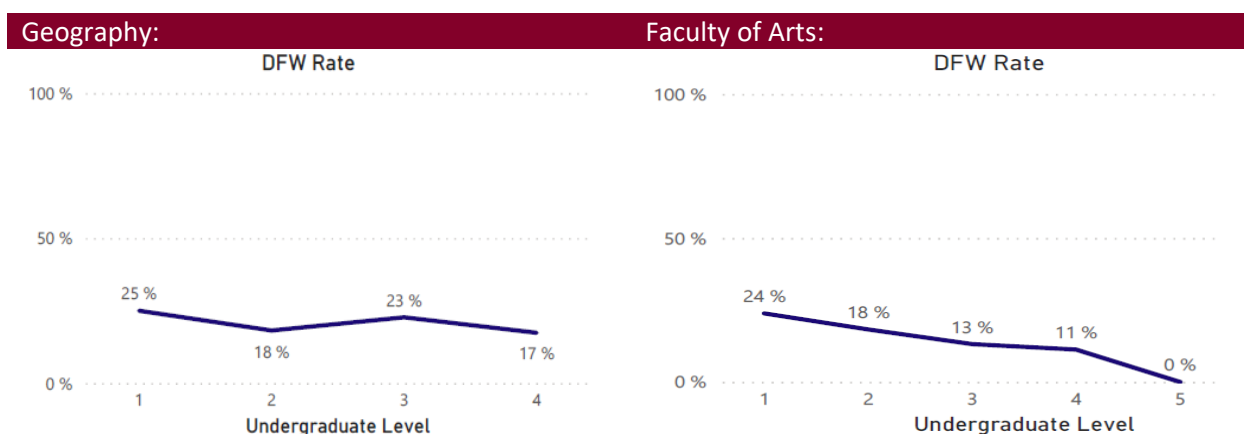


Are there any issues with students' performance in Geography courses at each level? How do they compare with Faculty of Arts undergraduate courses?

Exhibit 17: Student Performance Data for Geography Courses for 2021/22 by Undergraduate Levels Compared with Faculty of Arts



¹⁴ Note that variations in sample size can affect the Grade Point Equivalent Mean data.



Are students making satisfactory progress in the program?¹⁵

Has there been a change in the number of graduates in Geography programs over time? How does it compare with Faculty of Arts in general?

Exhibit 18: Geography Graduate Headcount¹⁶ by Credential and Academic Year

	2017/18	2018/19	2019/20	2020/21	2021/22
Total ¹⁷	10	4	11	8	5
Associate Degree	3	-	1	1	1
Bachelor's Degree	7	4	10	7	4

Exhibit 19: Faculty of Arts Graduate Headcount by Credential and Academic Year

	2017/18	2018/19	2019/20	2020/21	2021/22
Total	804	893	1,565	1,341	1,327
Associate Degree	74	52	66	55	66
Bachelor's Degree	389	358	440	449	441
Certificate	102	72	203	108	146
Diploma	245	421	862	738	689

Are Geography program students completing the program within a reasonable time? How does it compare with Faculty of Arts in general?

Exhibit 20: Median¹⁸ Years to Graduate:¹⁹ Geography

	2018/19	2019/20	2020/21	2021/22
Associate Degree	-	5.0	15.0	4.7
Bachelor's Degree	9.7	6.0	6.0	7.0

¹⁵ All data reported in this section was obtained from the Statistics by Discipline Reports dashboard.

¹⁶ Count of unique students who have earned a KPU credential. Breakdown values may not add up to total or 100% because a student can earn multiple credentials in different categories within the same academic year.

¹⁷ To avoid double counting students, total graduate headcounts presented in Exhibits 18 and 19 are unique headcounts of students for the year, not the sum of the credential counts.

¹⁸ A computed "middle" number in a set of numbers when sorted by value, such that 50% of the values are higher and 50% are smaller than this number. The Median is preferred over the Mean when the distribution of numbers contains a few extreme values. Extreme values will distort the Mean in that direction, whereas the Median is not affected by extreme values.

¹⁹ The data in Exhibits 20 and 21 present the median number of years students took to receive their first credential.

Exhibit 21: Median Years to Graduate: Faculty of Arts

	2018/19	2019/20	2020/21	2021/22
Associate Degree	4.5	3.0	3.7	3.8
Bachelor's Degree	5.7	5.7	5.7	5.7
Certificate	2.0	1.7	2.5	2.0
Diploma	2.3	2.7	3.0	2.3

Are graduates of the program successful?

Are the graduates getting jobs in a related field? Are the graduates pursuing further education?

Exhibit 22: KPU Geography Program BC Student Outcomes Data Compared with Ministry Targets

Measures	BC Student Outcomes Data for KPU Geography Programs (Major, Minor, Associate Degree)	Ministry Target
<i>Respondents</i>	13	
Unemployment Rate ²⁰	8.3%	≤18.9%
Currently Employed ²¹	85%	
In a Related Job ²²	36%	
Further Studies ²³	46%	

Exhibit 22.1: KPU Major in Applied Geography Program BC Student Outcomes Data Compared with Ministry Targets

Measures	BC Student Outcomes Data for KPU Major in Applied Geography Program	Ministry Target
<i>Respondents</i>	9	
Unemployment Rate ²⁴	11.1%	≤ 18.9%
Currently Employed ²⁵	89%	
In a Related Job ²⁶	38%	
Further Studies ²⁷	56%	

²⁰ Unemployment rate of KPU's graduates (of those in the labour market).

²¹ Respondents who were working at a job or business at the time of the survey, as a percentage of all respondents, regardless of whether they were in the labour force.

²² Respondents who are currently employed in occupations that they describe as "very" or "somewhat" related to their studies, as a percentage of all employed respondents.

²³ Respondents who have taken further studies after taking the program, including those currently studying.

²⁴ Unemployment rate of KPU's graduates (of those in the labour market).

²⁵ Respondents who were working at a job or business at the time of the survey, as a percentage of all respondents, regardless of whether they were in the labour force.

²⁶ Respondents who are currently employed in occupations that they describe as "very" or "somewhat" related to their studies, as a percentage of all employed respondents.

²⁷ Respondents who have taken further studies after taking the program, including those currently studying.

Appendix 9: Alumni Program Review Surveys

Geography Program Review - Alumni Survey Results

The alumni survey was sent to 71 Geography alumni. A total of 13 alumni responded. The response rate is 18%.

Note: The data includes open-ended comments. In order to preserve integrity and objectivity, OPA does not do value-judgment editing (i.e. we do not fix spelling errors, syntax issues, punctuation, etc.). Comments are included verbatim – with one exception: if individuals or courses are named, OPA redacts the name of the instructor or course. This rule applies to whether the comment is good, bad or indifferent.

1 - What is the highest credential you have earned in KPU's Geography Program?

#	What is the highest credential you have earned in KPU's Geography Program?	Percentage
1	Bachelor of Arts, Major in Applied Geography	62%
2	Bachelor of Arts, Minor in Geography	31%
3	Associate of Arts Degree in Geography	8%
	Total	13

2 - When did you complete this credential?

#	When did you complete this credential?	Percentage
2	2022	8%
4	2021	8%
5	2020	15%
6	2019	15%
7	2018	31%
8	2017	15%
9	2016	8%
10	2015	0%
11	2014 or earlier	0%
	Total	13

QUESTIONS ON CHAPTER 3: PROGRAM RELEVANCE AND DEMAND

Program Relevance

Are the program learning outcomes relevant to the current needs of the discipline/sector?]

3 - Program Relevance Program Learning Outcomes are statements that describe the knowledge and skills students will have upon completion of a program. Please indicate how relevant each of the following Program Learning Outcomes was to your career and/or educational goals.

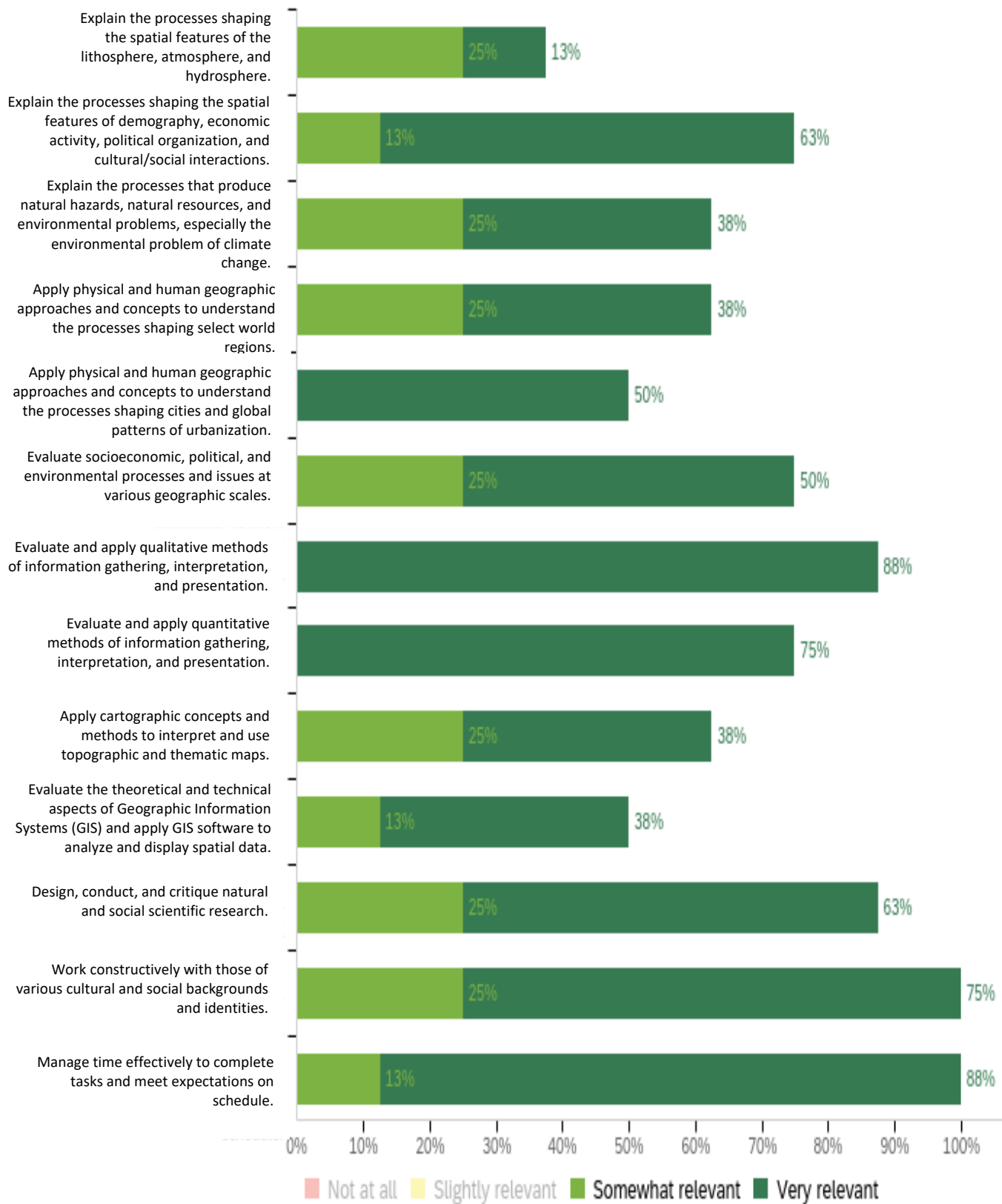
Associate of Arts in Geography Results

Too few responses to report.

Bachelor of Arts, Minor in Geography Results

Too few responses to report.

Bachelor of Arts, Major in Applied Geography Results



Note that “not at all” and “slightly relevant” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all relevant” and “slightly relevant” categories.

#	Question	Not at all	Slightly relevant	Somewhat relevant	Very relevant	Total
1	Explain the processes shaping the spatial features of the lithosphere, atmosphere, and hydrosphere.	38%	25%	25%	13%	8
2	Explain the processes shaping the spatial features of demography, economic activity, political organization, and cultural/social interactions.	0%	25%	13%	63%	8
3	Explain the processes that produce natural hazards, natural resources, and environmental problems, especially the environmental problem of climate change.	25%	13%	25%	38%	8
4	Apply physical and human geographic approaches and concepts to understand the processes shaping select world regions.	13%	25%	25%	38%	8
5	Apply physical and human geographic approaches and concepts to understand the processes shaping cities and global patterns of urbanization.	13%	38%	0%	50%	8
6	Evaluate socioeconomic, political, and environmental processes and issues at various geographic scales.	0%	25%	25%	50%	8
7	Evaluate and apply qualitative methods of information gathering, interpretation, and presentation.	0%	13%	0%	88%	8
8	Evaluate and apply quantitative methods of information gathering, interpretation, and presentation.	0%	25%	0%	75%	8
9	Apply cartographic concepts and methods to interpret and use topographic and thematic maps.	38%	0%	25%	38%	8
10	Evaluate the theoretical and technical aspects of Geographic Information Systems (GIS) and apply GIS software to analyze and display spatial data.	25%	25%	13%	38%	8
11	Design, conduct, and critique natural and social scientific research.	0%	13%	25%	63%	8
12	Work constructively with those of various cultural and social backgrounds and identities.	0%	0%	25%	75%	8
13	Manage time effectively to complete tasks and meet expectations on schedule.	0%	0%	13%	88%	8

4 - The program curriculum is the academic content taught in a specific program. Overall, how satisfied are you with the curriculum of your KPU Geography program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	The program curriculum is the academic content taught in a specific program. Overall, how satisfied are you with the curriculum of your KPU Geography program?	Percentage
1	Very dissatisfied	0%
2	Somewhat dissatisfied	0%
3	Neither satisfied nor dissatisfied	0%
4	Somewhat satisfied	38%
5	Very satisfied	62%
	Total	13

5 - Thinking of your KPU Geography program's curriculum as a whole, please indicate the strengths of the program.

Found the program to be great. Aligned really well with my interests. Been a while to remember exactly everything but [Course Name Redacted] classes were great along with the GIS

I loved the variety of geography courses offered and the options to take other courses as well.

It was well rounded, I enjoyed most of the courses, I liked that there were not that many required courses.

The program's comprehensiveness. Having sufficient depth in most areas of the geography discipline instead of only touch-based within a course was a strong point of the program.

The profs are very passionate about their topics which made learning fun.

I felt it was a well rounded program, covering all areas within the geography sphere.

Knowledgeable and approachable teaching staff Combination of physical and human geography important. More emphasis on GIS, perhaps a minor program-employment in the field seems to be geared in this direction

High-level approach to numerous human and physical geographical studies provides foundation for careers in a broad range of fields.

Geography is a broad subject. They cover a great deal while thinking of how the subject matter translates into real world applicatins

6 - Thinking of your KPU Geography program's curriculum as a whole, please provide any suggestions you have for improvement.

The need for a second language, and the lack of course times. More times for courses would be better. Having to take some night and some day time makes it hard to work at the same time

Can't think of anything specific. Curriculum was fine for me, though my career path is not related to geography at all.

The science-related courses in the BA program were limited back when I was with KPU. There are 5 current courses([Course Names Redacted]) not available back then, and the leading 3 of these 5 courses are closely related to my current graduate studies. If I had them, I might struggle less in my MA thesis. Also, even though the [Course Names Redacted] were invaluable to my current professional occupation, one or two comprehensive courses in the branch of technical geography might make the program even better fitting to the name "applied." For the reason that the information related to this branch was sporadically located across courses of other focuses, I could only make those connections as the need for my graduate studies required them. I am certain if I did not pursue a MA program, I would not utilize these bits of knowledge and they would slip from me.

Less lectures and more lab time.

I would love more in-depth courses in the science side of geography such as meteorology and geology.

More Physical Geography field trips and follow up notes More emphasis on writing science based reports- future employment requires this type of writing.

Additional hands-on application of theory in the urban geography field (municipal jurisdictions and processes, transportation studies, etc.)

A next level stats or gis course would be helpful

7 - What topics/courses, if any, were missing from the program?

Not missing but I think another course or two for GIS would be great as that seems to have a higher chance when it comes to jobs in the field

More city planning ones would be nice. More GIS.

Geography of war would be interesting.

Hydrology, Biogeography, and Technical geography were the three major omissions from the program when I took it. I am happy to see the current curriculum has added the former, but more courses regarding technical geography might improve the program further.

More environmental topics!

None, perhaps a bit more science focused courses.

KPU emphasizes Human Geography, and does a terrific job. The Physical Geography component could be improved. Physical geography is impacting urban life.

4th-year Applications in Urban Planning course that draws on theory taught in ([Course Names Redacted]). Teach students about how best planning practices balance and consider competing stakeholder interests, such as land values, land use policy, transportation demand, climate change, arts and culture spaces, etc. I.e. How does all of this play out in real life?

See previous

8 - Though your credential was in Geography, were there courses you took from other departments at KPU that you found overlapped well with Geography? If so, what was the specific course(s) (e.g. HIST 1100)?

Policy course was useful. Anthropology courses are also good and astrology courses

Nope

Perhaps, astronomy.

Communications, report writing should be included in Geography at KPU.

ENVI 1121 ARTS 4800

Anthropology has many social and social aspects

QUESTIONS ON CHAPTER 4: EFFECTIVENESS OF INSTRUCTIONAL DELIVERY

Instructional Design and Delivery

Are appropriate opportunities provided to help students acquire the PLOs?

9 - To what extent did your KPU Geography program help you develop each of the following Program Learning Outcomes?

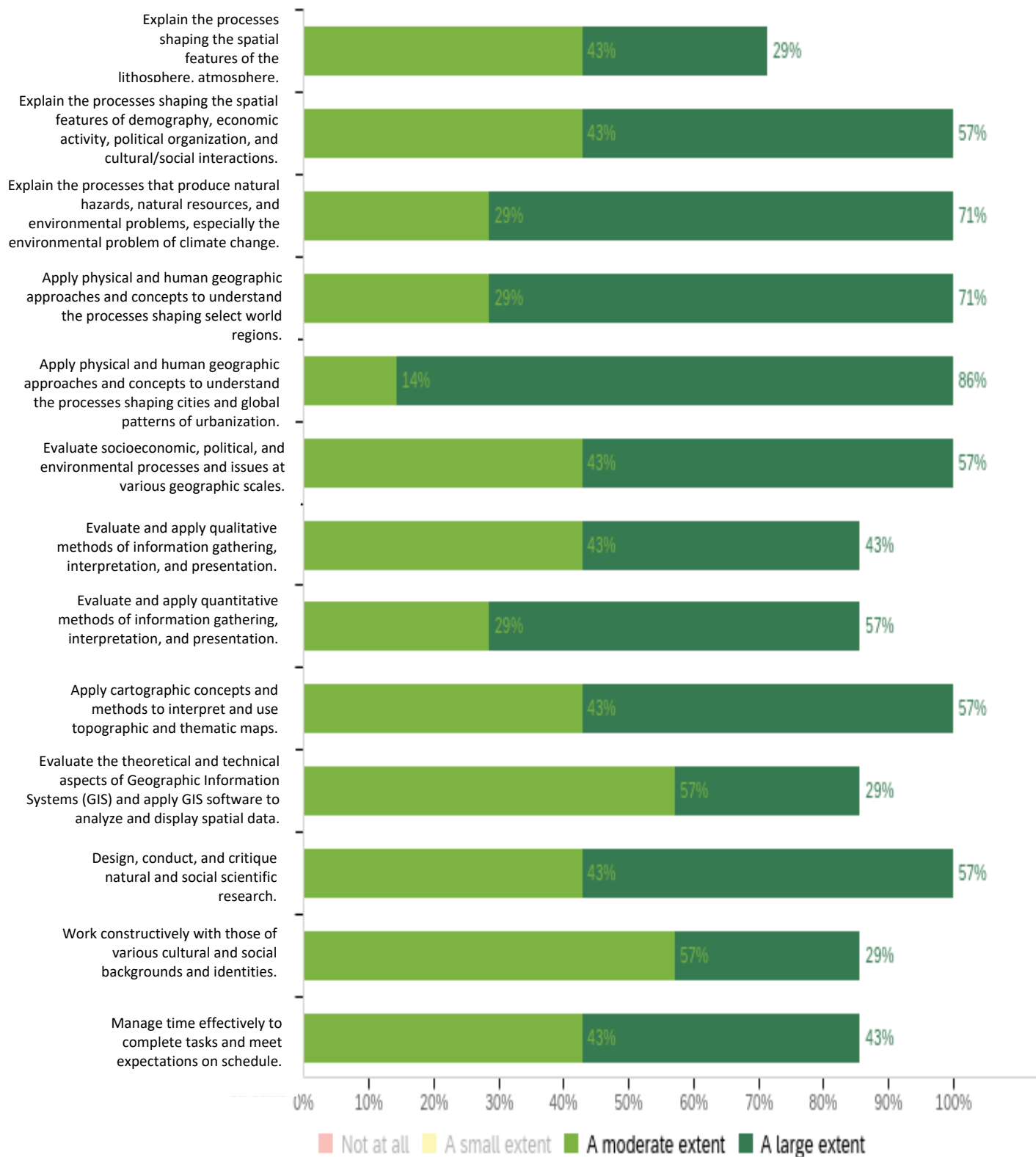
Associate of Arts in Geography Results

Too few responses to report.

Bachelor of Arts, Minor in Geography Results

Too few responses to report.

Bachelor of Arts, Major in Applied Geography Results

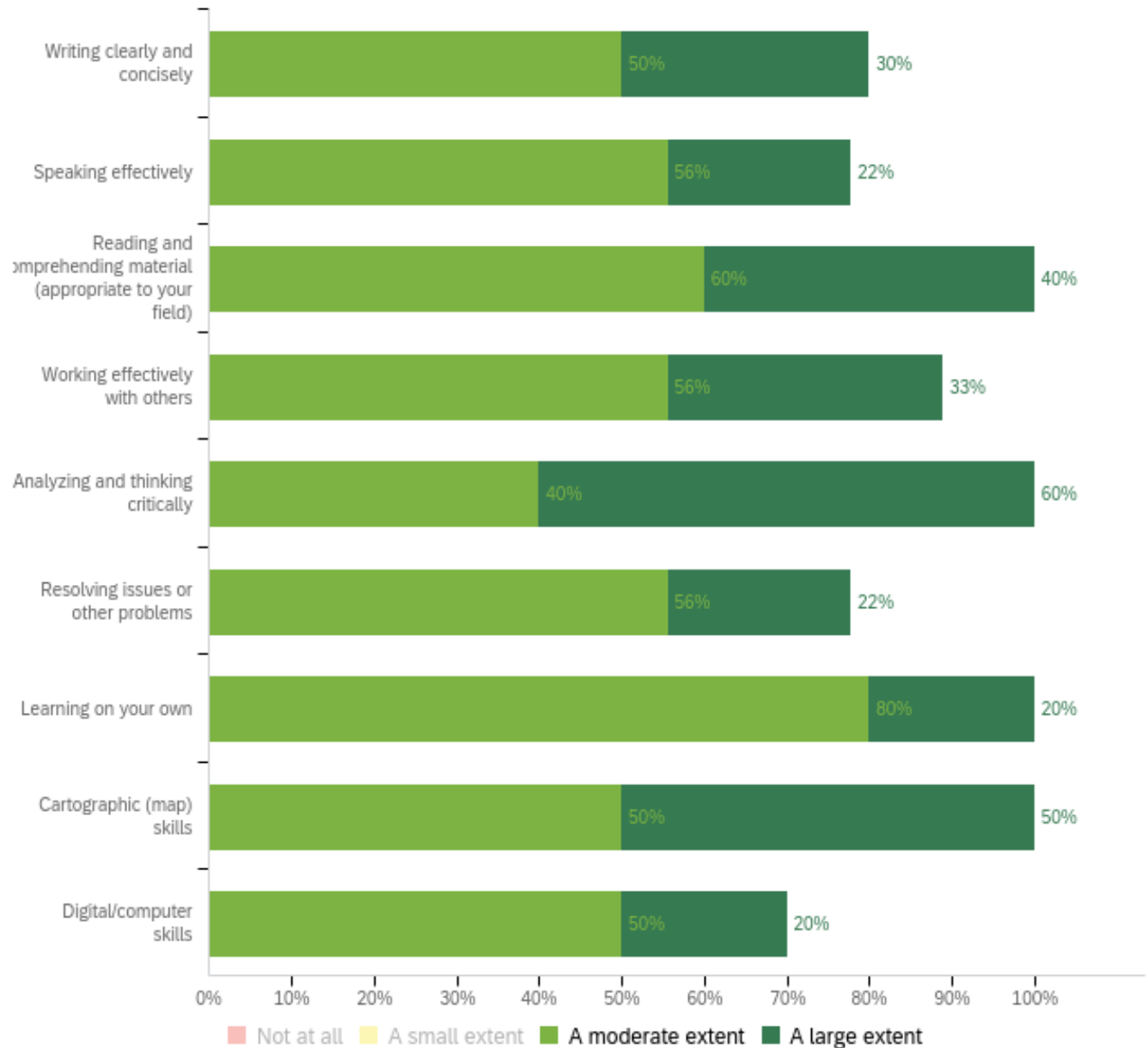


Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Explain the processes shaping the spatial features of the lithosphere, atmosphere, and hydrosphere.	0%	29%	43%	29%	7
2	Explain the processes shaping the spatial features of demography, economic activity, political organization, and cultural/social interactions.	0%	0%	43%	57%	7
3	Explain the processes that produce natural hazards, natural resources, and environmental problems, especially the environmental problem of climate change.	0%	0%	29%	71%	7
4	Apply physical and human geographic approaches and concepts to understand the processes shaping select world regions.	0%	0%	29%	71%	7
5	Apply physical and human geographic approaches and concepts to understand the processes shaping cities and global patterns of urbanization.	0%	0%	14%	86%	7
6	Evaluate socioeconomic, political, and environmental processes and issues at various geographic scales.	0%	0%	43%	57%	7
7	Evaluate and apply qualitative methods of information gathering, interpretation, and presentation.	0%	14%	43%	43%	7
8	Evaluate and apply quantitative methods of information gathering, interpretation, and presentation.	0%	14%	29%	57%	7
9	Apply cartographic concepts and methods to interpret and use topographic and thematic maps.	0%	0%	43%	57%	7
10	Evaluate the theoretical and technical aspects of Geographic Information Systems (GIS) and apply GIS software to analyze and display spatial data.	0%	14%	57%	29%	7
11	Design, conduct, and critique natural and social scientific research.	0%	0%	43%	57%	7
12	Work constructively with those of various cultural and social backgrounds and identities.	0%	14%	57%	29%	7
13	Manage time effectively to complete tasks and meet expectations on schedule.	14%	0%	43%	43%	7

Are appropriate opportunities provided to help students acquire the essential skills?

10 - To what extent did your KPU Geography program help you develop each of the following essential skills?



Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Writing clearly and concisely	0%	20%	50%	30%	10
2	Speaking effectively	0%	22%	56%	22%	9

3	Reading and comprehending material (appropriate to your field)	0%	0%	60%	40%	10
4	Working effectively with others	0%	11%	56%	33%	9
5	Analyzing and thinking critically	0%	0%	40%	60%	10
6	Resolving issues or other problems	0%	22%	56%	22%	9
7	Learning on your own	0%	0%	80%	20%	10
8	Cartographic (map) skills	0%	0%	50%	50%	10
9	Digital/computer skills	0%	30%	50%	20%	10

Are appropriate work-integrated and/or community-engaged learning opportunities provided to help students acquire the learning outcomes?

11 - To what extent do you agree that you had sufficient opportunities in your KPU Geography program to reinforce your learning through practical application of this learning?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

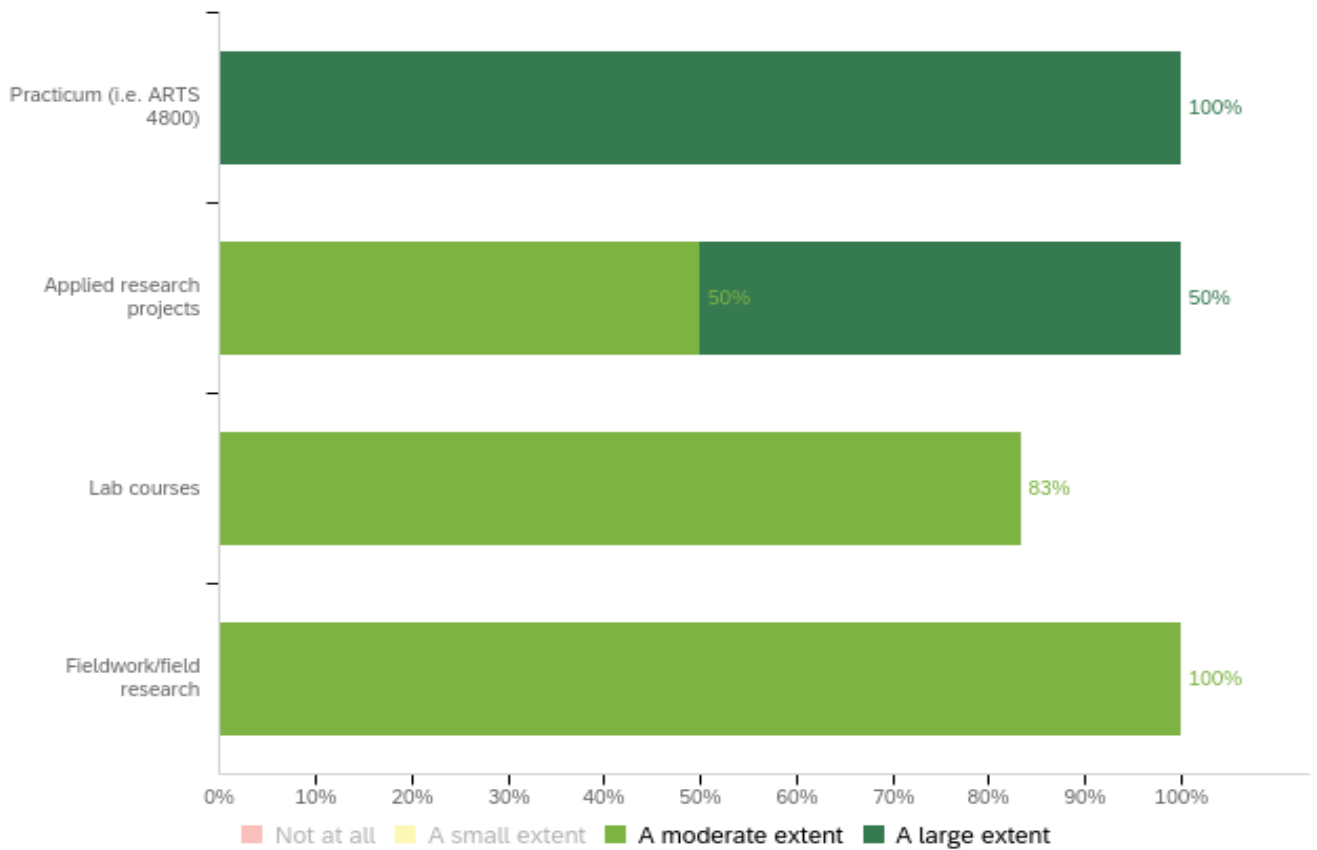
#	To what extent do you agree that you had sufficient opportunities in your KPU Geography program to reinforce your learning through practical application of this learning?	Percentage
1	Strongly disagree	0%
2	Somewhat disagree	0%
3	Neither agree nor disagree	0%
4	Somewhat agree	100%
5	Strongly agree	0%
	Total	10

12 - Were you involved in any of the following work-integrated and/or community-engaged learning opportunities? Select all that apply.

#	Answer	Percentage	Count
1	Practicum (i.e. ARTS 4800)	50%	4
2	Work-integrated course project/service learning	0%	0
3	Applied research projects	25%	2
4	Lab courses	75%	6
5	Fieldwork/field research	50%	4
		Total	8

Note: The last row presents the total number of respondents. The total number of responses for this question is greater than the number of respondents. Therefore, the percentage total exceeds 100%.

13 - Indicate the extent the work-integrated and/or community-engaged learning opportunities contributed to your learning.

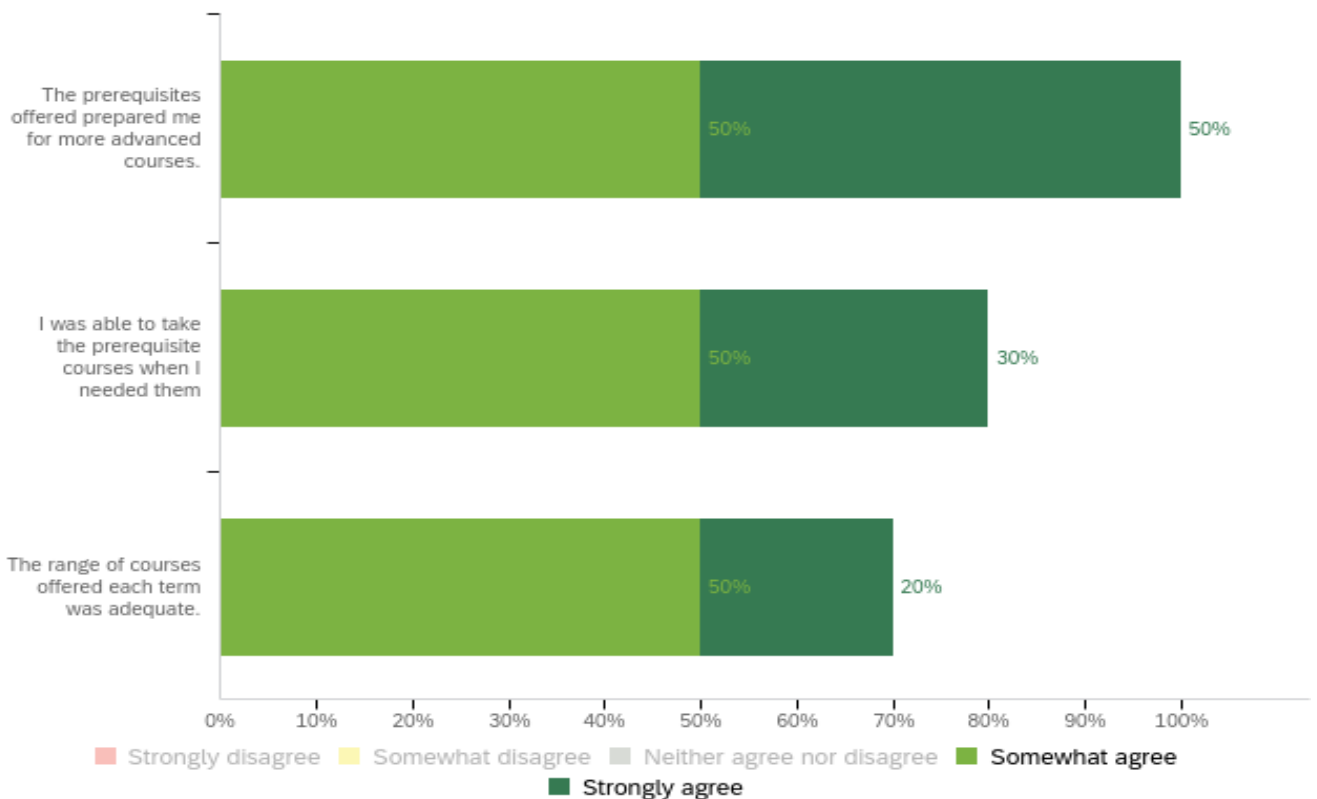


Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Practicum (i.e. ARTS 4800)	0%	0%	0%	100%	4
2	Work-integrated course project/service learning	0%	0%	0%	0%	0
3	Applied research projects	0%	0%	50%	50%	2
4	Lab courses	0%	17%	83%	0%	6
5	Fieldwork/field research	0%	0%	100%	0%	4

Does the program design ensure students are prepared for subsequent courses?/Are students making satisfactory progress in the program?

14 - Thinking of your KPU Geography program as a whole, please indicate your agreement with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories to enable quick comparisons between items. For items with low positive percentages, use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	The prerequisites offered prepared me for more advanced courses.	0%	0%	0%	50%	50%	10
2	I was able to take the prerequisite courses when I needed them	0%	10%	10%	50%	30%	10
3	The range of courses offered each term was adequate.	0%	20%	10%	50%	20%	10

Does the instruction meet the needs of diverse learners?

15 - Overall, how satisfied are you with the instruction you received in your KPU Geography program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Overall, how satisfied are you with the instruction you received in your KPU Geography program?	Percentage
1	Very dissatisfied	0%
2	Somewhat dissatisfied	0%
3	Neither satisfied nor dissatisfied	0%
4	Somewhat satisfied	20%
5	Very satisfied	80%
	Total	10

16 - Thinking of how instruction was delivered across the program as a whole, please indicate the strengths of the program instruction.

Having some virtual options was nice.

instructors cared, took time to explain concepts and provide feedback, provided valuable reference letters for further education when required, clear grading metrics were provided.

The Geography department was very personable and easy to work with. Prof's were very encouraging & genuine which helped to engage students and encourage participation. Class discussion, group work and field trips helped apply our knowledge and kept things interesting.

The notes and lecture was perfect

Great teachers who were passionate about their field.

Lab courses were student based. Instruction was minimal. Labs are important for employment opportunities and should be emphasized more. Need more industry and urban based relationships. Student involvement in parks, municipal politics, water and sewage treatment plants, etc...

Instructors had a variety of strengths/backgrounds applicable to the courses that they taught.

A small but dedicated faculty in a small classroom setting was amazing. [Instructor Names Redacted] knew us all by name and combined their extensive knowledge with practia application.

17 - Thinking of how instruction was delivered across the program as a whole, please provide any suggestions you have for improvement in program instruction.

Having labs on the same day and roughly same time as the lectures is helpful

This was a few years ago, but some of the 3rd or 4th year classes were often not offered or cancelled due to the small number of students. We had to wait a year or 2 until others caught up and we could have enough students to take the class together. So the timing was an issue if there was a class you were really interested in.

No textbooks

Nothing.

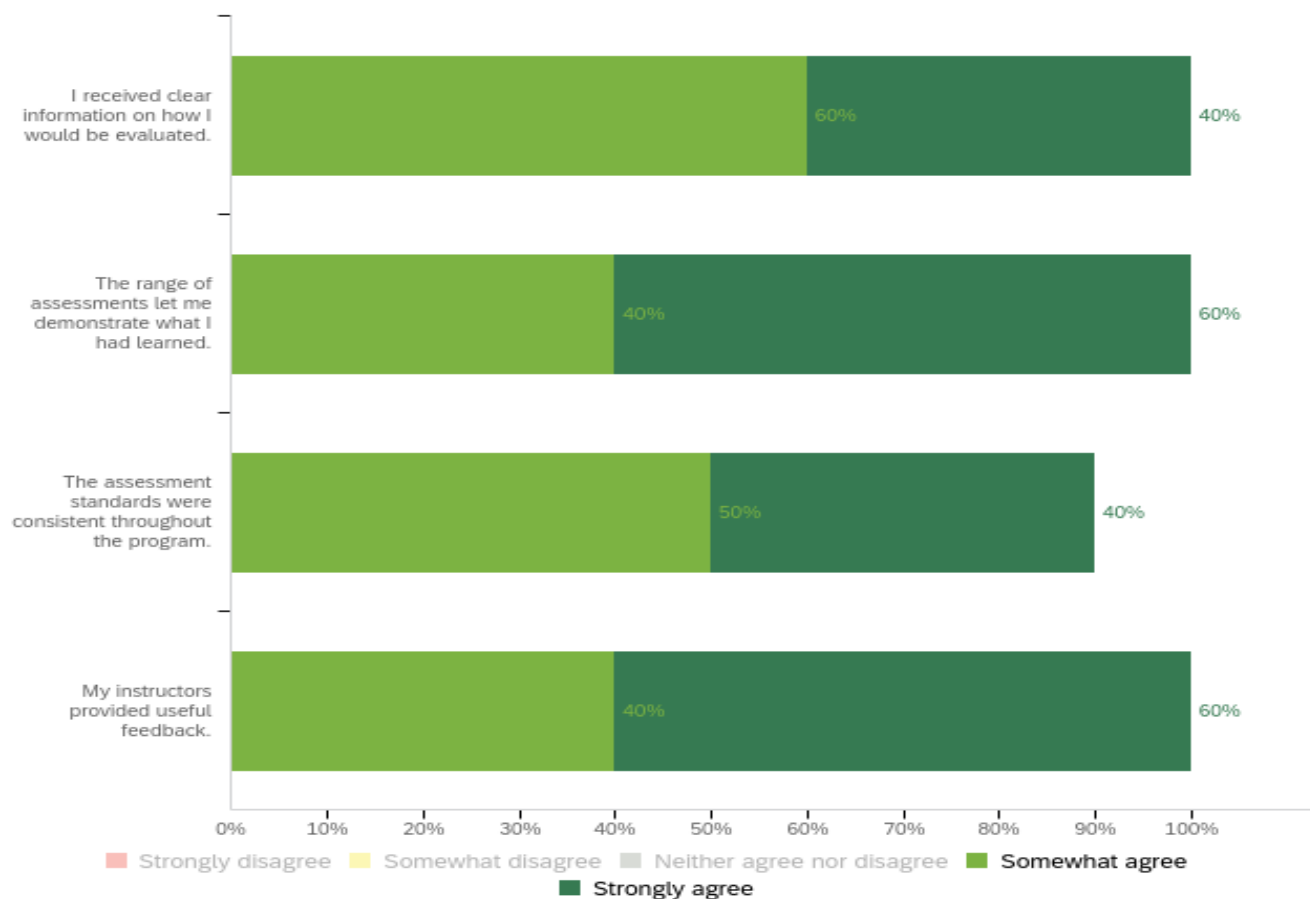
please read previous comments

SOME instructors could have been better organized to deliver course content. This was especially problematic where previous teaching experience was limited.

Feedback is always crucial. The more specific feedback we can receive is ideal

Do the assessment methods allow students to demonstrate to what extent they have achieved the learning outcomes?

18 - Thinking of how learning was assessed in the program as a whole, indicate your agreement with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	I received clear information on how I would be evaluated.	0%	0%	0%	60%	40%	10
2	The range of assessments let me demonstrate what I had learned.	0%	0%	0%	40%	60%	10
3	The assessment standards were consistent throughout the program.	0%	0%	10%	50%	40%	10
4	My instructors provided useful feedback.	0%	0%	0%	40%	60%	10

Are graduates of the program successful?

Further Education

19 - Have you pursued further education since completing your KPU Geography program?

#	Have you pursued further education since completing your KPU Geography program?	Percentage
1	Yes	40%
2	No	60%
	Total	10

20 - Please list the name of the program and the institution where you enrolled after completing your KPU Geography program.

UVIC Juris Doctor

Master of Arts in Environment and Management, Royal Roads University

21 - What is the highest credential you have earned or are currently pursuing since completing your KPU Geography program?

Too few responses to report.

22 - To what extent do you agree that the your KPU Geography program prepared you well for further education?

Too few responses to report.

Employment

23 - Are you currently employed in a field related to what you studied in your KPU Geography program?

#	Are you currently employed in a field related to what you studied in your KPU Geography program?	Percentage
1	Yes	40%
2	No	60%
	Total	10

24 - Were you previously employed in a field related to what you studied in your KPU Geography program?

#	Were you previously employed in a field related to what you studied in your KPU Geography program?	Percentage
1	Yes	0%
2	No	100%
	Total	6

25 - Which of the following best describes your current employment situation?

Too few responses to report.

26 - Which of the following describes the sector in which you are currently employed? Please select all that apply.

Too few responses to report.

27 - What is your position/role/job title?

Too few responses to report.

28 - Could you specify the organization where you are currently employed? This information will help us better determine KPU Geography graduates' career trajectories.

Too few responses to report.

29 - Which of the following best describes that employment situation?

No results to show.

30 - Which of the following describes the sector in which you were currently employed? Please select all that apply.

No results to show.

31 - What was your position/role/job title?

No results to show.

32 - Could you specify the organization where you were currently employed?

This information will help us better determine KPU Geography graduates' career trajectories.

No results to show.

33 - Based on your experience since graduating, to what extent do you agree that the program prepared you well for an entry-level job in the industry?

Too few responses to report.

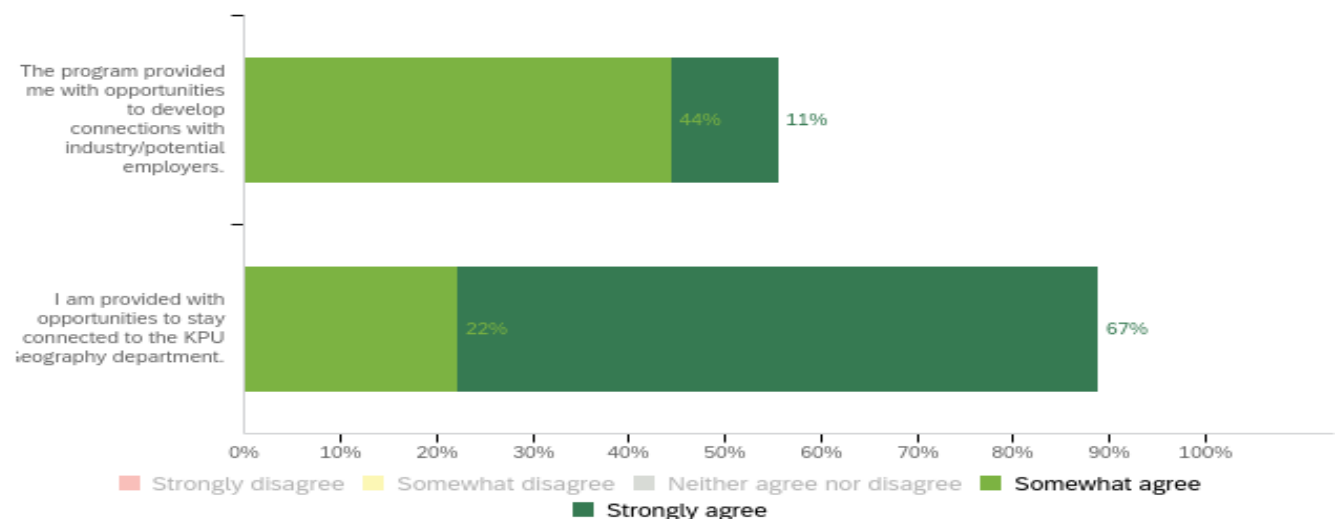
34 - Please identify the skills/knowledge area(s) you felt were missing for an entry-level job in your industry.

Too few responses to report.

Does the program have the connections to the discipline/sector to remain current?]

Alumni Connections

35 - Please indicate the extent you agree with the following statements:



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	The program provided me with opportunities to develop connections with industry/potential employers.	11%	22%	11%	44%	11%	9
2	I am provided with opportunities to stay connected to the KPU Geography department.	0%	0%	11%	22%	67%	9

36 - What can the program do to build better connections with alumni?

Unknown

What you are doing now is great.

Regular meet ups or chats

Provide opportunities that alumni might care about. There isn't really incentive for me to engage other than helping the current students

Appendix 10: Discipline/Sector Program Review Surveys

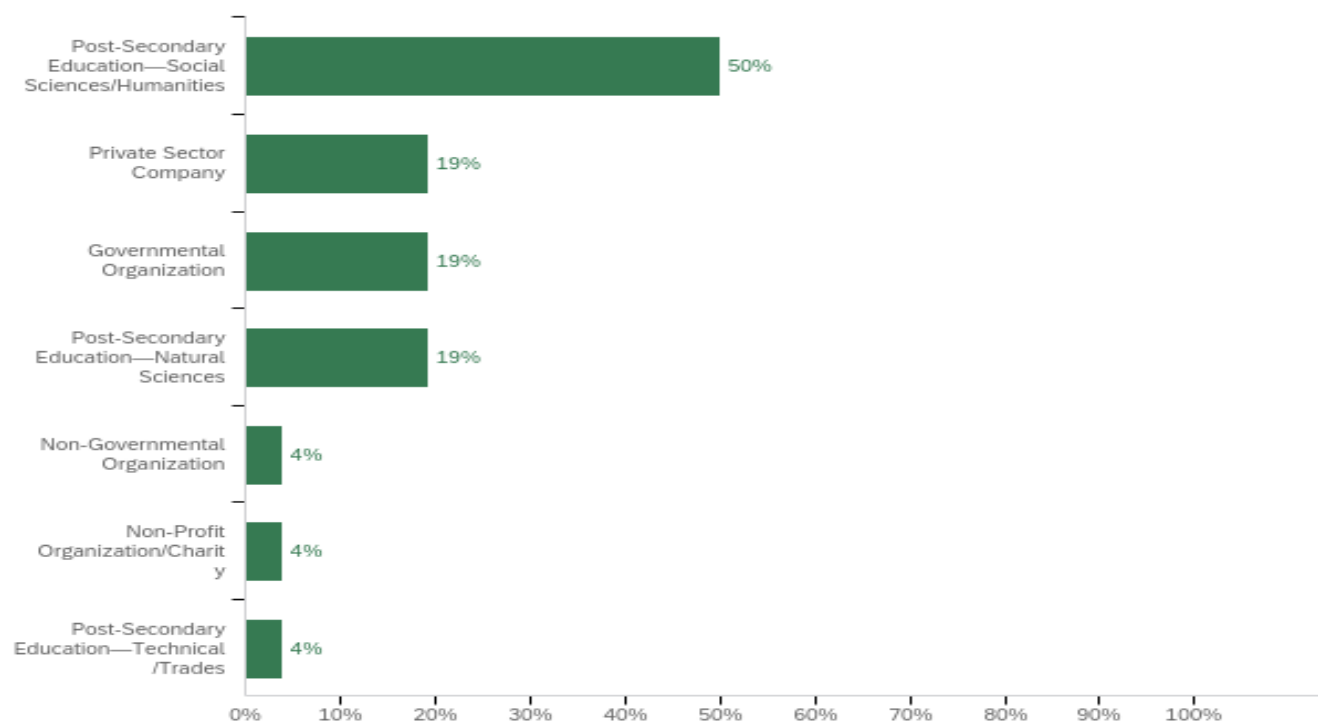
Geography Program Review – Discipline/Sector Survey Results

The discipline/sector survey was sent to 47 Geography discipline/sector representatives. A total of 26 discipline/sector representatives responded. The response rate is 55%.

Note: The data includes open-ended comments. In order to preserve integrity and objectivity, OPA does not do value-judgment editing (i.e. we do not fix spelling errors, syntax issues, punctuation, etc.). Comments are included verbatim – with one exception: if individuals or courses are named, OPA redacts the name of the instructor or course. This rule applies to whether the comment is good, bad or indifferent.

About Your Organization/Role

1 - Which sector best describes your organization/business? Select all that apply.



#		Percentage	Count
1	Post-Secondary Education—Social Sciences/Humanities	50%	13
2	Private Sector Company	19%	5
3	Governmental Organization	19%	5
4	Post-Secondary Education—Natural Sciences	19%	5
5	Non-Governmental Organization	4%	1

6	Non-Profit Organization/Charity	4%	1
7	Post-Secondary Education—Technical/Trades	4%	1
8	International Organization	0%	0
9	Other. Please specify	0%	0
	Total		26

Note: The last row presents the total number of respondents. The total number of responses for this question is greater than the number of respondents. Therefore, the percentage total exceeds 100%.

2 - What is your current job title/role/research area?

Professor of Human Geography

Associate Dean

Director of Policy and Planning

Geoscientist (fluvial geomorphologist)

Assistant Teaching Professor - Geography

Director

Professor (Geography) and Program Coordinator (MSc in Environmental Science)/ Research Area = Forest Hydrology

Manager of Education and Program Development

professor, human geography (urban, political, social)

Regional Engagement Manager

Facilitation re: fisheries and forestry collaborative processes

Senior hydrologist

Associate Professor of Geography

Regional Chief - Pacific and Northern Hydrometric Operations/Water Resources/Hydrology

Hydrologist

Associate Professor and Chair of the Department of Geography, Planning and Environment

Professor of Geography & Department Chair of Geography, Earth and Environmental Sciences

Director, Master of Community Planning Program. Interested in human/nature connections and non-colonial governance models

River Geomorphology

Chair, Department of Geography

Head of Geography department

professor

Adjunct Professor, Urban Design

Professor

Education Specialist

3 - How familiar are you with KPU's Geography programs: the Associate of Arts in Geography, the Bachelor of Arts, Minor in Geography, and the Bachelor of Arts, Major in Applied Geography?

19%
Moderately familiar

■ Moderately familiar ■ Very familiar

Note that “not at all familiar” and “slightly familiar” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all familiar” and “slightly familiar” categories

#		Percentage
1	Not at all familiar	46%
2	Slightly familiar	35%
3	Moderately familiar	19%
4	Very familiar	0%
	Total	26

4 - Which one of the following KPU Geography programs are you most familiar with?

#		Percentage
1	Associate of Arts in Geography	40%
2	Bachelor of Arts, Minor in Geography	0%
3	Bachelor of Arts, Major in Applied Geography	60%
	Total	5

5 - When you think about KPU’s Geography programs, what are the top three characteristics that come to mind?

Characteristic #1	Characteristic #2	Characteristic #3
Diverse	Applied	High Number of Required Courses
Comprehensive	Interesting	Fun
Provides introductory knowledge	Excellent academic foundation	Introduces peer networking opportunities
methodologically sophisticated	judiciously balanced across different specializations	properly skills-focused

QUESTIONS ON CHAPTER 3: PROGRAM RELEVANCE AND DEMAND

Program Relevance

Are the program learning outcomes relevant to the current needs of the discipline/sector?

6 - Considering the needs and expectations of your organization, how important is it for an entry-level employee or incoming student to be able to demonstrate the following?



Note that 'Not at all important' and 'Somewhat important' categories are excluded from the chart. Use the frequency table below to review the proportion of 'Not at all important' versus 'Somewhat important' responses.

#		Not at all important	Somewhat important	Very important	Essential	Total
1	Explain the processes shaping the spatial features of the lithosphere, atmosphere, and hydrosphere.	20%	48%	28%	4%	25
2	Explain the processes shaping the spatial features of demography, economic activity, political organization, and cultural/social interactions.	12%	40%	28%	20%	25
3	Explain the processes that produce natural hazards, natural resources, and environmental problems, especially the environmental problem of climate change.	16%	8%	60%	16%	25
4	Apply physical and human geographic approaches and concepts to understand the processes shaping select world regions.	12%	40%	36%	12%	25
5	Apply physical and human geographic approaches and concepts to understand the processes shaping cities and global patterns of urbanization.	20%	28%	24%	28%	25
6	Evaluate socioeconomic, political, and environmental processes and issues at various geographic scales.	20%	32%	24%	24%	25
7	Evaluate and apply qualitative methods of information gathering, interpretation, and presentation.	16%	16%	48%	20%	25
8	Evaluate and apply quantitative methods of information gathering, interpretation, and presentation.	8%	25%	33%	33%	24
9	Apply cartographic concepts and methods to interpret and use topographic and thematic maps.	12%	24%	36%	28%	25
10	Evaluate the theoretical and technical aspects of Geographic Information Systems (GIS) and apply GIS software to analyze and display spatial data.	12%	40%	28%	20%	25
11	Design, conduct, and critique natural and social scientific research.	20%	36%	32%	12%	25
12	Work constructively with those of various cultural and social backgrounds and identities.	8%	12%	20%	60%	25
13	Manage time effectively to complete tasks and meet expectations on schedule.	0%	0%	24%	76%	25

7 - What other skills, training or knowledge should an entry-level applicant have to be hired/accepted into your organization?

An understanding of natural processes that shape the landscape is essential, or at least an ability to think in a process-based way about problems. Specific skills (e.g., GIS, programming, hydraulic modelling) are less important as they can be learned on the job. The bigger thing is being able to think about the role of context (e.g., what is likely to be a hazard in this setting? where should we focus our analysis? how can we use the available data (air photos, lidar, etc) to reduce uncertainty?)

Consideration of assessments with various forms of communication as outcomes. Ability to give oral presentations (technical and non-technical audiences), and be an effective writer (report, briefings)

The ability to learn to learn and learn how to problem define as well as problem solve

Ideally students should obtain as much quantitative and qualitative research training as possible. KPU's program seems to do a very good job of that.

As an entry-level applicant in the relevant industry, a person should possess the skills to help a company determine the best way to manage its resources and the environment it operates. In the role, a person may address energy use, help create economic policies, or perform assessments required by company policies or federal law. Many entry-level sustainability

employees help lobby local, state, and federal legislatures for favourable industry regulations, which in this context involves finding the right balance between profitability and protecting the environment. As an entry-level employee, the main job is to learn more about helping a company manage sustainability efforts and the unique sustainability needs of your employer. Knowledge or training in GIS concepts programming and scripting languages are strong assets.

To be a Master's student in human geography: good writing and speaking skills; independent work/research experience and competence.

Social statistics and economics (EC) — Recruitment and development program

<https://www.statcan.gc.ca/en/employment/recruit/ec/ec> <https://www.statcan.gc.ca/en/employment/opportunities>

For us, the most critical qualification is excellent written and verbal communication skills. A prospective employee must be able to communicate ideas and plans effectively by email, summarize material in reports, and speak with clients informally and formally on the phone, in virtual meetings, and in person. Fluent English and social communication is essential for interpersonal work.

Field experience, basic programming skills, writing skills

I'm assuming the question means either admission as a graduate student under my supervision, or as faculty (if, say, I were on a hiring committee). I would say that the applicant should be familiar with the ways in which Canadian (or American) geographers formulate questions and analyze the world. It's less a class you can take, and more a familiarity through repeated exposure across all geography classes. It would be nice, as well, if students had found some particular scholars highly influential, if they could say, for example, that they were inspired by Milton Santos or Doreen Massey.

Scientific programming (R, Python, Ruby), statistics, physical hydrology, geomorphology, hydraulics

We do not have pre-requisites. However, the majority of students starting in our first year Human Environment (Geography) courses have taken some introductory courses at Quebec college (CEGEP) level. The students starting in our BSc Environmental Geography and BSc Environmental and Sustainability Science programs have done the equivalent of Grade 12 science courses, and those are our only "true" pre-requisites. We usually start at the beginning in the Social Sciences courses.

Data visualization and graphic design (ie Adobe Creative Suite)

a PhD in a relevant discipline, some teaching experience, interest in scholarship and creative activity as well as interested in contributing to the university

How to work with and engage communities, especially First Nations communities. An understanding of data, how to manipulate it and how to present it in a manner relevant to the question at hand.

This is a challenging question because I am writing from the perspective of another geography department. If I was describing a transfer student into our Geography program I would say: excellent writing skills, a capacity to read and thinking critically, some understanding of the dynamics of settler colonialism and a receptivity to different approaches to creating scholarly knowledge.

Portfolio with array of academic experiences/deliverables. Visualization and rendering software including Sketchup and Photoshop. Awareness of municipal governance and regulatory systems and how they operate.

Clear and effective communication skills. These skills are related to -- yet not the same as -- English language proficiency. Writing skills -- among native-English speakers and others -- are rapidly being destroyed by the shortened attention spans of technologies in the age of social media.

Public speaking, attention to detail and time management. Most students from the Arts Practicum programs that come to the Museum become Teachers or go on to work in education.

8 - What are the emerging trends in your sector/discipline that KPU Geography students should be prepared for? These trends might include technology, sustainability, and innovation. Please be as specific as possible.

Understanding how to incorporate climate change into our work (e.g., how will flows increase in the future and how does that effect infrastructure that is being designed today). Using remote sensing data (and other new data sources) to better understand past change or predict future change (or be alerted to it). Data science has become so important that we now have a team specializing in data science for a range of applications rather than all engineers and geoscientists trying to wrangle data ourselves. There's really a shift from trying to collect data to trying to figure out how to leverage the huge amount of data that we have at our fingertips.

sustainability - ability to navigate multiple jurisdictions and listen to various stakeholders some form of Indigenous cultural acumen training

Understand how structured spatial and tabular data have a common and a most universal logic...being able to intergrate tabular, vector, and raster datasets efficiently

Applying various aspects of physical geography in urban settings. Urban hydrology, urban greening, urban biogeography, urban climatology. Increasingly, "field work" should become more and more urban focused.

Since COVID-19 has fundamentally changed workplace geographies with large proportions of people working at home during the 'Great Lockdown', working at home has emerged as a key policy response and one in which inequalities are embedded. The nature of these social and spatial inequalities considers some of the economic and policy challenges at the workplace and overall, society. Prior to the COVID-19 pandemic, telecommuting was largely implemented as a flexible working arrangement to enhance worker productivity and well-being. Although it still varies substantially across sectors, many jobs in financial, professional, and technical services are more likely to be performed at or from home as communication with co-workers and customers can be done electronically. In contrast, low-skilled, high-service, and labour-intensive work is less likely to be done at or from home. Besides specific socio-economic characteristics, working at home varies spatially which means that some places may be better able than others to adapt to the COVID-19 crisis. That being said, large spatial variations across urban areas with the greatest share of jobs can be moved into homes. This geography is shaped by the spatial concentrations of sectors that are less affected by the economic crisis such as financial and professional services in large cities.

To be a Master's student in human geography: understanding of the world that is intersectional, that takes seriously a wide range of knowledge production (not just western, but global south sources of understandings, Indigenous approaches, etc.).

To explore career at Statistics Canada, please click <https://www.statcan.gc.ca/en/employment>

Collaboration in resource management increasingly requires a high degree of familiarity with Indigenous peoples' history, language, rights and title, culture, and politics regarding resource management. Coursework that familiarizes students with the evolving landscape of Indigenous rights and involvement in land management is important.

Programming-based data analysis with R or python

Black geographies and geographies of race/indigeneity, especially as they relate to GIS and digital geographies. New spatial data science libraries. Non-Esri GIS and mapping (not just QGIS, but also R and a huge number of Python libraries, and D3).

Data analytics and visualization, working with large datasets

More geo-spatial technologies and data, including around the topic of climate science. Some familiarity with computer programming would be helpful. Incoming students seem to have declining basic math, computer software, and reading and writing skills. The most common complaints are that our students are lacking basic skills such as how to find books and papers on a topic and then to write, or how to use a spreadsheet.

Increasing importance on social equity as it relates to organizational decision making

Emerging trends: expanding use of technology in the city (I would reference the failed Sidewalk Lab experiment); climate crisis (not just climate change); climate-forced migration; rapidly changing issues with freshwater; biodiversity collapse

Understanding how climate change will impact human and natural systems. Knowing how to analyze relevant data (qualitative, quantitative, spatial/geospatial) and to work with end-users/stakeholders to collaboratively develop mitigation/adaptation strategies to enhance resilience.

I think they have to be able to engage with Indigenous histories and knowledges, and the challenges posed by climate change and plural societies.

conflict resolution and public engagement

Integrated, multi-disciplinary problem solving through active design engagement experiences/events such as charettes and workshops. Scenario planning that explores/optimises multiple design, potentially conflicting, variables. Land economics and strategies to protect land value for the greater good.

Increasing automation across multiple sectors in commerce, the public sector, and academia. New definitions of sustainability in light of economic and environmental transformations are also crucial -- with unique configurations in this region of 1) one of the world's more expensive places to live, and 2) one of the world's leading edges of reconciliation/Indigeneity/social movements for decolonization.

The Museum has school programs that changes based on the provincial curriculum. For example in one of our programs we talk about how Surrey went from homesteads to high-rises.

QUESTIONS ON CHAPTER 4: EFFECTIVENESS OF INSTRUCTIONAL DELIVERY

Career and Further Education Preparedness

Are graduates of the program successful?

9 - Which of the following best describes your previous experience with students and/or alumni of KPU's Geography programs? Please select all that apply.

#		Percentage	Count
1	I have no previous experience with KPU Geography students/alumni	83%	20
2	I have taught/supervised KPU Geography alumni in a post-secondary (i.e. trade, undergraduate, or graduate) program at my institution.	13%	3
3	I have collaborated with/assisted KPU Geography students on class projects.	4%	1
4	I have worked with (e.g. as a co-worker or contractor) KPU Geography alumni.	4%	1
5	I have hosted KPU Geography students in a practicum course (e.g. ARTS 4800).	0%	0
6	I have hired KPU Geography alumni to work in my organization.	0%	0
		Total	24

Note: The last row presents the total number of respondents. The total number of responses for this question is greater than the number of respondents. Therefore, the percentage total exceeds 100%.

10 - You have had previous experience with KPU Geography students/alumni. Do you know which KPU Geography degree program they were enrolled in?

Too few responses to report.

11 - Which of the following KPU Geography degree programs were these students enrolled in? Please select all that apply.

No results to show.

12 - Based on your experience, how prepared were KPU's Geography ARTS 4800 practicum students to work in your organization?

No results to show.

13 - Based on your experience, how prepared were the KPU Geography students you collaborated with/assisted on class projects?

Too few responses to report.

14 - Based on your experience, how prepared were KPU's Geography alumni to work in/with your organization?

No results to show.

15 - Based on your experience, how prepared were KPU's Geography alumni for further post-secondary education in your discipline?

Too few responses to report.

16 - Please comment, based on your experience with program students/alumni, on how well KPU's Geography programs are preparing students for work or further post-secondary education.

I can't think of specific students, I just know we get your students transferring into our program.

Generally, decently prepared for taking on more complex academic experience (urban design).

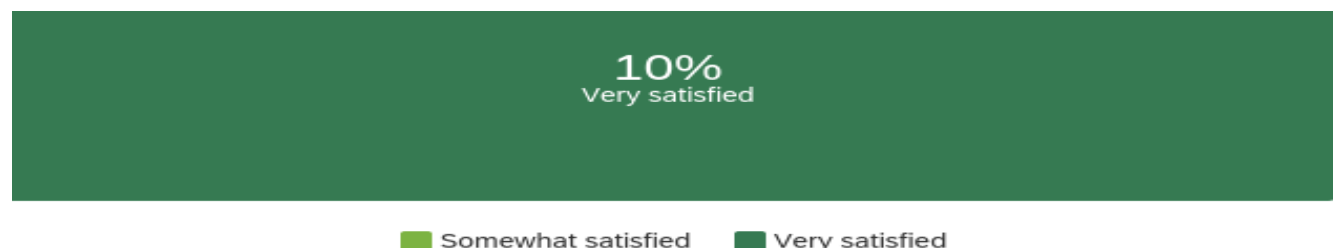
All of my experiences with KPU alumni have been very good!

QUESTIONS ON CHAPTER 3: PROGRAM RELEVANCE AND DEMAND

Program's Connections

Does the program have the connections to the discipline/sector to remain current?

17 - How satisfied are you with the opportunities you have to stay connected to KPU's Geography programs through linkages with KPU's Department of Geography and the Environment?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories to enable quick comparisons between items. For items with low positive percentages, use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#		Percentage
1	Very dissatisfied	5%
2	Somewhat dissatisfied	5%
3	Neither satisfied nor dissatisfied	81%
4	Somewhat satisfied	0%
5	Very satisfied	10%
	Total	21

18 - What can KPU's Department of Geography and the Environment do to build better connections with your industry/sector/discipline?

More of a presence/connection to industry! I have not come across KPU students at my company. I would love to be involved with KPU students through a mentoring program (e.g., pairing people in industry with students) or through guest lectures or talks.

Not really relevant to my position and connection with department

Making itself known as an institution that develops graduates with a certain recognized skill set.

Host the WDCAG. I think this would be a great way to connect with other programs across western Canada and Washington State.

The KPU and their faculty promote community programs to the students who can attend those and make potential connections. Or, implementing mentoring system helps students and industry experts connect to the current workplaces.

I don't know if our dept. has any connections per se.

Statistics Canada would like to collaborate with various local organizations to increase data literacy. These tailored collaborations can take various forms: • Webinars, in-person presentations on various topics of interest • Consultations and training for staff members • Other tools or seminars to support interpreting StatCan data Should your organization be interested in any of the above, or in collaborating with us in some other manner, please do not hesitate to contact me. We look forward to hearing back from you. Sincerely, Desiree Ng Acting Regional Engagement Manager | Gestionnaire de l'engagement régional intérimaire Statistical Information Services / Service de Renseignements Statistiques desiree.ng@statcan.gc.ca Telephone | Téléphone 604-349-3627 Statistics Canada | Statistique Canada Government of Canada | Gouvernement du Canada

I do not have direct professional connection to KPU's geography alumni. I have not encountered many KPU grads on Vancouver Island where I live and work, but I know there are significant staffing capacity gaps in the Provincial MoF and LWRS ministries, DFO, and in First Nation natural resource departments on the Island. For instance, Nations often have trouble filling positions like referrals clerks which are often filled by non-band-members. These types of positions can be great opportunities for recent grads to get experience with the many types of decisions that need to be made to balance environmental, social, and economic sustainability or to apply GIS skills in practice.

Encourage your undergrads to pursue graduate studies.

If your students are looking for graduate programs, we have a course-based Masters of Environment in Environmental Assessment, a thesis-based MSc (Geography, Urban and Environmental Studies) and a PhD (Geography, Urban and Environmental Studies). If they are interested, perhaps we could present our programs to your senior students. We also have a BA in Urban Planning that is unaccredited but which covers the curriculum needed to be an entry-level urban planner.

Look into programs such as Sustainability Scholars and see if KPU Geography can participate

I am a little out of the loop, but the WDCAG Conference was always an excellent place for building connections and networking. Anything that can be done to encourage student involvement in this event should be a priority.

Develop a joint program that draws on each of our individual strengths. Ensure the articulation program is facilitating transfer credits so students can move back and forth.

I don't think that I have the relevant expertise to answer this? Do you mean for admissions as transfer students or graduate students?

19 - Please rate your level of interest in participating in projects that connect program students with your industry/sector/discipline.

#		Percentage
1	Not at all interested	17%
2	Somewhat interested	58%
3	Very interested	25%
	Total	24

20 - Please share any project ideas you have to connect program students with your industry/sector/discipline.

KPU Applied Geography students may be interested in pursuing an M.Sc. in Environmental Science at TRU. If any students in your program have an interest, they can email MSc-Coord@tru.ca for more information.

Not applicable

Opportunities for SFU Geography advisors to talk to your students about opportunities to transfer to our undergrad programs or to apply for our Master's programs.

When I finished school, I was interested in working with First Nations resource management projects or issues. For a while, all I saw available were positions like Indigenous relations positions at BC Ministry of forests or other provincial or federal agencies. It would have helped if my university department had better connections to regional Indigenous resource management associations such as Lower Fraser Fisheries Alliance, Nuuchahnulth Tribal Council, St'at'imc Government Services, etc. to at least be able to connect students with job vacancies at those organizations or within First Nations. Those kind of relationships can be hard to start and build but would be valuable for helping students find work or know what possibilities exist.

Perhaps build community partnerships and engagement into courses. Encourage publishable practicum projects. Create an undergraduate honors thesis program.

A Zoom meeting to present our grad programs to your senior students.

Would be interested in presenting to students on possibilities in community planning, specifically the Master of Community Planning Program at VIU

I do not have anything in mind at the moment but we often encourage collaboration with students either through co-ops, Mitacs funded projects or other options like that.

We rely on our Co-Op program. The Federal Summer Student Employment Program is great as well. We have a lot of community based learning and research that goes on, which the students find very valuable.

I think perhaps this question does not apply to me. I am Head of department in another geography department.

Appendix 11: KPU Geography and the Environment Faculty Curriculum Vitae

Regular Faculty

Dr. Johannes Koch

CURRICULUM VITAE

Dr. Johannes Koch

PERSONAL

Address:

Department of Geography and the Environment
Kwantlen Polytechnic University
Surrey, BC
V3W 2M8

e-mail:

Joe.Koch@kpu.ca

EDUCATION

2002-2006 Ph.D. at Department of Earth Sciences, Simon Fraser University, Burnaby, British Columbia, Canada,
thesis title: *Holocene glacier fluctuations in Garibaldi Provincial Park, southern Coast Mountains, British Columbia*

1996-2001 M.Sc. at Departments of Geography, Geology and Mineralogy, Albert-Ludwigs-University of Freiburg, Germany,
thesis title: *Dendroecological transect studies across the southernmost Andes in Patagonia, Chile*

MAJOR FIELDS OF SCHOLARLY AND PROFESSIONAL INTEREST

CLIMATE CHANGE	Holocene, Little Ice Age, and 20 th century
GEOMORPHOLOGY	Glacial and Alpine Geomorphology
DENDROECOLOGY	Dendroglaciology, -geomorphology, and -climatology
ECOLOGY	Annual tree growth processes Alpine and Subalpine vegetation change

SUMMARY

I am an instructor in the Department of Geography and the Environment at Kwantlen Polytechnic University, Surrey, British Columbia. Before coming to Kwantlen, I was an associate professor at Brandon University (Geography) between 2012 and 2015 and have taught first to fourth year courses as visiting assistant professor and sessional lecturer since fall 2006 at Simon Fraser University (Geography, Earth Sciences), The College of Wooster (Geology), and Kwantlen Polytechnic University (Geography, Environmental Protection Technology). I completed my Ph.D. in the Department of Earth Sciences at Simon Fraser University in the spring 2006 semester. I have supervised seven undergraduate students in their honours theses, and was internal or external supervisor on nine undergraduate and graduate theses. I have secured \$135,000 in the past twenty years to support my research, which focuses on the effects of Holocene climate change on the alpine environments in the western Cordillera of the Americas, specifically British Columbia, the Yukon, Washington State, Alaska, and Chilean and Argentine Patagonia. During this time I had the chance to collect extensive knowledge on field based research and am familiar with numerous field techniques. I have participated in numerous international and national conferences since 1999, which has led to more than 50 published abstracts as first or co-author. Throughout my time in research and teaching I have maintained a strong commitment to sharing information with the general public by giving over 150 presentations and writing fifteen articles for newspapers and magazines. I was involved in Melting Mountains, an outreach project involving the David Suzuki Foundation. Between 2006 and 2011 I worked as a staff geologist on the M/V Polar Star along the westcoast of South America, in Antarctica, and in the North Atlantic, and in 2016 on the M/V Ortelius in Antarctica, where I lectured on climate change and general geology topics, and guided passengers on zodiac and land trips to visit the remote landscapes.

GRANTS & FELLOWSHIPS

2021: Kwantlen Polytechnic University Faculty of Arts Excellence and Advancement Funds. \$1,800.

2018: Kwantlen Polytechnic University 0.6% Faculty PD Fund. \$3,700.

2018: Kwantlen Polytechnic University Faculty of Arts Excellence and Advancement Funds. \$2,800.

2015: Animus Foundation. Research Grant. \$5,000.

2014: Mazamas. Standard Research Grant. \$4,000.

2013: Canada Foundation for Innovation (Leaders Opportunity Fund). Paleoecology Microscopy Suite. With D. Greenwood, Brandon University Biology. \$72,802.

2013: Brandon University Research Committee. Research Grant. \$2,430.

2012: Brandon University Research Committee. Research Grant. \$4,000.

2011: Animus Foundation. Research Grant. \$15,000.

2008-1: The College of Wooster. Faculty Research and Development Fund. \$2,500.

2006-1: Simon Fraser University (SFU). Graduate Fellowship. \$6,000.

2005-3: Simon Fraser University (SFU). NSERC Graduate Travel Grant. \$1,050.

2004-3: Simon Fraser University (SFU). NSERC Graduate Travel Grant. \$650.

2004-3: Simon Fraser University (SFU). Graduate Fellowship. \$6,000.

2003: Geological Society of America (GSA). Research Grant (7439-03). \$2,000. Outstanding mention in *GSA Today*, 13(9): 20 for the proposal being of exceptionally high merit in conception and presentation.

2003-2: Simon Fraser University (SFU). President's Ph.D. Research Stipend. \$6,500.

2003-1: Simon Fraser University (SFU). Graduate Fellowship. \$6,000.

2002-1: Simon Fraser University (SFU). Graduate Fellowship. \$6,000.

2000: German Academic Exchange Service (DAAD). Travel and Research Grant. \$1,800.

MEMBERSHIPS

German Ornithological Association (1986 - present)

Society for Canada-Studies (1997 - present)

Canadian Association of Geographers (2002 - present)

Geological Association of Canada (2002 - present)
Canadian Geomorphology Research Group (2002 - present)
Geological Society of America (2003 - present)
My Sea to Sky (2016 - present)

Eagle Watch Volunteer (2004 - 2011)
Squamish Environmental Conservation Society (2004 - 2007)
Canadian Geophysical Union (2005)
American Geophysical Union (2012)

WORK EXPERIENCE

Instructor in the Department of Geography and the Environment, Kwantlen Polytechnic University, teaching GEOG1102 (Physical Geography), 1110 (Introduction to the Atmosphere), 1120 (Introduction to Earth Sciences), 1160 (Geography of British Columbia), 2320 (Geomorphology), 3310 (Natural Hazards), 4350 (Climate Change), and 4501 (Ice Worlds) (May 2015 - present).

Associate Professor in the Department of Geography, Brandon University, teaching GEOG190 (Introduction to Weather and Climate), 278 (Geomorphology), 290 (Global Environmental Change), 354 (Advanced Studies in Geomorphology), 358 (Field Studies in Geography), 359 (Geography of Natural Hazards), and 456 (Quaternary Environments), (February 2014 - April 2015).

Assistant Professor in the Department of Geography, Brandon University, teaching GEOG190 (Introduction to Weather and Climate), 254 (Introduction to Hydrology), 278 (Geomorphology), 290 (Global Environmental Change), 358 (Field Studies in Geography), and 456 (Quaternary Environments) (January 2012 - January 2014).

Visiting Assistant Professor in the Department of Geography, Kwantlen Polytechnic University, teaching GEOG1120 (Introduction to Earth Sciences), 2320 (Geomorphology), 2330 (Introduction to Hydrology), 2340 (Biogeography), and 3310 (Natural Hazards), and in the Environmental Protection Technology program at Kwantlen Polytechnic University, teaching ENVI1216 (Introduction to Physical Geography) (September 2009 - August 2010).

Visiting Assistant Professor in the Department of Geology, The College of Wooster, teaching Geology 103 (Oceanography), 110 (Environmental Geology), 210 (Climate Change), and 300 (Geomorphology and Hydrogeology), supervising two senior students in their Senior Independent Study, and supervising two juniors in their Junior Independent Study (August 2007- July 2008).

Sessional lecturer for: GEOG 1110 (Introduction to the Atmosphere) and GEOG 1120 (Introduction to Earth Sciences) at the Department of Geography at Kwantlen Polytechnic University (September-December 2008); EASC 104 (Geohazards: Earth in turmoil) at the Department of Earth Sciences at Simon Fraser University (September-December 2008); GEOG 489 (Global environmental change) at the Department of Geography at Simon Fraser University (September-December 2006); EASC 104 (Natural Hazards: Earth in

turmoil) at the Department of Earth Sciences at Simon Fraser University (September-December 2006).

Staff geologist on the M/V Polar Star, a 100-passenger expedition ship: from Ushuaia, Argentine Patagonia to Colon, Panama (March-April 2006); to Antarctica, South Georgia, Falkland, South Sandwich islands (December 2006-March 2007, December 2007, January-March 2009, December 2009, November-December 2010); from Scotland, along the westcoast of Norway to and around Svalbard (May-June 2007, May-June 2011); from Iceland to Greenland to Nunavut, Labrador, and Newfoundland (September-October 2010).

Staff geologist on the M/V Ortelius, a 100-passenger expedition ship to Antarctica, South Georgia, Falkland, South Sandwich islands (January-February 2016).

Teaching assistant for: GEOG 312 (Geography of Natural Hazards) at the Department of Geography at Simon Fraser University (September-December 2006); EASC 101 (Physical Geology) and 107 (Economic geological resources) at the Department of Earth Sciences at Simon Fraser University (May-August 2006); EASC 101 (Physical Geology) at the Department of Earth Sciences at Simon Fraser University (May-August 2002); Regional Geology: Patagonia at the Department of Geology at University of Freiburg (April-July 2000); Geology of Continent Margins at the Department of Geology at University of Freiburg (October 1999-February 2000); Holocene climate archives at the Department of Geology at University of Freiburg (April-July 1999); Regional Geology: Swiss Alps at the Department of Geology at University of Freiburg (April-July 1999).

Research assistant at the Department of Earth Sciences at Simon Fraser University (January 2002-April 2006), at the Department of Geology at University of Trier (September-December 2001), and at the Department of Geology at University of Freiburg (January 1999-December 2000).

Independent Contractor working with the Geological Survey of Canada on a natural hazard project in the Yukon regarding mass wasting events along the Alaska Highway corridor (March 2009-September 2011).

Student Internship with the Geological Survey of Baden-Württemberg (Germany), Departments of Geology, Hydrology and Natural Resources (October 1999-August 2000).

PUBLICATIONS

Peer Reviewed Papers

Samolczyk, M., Osborn, G., Menounos, B., Clark, D., Davis, P.T., Clague, J.J., and **Koch, J.**, in review. Glacier fluctuation chronology since the latest Pleistocene at Mount Rainier, Washington State, USA. Quaternary Research. Submitted January 24, 2023.

Menounos, B., Goehring, B.M., Osborn, G., Margold, M., Ward, B., Bond, J., Clarke, G.K.C., Clague, J.J., Lakeman, T., **Koch, J.**, Caffee, M.W., Gosse, J., Stroeve, A.P., Seguinot, J., and Heyman, J., 2017. Cordilleran Ice Sheet mass loss preceded climate reversals near the Pleistocene Termination. Science, 358: 781-784.

Solomina, O.N., Bradley, R.S., Jomelli, V., Geirsdottir, A., Kaufman, D.S., **Koch, J.**, McKay, N.P., Masiokas, M., Miller, G., Nesje, A., Nicolussi, K., Owen, L.A., Putnam, A.E.,

Wanner, H., Wiles, G., and Yang, B., 2016. Glacier fluctuations during the past 2000 years. *Quaternary Science Reviews*, 149: 61-90.

Koch, J., 2015. Little Ice Age and recent glacier advances in the Cordillera Darwin, Tierra del Fuego, Chile. *Anales del Instituto de la Patagonia Serie Ciencias Naturales*, 43: 127-136.

Koch, J., Clague, J.J., and Osborn, J., 2014. Alpine glaciers and permanent ice and snow patches in western Canada approach their smallest sizes since the mid-Holocene, consistent with global trends. *The Holocene*, 24: 1639-1648.

Jensen, B.J.L., Pyne-O'Donnell, S., Plunkett, G., Froese, D.G., Hughes, P.D.M., Sigle, M., McConnell, J.R., Amesbury, M.J., Blackwell, P.G., van den Bogaard, C., Buck, C.E., Charman, D.J., Clague, J.J., Hall, V.A., **Koch, J.**, Mackay, H., Mallon, G., McColl, L., and Pilcher, J.R., 2014. Transatlantic distribution of the Alaskan White River Ash. *Geology*, 42: 875-878.

Koch, J., Clague, J.J., and Blais-Stevens, A., 2014. Debris flow chronology and potential hazard along the Alaska Highway in southwest Yukon Territory. *Environmental and Engineering Geoscience*, 20: 25-43.

Osborn, G., Menounos, B., Ryane, C., Riedel, J., Clague, J.J., Koch, J., Clark, D., Scott, K., and Davis, P.T., 2012. Latest Pleistocene and Holocene glacier fluctuations on Mount Baker, Washington. *Quaternary Science Reviews*, 49: 33-51.

Koch, J., 2011. Holocene glacier fluctuations. In Singh, V.P., Singh, P., and Haritashya, U.K. (eds.), *Encyclopedia of Snow, Ice, and Glaciers*. Springer, Heidelberg, pp. 525-529.

Koch, J., and Clague, J.J., 2011. Extensive glaciers in northwest North America during Medieval time. *Climatic Change*, 107: 593-613.

Clague, J.J., **Koch, J.**, and Geertsema, M., 2010. Expansion of outlet glaciers of the Juneau Icefield in northwest British Columbia during the past two millennia. *The Holocene*, 20: 447-461.

Clague, J.J., Menounos, B., Osborn, G., Luckman, B.H., and **Koch, J.**, 2009. Nomenclature and resolution in Holocene glacial chronologies. *Quaternary Science Reviews*, 28: 2231-2238.

Koch, J., 2009. Improving age estimates for late Holocene glacial landforms using dendrochronology – some examples from Garibaldi Provincial Park, British Columbia. *Quaternary Geochronology*, 4: 130-139.

Koch, J., Menounos, B.P., and Clague, J.J., 2009. Glacier change in Garibaldi Provincial Park, southern Coast Mountains, British Columbia, since the Little Ice Age. *Global and Planetary Change*, 66: 161-178.

Koch, J., Clague, J.J., and Osborn, G., 2007. Glacier fluctuations during the last millennium in Garibaldi Provincial Park, southern Coast Mountains, British Columbia. *Canadian Journal of Earth Sciences*, 44: 1215-1233.

Koch, J., Osborn, G., and Clague, J.J., 2007. Pre-Little Ice Age glacier fluctuations in Garibaldi Provincial Park, southern Coast Mountains, British Columbia. *The Holocene*, 17: 1069-1078.

Kilian, R., Schneider, C., **Koch, J.**, Fesq-Martin, M., Biester, H., Casassa, G., Arévalo, M., Wendt, G., Baeza, O., and Behrmann, J., 2007. Paleoeological constraints on Late Glacial and Holocene ice retreat in the Southern Andes (53° S). *Global and Planetary Change*, 59: 49-66.

Osborn, G.D., Menounos, B.P., **Koch, J.**, Clague, J.J., and Vallis, V., 2007. Multi-proxy record of Holocene glacial history: Spearhead and Fitzsimmons Ranges, southern Coast Mountains, British Columbia. *Quaternary Science Reviews*, 26: 479-493.

Koch, J., and Clague, J.J., 2006. Are insolation and sunspot activity the primary drivers of Holocene glacier fluctuations? *PAGES Newsletter*, 14(3): 20-21.

Koch, J., and Kilian, R., 2005. Little Ice Age glacier fluctuations at Gran Campo Nevado, southernmost Chile. *The Holocene*, 15: 20-28.

Menounos, B., **Koch, J.**, Osborn, G., Clague, J.J., and Mazzucchi, D., 2005. Reply to comments by Kovanen and Begét on 'Early Holocene glacier advance, southern Coast Mountains, British Columbia, Canada'. *Quaternary Science Reviews*, 24: 1527-1528.

Koch, J., 2004. Review of 'Geology of the Garibaldi Lake Region, Garibaldi Provincial Park'. *Geoscience Canada*, 31: 192.

Koch, J., Menounos, B.P., Clague, J.J., and Osborn, G.D., 2004. Environmental change in Garibaldi Provincial Park, southern Coast Mountains, British Columbia. *Geoscience Canada*, 31: 127-135.

Menounos, B., **Koch, J.**, Osborn, G., Clague, J.J., and Mazzucchi, D., 2004. Evidence for early Holocene glacier advance, Coast Mountains, British Columbia, Canada. *Quaternary Science Reviews*, 23: 1543-1550.

Koch, J., and Kilian, R., 2003. Dendroecological potential of common tree species along a transect across the southernmost Andes, Chile (53° S). *Anales del Instituto de la Patagonia Serie Ciencias Naturales*, 30: 123-132.

Published Abstracts

I have participated in numerous international and national conferences since 1999 ranging from Annual Meetings of the Geological Association of Canada, the Canadian Association of Geographers, the Geological Society of America, the Canadian Geophysical Union, The European Geosciences Union, and the German Association of Geographers, to more specialized conferences such as Dendrochronology conferences in Argentina, Germany, Slovenia, Switzerland, United States of America, climate change related conferences in Scotland, Chile, and Germany, and the International Quaternary Association 2003 meeting. This has led to more than 50 published abstracts as first or co-author. Full list available upon request. I was invited to contribute to the Technical Session "Global Warming Science: Implications for Geoscientists, Educators, and Policy Makers" for the 2008 Annual Geological Society of America meeting in Houston, TX, U.S.A. in October 2008.

Contributions to newspapers and magazines

Written articles for and featured in numerous articles in newspapers and magazines in Canada, the United States of America, the Netherlands, and the United Kingdom, as well as online sources including Science Daily and Yahoo News.

Featured on TV and radio in Canada and Germany.

PROFESSIONAL ACTIVITIES

Given over 50 talks to the general public in southwest British Columbia, southwest Manitoba, and central Ohio about climate change, over 80 talks while working on M/V Polar Star and M/V Ortelius and over 25 invited lectures about my research at various universities in Canada, the USA, Germany, and Sweden.

Compiled and edited the program and abstract book for the Prairie Division of the Canadian Association of Geographers Annual Meeting at the Elkhorn Resort, Riding Mountain National Park, MB, September 26 –28, 2014.

Established tree-ring laboratory in the Department of Geography, Brandon University in 2013.

Compiled and edited the abstract book for the 'International Workshop on Snow Avalanches: Improving snow avalanche forecasting – now and in the future' at the Harbour Centre Simon Fraser University, Vancouver, B.C., October 29 – November 02, 2006.

Established tree-ring laboratory in the Department of Earth Sciences, Simon Fraser University with Dr. John J. Clague in 2004.

Peer Reviews

L. King, 2019, Kwantlen Polytechnic University

J. Irwin, 2017, Kwantlen Polytechnic University

R. Sumartojo, 2016, Kwantlen Polytechnic University

Undergraduate Student Supervision

H.D. Shea, B.Sc., 2013, Brandon University, Co-Supervisor

D.B.W. Brown, B.Sc., 2012, Brandon University, Co-Supervisor

T. Brown, B.Sc., 2008, The College of Wooster, Co-Supervisor

R.M. Barnett, B.Sc., 2007-2008, The College of Wooster, Principal Supervisor

C.M. Fethers, B.Sc., 2007-2008, The College of Wooster, Co-Supervisor

M.G. Krivicich, B.Sc., 2007-2008, The College of Wooster, Co-Supervisor

A.A. Trutko, B.Sc., 2007-2008, The College of Wooster, Principal Supervisor

Internal Examiner, External Examiner or Chair

C. Gushulak, B.Sc., 2014, Brandon University, Internal Examiner

S. Kerr, M.Sc., 2013, University of Regina, External Examiner

I. Nabisere, MRD, 2013, Brandon University, Chair

P.M. Ferringer, B.Sc., 2008, The College of Wooster, Internal Examiner

S. Lehmann, B.Sc., 2008, The College of Wooster, Internal Examiner

M. Sharpe, B.Sc., 2008, The College of Wooster, Internal Examiner

Session organizer and/or chair

Co-organized a special session titled "Paleoglaciology: Climate Change Proxies from Alpine Glaciers and Icecaps" at the 2014 Annual American Geophysical Union meeting in San Francisco, CA, December 15 – 19, 2014.

Co-organized and co-chaired a special session titled "Exploring spatial and temporal variability of latest Pleistocene and Holocene alpine glacier fluctuations" at the 2014 Annual Geological Society of America meeting in Vancouver, B.C., October 19 – 22, 2014.

Member of the organizing committee for the '38th Annual Conference of the Prairie Division of the Canadian Association of Geographers' at the Elkhorn Resort, Riding Mountain National Park, MB, September 2014.

Member of the organizing committee for the 'International Workshop on Snow Avalanches: Improving snow avalanche forecasting – now and in the future' at the Harbour Centre Simon Fraser University, Vancouver, B.C., October 29 – November 02, 2006.

Co-organized four special sessions titled "Environmental change in the Cordillera during the Holocene" and chaired one of them titled "Environmental change in the alpine zones of the Canadian Cordillera and Pacific Northwest during the 20th century" at the 'On the Edge' Conference. Joint Meeting of the ACMLA, CAG, CCA and CRSA at University of Victoria, Victoria, B.C., on May 29, 2003.

Reviewer for manuscript submissions to

American Journal of Climate Change

2018

<i>Arctic, Antarctic, and Alpine Research</i>	2009
<i>Canadian Journal of Earth Sciences</i>	2007
<i>Earth Surface Processes and Landforms</i>	2014
<i>Environment and Natural Resources Journal</i>	2015
<i>Frontiers in Earth Science</i>	2019
<i>Geografiska Annaler Series A Physical Geography</i>	2013
<i>Geomatics, Natural Hazards and Risk</i>	2017 (2)
<i>Geomorphology</i>	2008, 2009
<i>Geophysical Research Letters</i>	2014
<i>Global and Planetary Change</i>	2004, 2006 (2)
<i>Journal of Geophysical Research – Earth Surface</i>	2013
<i>Journal of Glaciology</i>	2014
<i>Journal of Quaternary Science</i>	2005
<i>Nature Geoscience</i>	2010
<i>Northwest Science</i>	2014
<i>Quaternary Geochronology</i>	2017
<i>Quaternary Research</i>	2009, 2012
<i>The Scientific World Journal</i>	2012 (2), 2013 (10), 2014 (12), 2015 (4)

Reviewed the proposals for textbooks entitled "The Science of Oceanography", "Geomorphology", "Climate Change: Forces and Responses", and "Physical Geography", the fourth edition of "The Canadian North: Issues and Challenges", and the workbook "Encounter Earth: Interactive Geoscience Explorations".

Member of the Editorial Board (Meteorology) for The Scientific World Journal (2012 – 2015)

Grant proposal reviewer for the Austrian Science Fund. 2012, and National Geographic Society, 2014.

Fieldtrip organizer and/or leader

Leading daylong fieldtrips to Point Grey and Richmond, the Sea-to-Sky Highway, and North Shore Mountains to talk about coastal and mass wasting processes and hazards, mitigation possibilities, floods, water resources, and geomorphology.

Lead daylong fieldtrips to surroundings of Brandon, Manitoba: Assiniboine River, Brandon Hills, Little Saskatchewan River, Manitoba Escarpment, Riding Mountain, Souris River, Spruce Woods to talk about geomorphology, Quaternary environments, floods, water resources, hydrological processes.

Lead 12-day-long fieldtrip to Jamaica with Dr. Bernard Thraves (University of Regina) to talk about coastal and karst processes, natural hazards, mitigation possibilities, water resources, economic geography, tourism, and agriculture for Geography majors at Brandon University in the spring 2013 semester.

Lead daylong fieldtrips to Point Grey and Richmond, the Sea-to-Sky Highway, and North Shore Mountains to talk about coastal and mass wasting processes and hazards, mitigation possibilities, floods, water resources, geomorphology, and biogeography issues for first to third year students at Kwantlen Polytechnic University in the fall 2008, fall 2009 and spring 2010 semesters.

Co-organized a fieldtrip to Glacier Bay in southeast Alaska with Dr. Greg Wiles to conduct research with two junior Geology majors in June 2008.

Organized a fieldtrip to Garibaldi Park in southwest British Columbia to conduct research with one sophomore Geology major in May 2008.

Lead half-day to weekend fieldtrips to surroundings of Wooster, Ohio: southern shore of Lake Erie west and east of Cleveland, Quaternary sediment outcrops in northeast Ohio; and to Kentucky: Karst and fluvial geomorphology, Mississippian/Pennsylvanian stratigraphy, weathering processes.

Lead daylong fieldtrips to Black Tusk for a group of undergraduate/graduate students from University of Nürnberg-Erlangen, Germany (11.08.2005), and to Joffre Lakes for a group of third year students from University of Guelph, Canada (27.08.2006).

Co-organized a fieldtrip to Llewellyn Glacier in northwest British Columbia with Dr. John J. Clague in June 2004 to conduct research with a group of graduate students.

Co-organized two field expeditions to Gran Campo Nevado, Chilean Patagonian Andes with Drs Rolf Kilian, Harald Biester, and Christoph Schneider in 2000 and 2001 to conduct research with a group of graduate students.

Administrative activities

Member of the Search Committee for four Associate Deans in the Faculty of Arts at Kwantlen Polytechnic University. 2022.

Member of the Physical Geography Search Committee at Kwantlen Polytechnic University. 2022.

Co-organizer of GEO-Forum about climate change south of the Fraser River of the Department of Geography and the Environment at Kwantlen Polytechnic University. 2022.

Member of the Geography Lab Assistant Search Committee at Kwantlen Polytechnic University. 2021.

Member of the Geography Lab Assistant Search Committee at Kwantlen Polytechnic University. 2020.

Member of the Search Committee for the Vice President, Research at Kwantlen Polytechnic University. 2017 – 2018.

Co-organizer of the Geography speaker series of the Department of Geography and the Environment at Kwantlen Polytechnic University. 2017 – 2018.

Organizer of the 2nd Annual Boat Tour on the Fraser River of the Department of Geography and the Environment at Kwantlen Polytechnic University. 2017.

Member of the Arts Research and Scholarship Committee in the Faculty of Arts at Kwantlen Polytechnic University. 2016 – 2019.

Member of the Human Geography Search Committee at Brandon University. 2015.

Chair of the Faculty of Science Graduate Studies Committee at Brandon University. 2014 – 2015.

Board member and Brandon University Representative of the Churchill Northern Studies Centre. 2013 – 2015.

Member of the Environmental Sciences Advisory Committee at Brandon University. 2013 – 2015.

Member of the Canada Research Chair in Integrated Watershed Management Search Committee at Brandon University. 2013 – 2014.

Member of the Applied Water Science Search Committee at Brandon University. 2014.

Member of the Biology Chair Selection Committee at Brandon University. 2013.

Member of the Science Faculty Planning Committee at Brandon University. 2012 – 2015.

Faculty representative in the Brandon University Geography Club. 2012 – 2015.

Co-Chair of Brandon University Faculty of Science seminar series. 2012 – 2015.

Member of the Psychology Chair Selection Committee at Brandon University. 2012.

Member of the Psychology Search Committee at Brandon University. 2012.

Event captain for Geography at the Kwantlen Science Challenge of Kwantlen Polytechnic University on November 28, 2009.

Member of the search committees for the Structural Geology and the Mineralogy/Petrology positions in the Department of Geology at The College of Wooster. Spring semester 2008.

Initiated and chaired the Organizing Committee for the Focus on the Nation event at The College of Wooster on January 31, 2008.

Graduate Student representative to the Department, Department of Earth Sciences, Simon Fraser University. 2003-2004.

Graduate Student representative on the Graduate Studies Committee, Department of Earth Sciences, Simon Fraser University. 2003-2004.

Highschool Student representative at Gymnasium Plochingen. 1988-1993.

INTERNET ACTIVITIES

Over the years I have initiated and maintained for several years these websites: the Simon Fraser University Quaternary Geoscience Research Center (<http://www.sfu.ca/~qggrc>), the Simon Fraser University Centre for Natural Hazard Research (<http://www.sfu.ca/cnhr/>), the Royal Society of Canada at Simon Fraser University (<http://rsc.sfu.ca/>), and the Gran Campo Nevado website (<http://www.grancampo.de>).

REFERENCES

Upon request.

John E Martin

Education

M.Sc. Geography

1996

Simon Fraser University, Department of Geography

Supervisor: Dr. Dan Moore
Thesis Topic: Hydrology and Pore Water Chemistry of a Tidal Marsh, Fraser Estuary

B.Sc. Geography

1992

Simon Fraser University, Department of Geography

Major: Physical Geography
Minor: Chemistry

Teaching Experience

Teaching and courses

Instructor Kwantlen Polytechnic University 1995-2023

ENVI 1216: Introduction to Geology, Hydrology and Atmospheric Processes
ENVI 2315: Water and Soil Sampling
GEOG 1102: Introduction to Physical Geography
GEOG 1160: Geography of BC
GEOG 2310: Climatology
GEOG 2320: Geomorphology
GEOG 2390: Quantitative Methods
GEOG 3310: Hazards
GEOG 3330: Hydrology
GEOG 3340: Biogeography
GEOG 4501: Special Topics
GEOL 1210: Our Changing Earth

Instructor Simon Fraser University 1995-1996

GEOG 314: Boundary Layer Climates

Instructional development

Cooperative Learning Level I 1996
Instructional Skills Workshop (ISW) 1993

Service Work

Chair, Geography, and the Environment	2021-2023
Arts, Professional Development committee (with ~4 years as chair)	~1998-2023
Arts, Educational Leave committee representative (2 x 2 year terms)	
BC Earth Sciences Articulation committee (with ~3 years as (co)-chair)	~1998-2023
External reviewer, VIU Geology Department	2017

Recent Awards and Funded Research

25-Year Service Award	Kwantlen Polytechnic University	~2021
Minor Research Grant	Kwantlen Polytechnic University	2011

Recent Publication, Presentations and Papers

Martin J. E., 2021. "The hydrologic classification of dilute lakes." The Canadian Geographer 66 (2): 369-382.

Martin, J.E., 2015. "The role of hydrologic fluxes in the monthly water balance and water chemistry of a small coastal headwater lake." Western Geography 20/21: 102-126.

Martin, J, E. 2011. The hydrologic response of a small, forested swamp complex, Seymour Valley, British Columbia. The Canadian Geographer 55(4):457-469.

Martin, J, E. 2011. The hydrologic response of a small, forested swamp complex. Presented at Western Division Canadian Association of Geographers (WDCAG). SFU, March 2011.

Cohen, S and Kulkarni, T (editors). 2001. Water Management & Climate Change in the Okanagan Basin. Environment Canada and University of British Columbia. 75 pp.

Dr. Parthiphan Krishnan

CURRICULUM VITAE

Parthiphan Krishnan (PhD)
Department of Geography
Kwantlen Polytechnic University
12666 72nd Avenue, Surrey, B.C. CANADA V3W 2M8
(604) 599 3171
Parthiphan.krishnan@kpu.ca

EDUCATION

Ph.D. in Geography, University of Reading (1998 – 2003)

MPhil in Geographical Information Systems, University of Edinburgh (1993 – 1998)

MSc in Environmental Remote Sensing, University of Aberdeen (1990 – 1991)

Bachelor of Arts with Honours, National University of Singapore (1985 – 1989)

AWARDS

Department of Geography, University of Reading Studentship (1998-2002)

Overseas Research Students Award, University of Edinburgh (1992)

Association of Commonwealth Universities' Overseas Development Administration Shared Scholarship (1990-91)

EMPLOYMENT AND EXPERIENCE

Faculty, Department of Geography, Kwantlen Polytechnic University (2006 - present)

Developed and/or taught the following courses:

Geog 1101: Human Geography

Geog 1110: Introduction to the Atmosphere

Geog 1160: Geography of British Columbia

Geog 2140: Geography of Canada

Geog 2400: Introduction to GIS

Geog 3100: Research Methods in Human Geography

Geog 3260: Geographic Thought

Geog 4380: Applications in GIS

Supervised *Geog 4599: Directed Studies* students

Arts Faculty Representative, Senate Standing Committee on Curriculum (2017-Present)

Chair, Arts Standing Committee on Curriculum (2013-Present)

Member, Arts Standing Committee on Academic Planning and Priorities (2107-Present)

Geography Department Representative, Arts Faculty Council (2013-Present)

Co-Chair, Arts Transitional Faculty Council (2012-2013)

Chair, Social Sciences Faculty Council (2011-2012)

Vice-Chair, Social Sciences Faculty Council (2009-2011)

Councillor, Social Sciences Faculty Curriculum Committee (2009-2012)

Teaching & Learning Innovation Fund (TLIF) (2021-Present) – Co-Investigator: Place-based, Interdisciplinary Learning in Natural Environments at/near KPU Surrey

Katalyst Grant (2013-16) - Co-Investigator: Climate Change, Sea-Level Rise and Livelihood Adaptation Strategies: A Preliminary Investigation of Communities along the East Coast of India

Minor Research and Scholarship Grant (2009): Integrating Agri-Culture with Urban-Culture using a Geographical Information System

Contributing researcher for the Institute of Sustainable Horticulture's Municipally Enabled Sustainable Agriculture project (2011-2012) on the City of Surrey's (BC) Underutilised ALR Lands: An Analysis of their Economic and Food Production Potential in Direct Market Agriculture.

Survey Administrator, Canada Mortgage and Housing Corporation (2006-2007)

Project managed the operation and conduct of monthly, quarterly and yearly residential housing starts and completion, market absorption, rental market, and new home sales surveys for the BC region

Managed a team of 57 enumerators and staff at four offices in BC, including hiring, training, performance reviewing and budgeting

Prepared the regional annual survey operational plan and budget lines

Developed and implemented systems to enhance reliability, integrity, and efficiency of surveys, including survey methodology reviews, data quality and cost-effectiveness

Prepared and compiled statistical tables for monthly, quarterly and yearly economic and market analysis reports

Consultant, Canada Mortgage and Housing Corporation (2005)

Revised, address checked and implemented geocoding database for 3065 rental apartments and townhouses in the Lower Mainland

Consultant, City of Burnaby (2005)

Developed a GIS Plan for the Parks, Recreation and Cultural Services Department

Designed, conducted, analyzed, and reported on the GIS needs assessment of the department

Developed a data management framework to design and implement the department's GIS database

Developed an implementation framework, including a 5 year budget, to create and maintain the department's GIS

Contract Faculty, Department of Geography, Douglas College (2004 - 2005)

Developed and taught *Geog 1170: Introductory Cartography* course

Presented a lecture for *Geog 2270: Geographic Information Systems* course

Research Officer, City of Richmond (2000 - 2004)

Managed all research efforts pertaining to Parks, Recreation and Cultural Services (PRCS)

Developed and managed PRCS assets, land acquisition, bylaws and policies, and funding databases

Project managed the \$200,000 PRCS Master Plan (2003)

Project managed the \$80,000 PRCS Community Needs Assessment (2001)

Project member of City's State of Environment Report 2001

Committee Member of the City's GIS Team

Steering Committee member that developed the City's WebGIS applications

Developed and managed PRCS GIS datasets and geodatabases

Committee Member of the City's Remote Sensing/Orthophoto Committee

Project managed the satellite imagery partnership program with RADARSAT International

Liaised with community groups and supervised consultants

Wrote reports to the City Council regarding PRCS issues

Presented papers at local and international seminars and conferences

PROFESSIONAL AFFILIATIONS

Canadian Association of Geographer (Current)

City of Port Moody, Canada - Environmental Protection Committee Member (2005 - 2006)

Urban & Regional Information Technology (URISA-BC) Committee Member (2002 - 2003)

GIS Asia Pacific Magazine - Country Editor (Singapore) (1994 - 1998)

PUBLICATIONS AND PRESENTATIONS

Pradhan, D., Das, M. R., Rath, K. C., Krishnan, P. and Das, N. R. (ed.) (2016) **Global warming: Sea-level rise and community adaptation strategies**, Bhubaneswar, India: SOA University Press.

Pradhan, D., Krishnan, P. and Sahoo, S. (2016) "Climate change, sea-level rise and livelihood adaptation strategies: A study of communities along the Odisha Coast, India". In: Pradhan, D., Das, M. R., Rath, K. C., Krishnan, P. and Das, N. R. (eds.), **Global warming: Sea-level rise and community adaptation strategies**, Bhubaneswar, India: SOA University Press, pp. 31-49.

Krishnan, P and Little M. (2016) "Climate change, sea level rise and livelihood adaptation strategies in Orissa, India" Poster presented at the **58th Annual Meeting of the Western Division of the Canadian Association of Geographers**, UNBC, March 2016.

Mullinix, K., Dorward, C., Shutzbank, M., Krishnan, P., Ageson, K., and Fallick, A. (2013) "Beyond protection: delineating the economic and food production potential of underutilized, small-parcel farmland in metropolitan Surrey, British Columbia" **Journal of Agriculture, Food Systems, and Community Development**, 4(1), pp. 33–50. <http://dx.doi.org/10.5304/jafscd.2013.041.005>

Krishnan, P. (2011) "A GIS for MESA" **Western Division, Canadian Association of Geographers Annual Meeting**, Burnaby, B.C.

Krishnan, P. (2008) "Agriculture in BC and the Agricultural Land Commission" **6th Annual Anthropology Conference on Culture, Community and Well-Being**, Surrey, B.C.

Krishnan, P. and Tatham, B. (2004) "High-resolution satellite imagery and urban applications: impervious surface and urban greenspace mapping at the City of Richmond, British Columbia" **American Society for Photogrammetry & Remote Sensing Annual Conference**, Denver.

Krishnan, P. (1999) "The Internet's Impact on Geography" **WebNet**, Vol. 1, pp. 632-635.

Ho M. S. and Krishnan, P. (1998), "GIS and multimodal transport system: a case for Singapore" **International Conference on Modeling Geographical and Environmental Systems with Geographical Information Systems**, 22-25 June 1998 Hong Kong.

Krishnan, P. and Chia, E.H., (1998), "Geographic information systems: implications for regional development" in Savage, V., Kong, L. and W, Neville., (eds.), **The Naga Awakens: Growth and Change in Southeast Asia**, Times Academic Press, pp. 203-220.

Krishnan, P. (1997), "Integrated coastal water monitoring" **Journal of Coastal Management**, Vol. 25, No. 4. pp. 437-443.

Krishnan, P. (1997), "Monitoring coastal water systems: an integrated approach", **Proceedings of the International Geoscience and Remote Sensing Symposium**, Vol. 1, Singapore, pp. 598-600.

Krishnan, P. (1995), "Research report - a geographical information system for oils spills sensitivity mapping in the Shetland Islands (United Kingdom)" **Journal of Ocean and Coastal Management**, Vol. 26, No. 3, pp. 247-255.

Krishnan, P. (1995), "Linking GIS with a modelling system for coastal waters" **Proceedings of the GIS Asia Pacific**, Singapore, 22 pgs.

Gupta, A. and Krishnan, P. (1994), "Spatial distribution of sediment discharge to the coastal waters of South and Southeast Asia" in Olive, L.J., (ed.), **Variability in Stream Erosion and Sediment Transport**, IAHS Publ. No. 224, pp. 457-463.

Krishnan, P. (1994), "Oil spill sensitivity mapping using a GIS" **Proceedings of the Fifth European Conference and Exhibition on Geographical Information Systems EGIS/MARI '94**, Paris, France, Vol. 2, pp. 1262-1271.

Krishnan, P. (1993), "GIS in Southeast Asia - obstacles and opportunity issues" **Proceedings of ESRI South Asia 2nd Regional Users Conference**, Kuala Lumpur, Malaysia, 8 pgs.

Krishnan, P. (1993), "Teaching remote sensing in a small country: the Singapore experience" **Proceedings of the South East Asian Regional Conference on Education and Research in Remote Sensing**, Johor Bahru, Malaysia, Session 2, Paper 2, pp. 1-11.

Dutt, A. J., DeDear, R. and Krishnan, P. (1992), "Full-scale and model investigation of natural ventilation and thermal comfort in a building", **Journal of Wind Engineering and Industrial Aerodynamics**, Vol. 44, pp. 2599-2609.

Dr. Dolagobinda Pradhan

Dola Pradhan, PhD

Instructor

Department of Geography and the Environment

Kwantlen Polytechnic University

British Columbia, Canada, V3W 2M8

E-mail: dola.pradhan@kpu.ca

Education

B.A., M.A. & M. Phil in Geography (Utkal University, India); M.Sc. in Natural Resources Planning (Asian Institute of Technology, Thailand); Ph.D. in Geography (University of Victoria, Canada)

Courses Taught

- Human Geography
- Geography of British Columbia
- Geography of Canada
- Geography of South Asia
- Introduction to Geographic Information Systems
- Economic Geography
- Environment and Resources
- Research Design in Geography

Employment History

2007 – Present	Instructor of Geography, Kwantlen Polytechnic University, BC, Canada
2004 – 2007	Sessional Instructor, Department of Geography, University of Victoria, BC.
1999 – 2004	Teaching Assistant, Department of Geography, University of Victoria, BC.
1995 – 1999	Research Scientist, United Nations Environment Program, Thailand
1994 – 1995	Research Associate, Asian Institute of Technology, Thailand

Research Interests

My research interests focus primarily on topics within the fields of development, natural resource management and environmental sustainability. For the past few years, I have been investigating the impacts of globalization and trade liberalization policies on the Indian economy and society. In the past, I had the opportunity to work on a research project funded by the Shastri Indo-Canadian Institute to examine the impacts of coastal aquaculture on the local communities along the East Coast of India. Currently, I am working on a research project investigating the impact of sea-level rise and livelihood adaptation strategies along the East Coast of India. In addition, I have worked for five years with the Environmental Assessment Program for Asia-Pacific region of the United Nations Environment Program (EAP-AP/UNEP) in Thailand.

Research Projects Completed

- 2020-2022 **Project Title** – *Socio-economic impacts of cyclones and coping strategies of the local communities in Odisha, India with a special focus on women.* A joint project between the Birla Institute of Technology and Sciences (BITS-Pilani, India) and Kwantlen Polytechnic University, Canada. Funded by the Shastri Indo-Canadian Institute (\$20,000)
- Role:** Co-Principal Investigator
- 2014-2016 **Project Title** – *Global Warming, Sea-Level Rise and Livelihood Adaptation Strategies: A Study of Communities Along the East Coast of India.* A joint project between Utkal University, India and Kwantlen Polytechnic University, Canada. Funded by Kwantlen Polytechnic University through Katalyst Research Grant (\$40,000)
- Role:** Principal Investigator
- 2013-2014 **Project Title** – *Climate Change, Sea-Level Rise and Livelihood Adaptation Strategies: A Preliminary Investigation of Communities Along the East Coast of India.* Funded by Kwantlen Polytechnic University through Humanities and Social Sciences (HSS) Research Grant (\$3,000)
- Role:** Principal Investigator

2003-2006 **Project Title** - *Development of a Knowledge-base for Coastal Aquaculture Policy-making, Planning and Management*. A joint project between University of Victoria, Canada and Nabakrushna Choudhry Centre for Development Studies, Bhubaneswar, India. Shastri Applied Research Project (SHARP) – Total funding received \$120,000.

Role: Project Manager

Selected Publications

Pradhan, D., M. R. Das, K. C. Rath, P. Krishnan and N. R. Das (ed.) 2016. *Global Warming: Sea Level Rise and Community Adaptation Strategies*. Siksha ‘O’ Anusandhan University, India and Kwantlen Polytechnic University, Canada.

Samal, K. C., M. Flaherty, **D. Pradhan**, B. Patra and B. B. Dora. 2014. *Environmental Impacts of the Use of Antibiotics in Shrimp Farming in India*. New Delhi: Avon Publications.

Samal, K. C., M. Flaherty and **D. Pradhan**. 2010. Coastal Aquaculture, Rural Livelihoods and Environment: Insights from Orissa, India. *Journal of Rural Development* 29(2): 229-247.

Flaherty, M., K. C. Samal, **D. Pradhan** and S. Ray. 2009. *Coastal Aquaculture in India: Poverty, Environment and Rural Livelihood*. New Delhi (India): Concept Publishing Company. 296 pages.

Pradhan, D. and M. Flaherty. 2008. National Initiatives, Local Effects: Trade Liberalization, Shrimp Aquaculture and Coastal Communities in Orissa, India. *Society and Natural Resources* 21(1): 63-76

Flaherty, M., K. C. Samal, **D. Pradhan** and S. Ray. 2007. *Development of a Knowledge-base for Coastal Aquaculture Policy-making, Planning and Management*. Bhubaneswar (India): Nabakrushna Choudhry Centre for Development Studies.

Flaherty, M., K. C. Samal, **D. Pradhan**, B. Patra and B. Dora. 2007. *Use of Antibiotics in Shrimp Culture: A Study of Dhamara and Ersama in Orissa, India*. Bhubaneswar (India): Nabakrushna Choudhry Centre for Development Studies.

Pradhan, D. and J. K. Routray. 2001. Community Based Resource Management Through Social Forestry Programme of India: A Micro-level Study of Hindol Block in Orissa State. *Asia-Pacific Journal of Rural Development* 11 (2): 35-49.

Dr. John Rose

John Rose

Instructor,
Department of Geography and the Environment,
Kwantlen Polytechnic University,
12666 – 72nd Avenue,
Surrey, BC, V3W 2M8
John.Rose@kpu.ca

Education:

2007 Ph.D. in Geography, University of British Columbia
1998 M.A. in Geography, University of British Columbia
1996 B.A. (Honours) in Geography, University of British Columbia

Teaching Employment and Experience:

2002 – present: Instructor, Kwantlen Polytechnic University, Department of Geography
Courses taught: *Human Geography; Geography of British Columbia; Geography of Canada; Qualitative Methods; The City; Society and Urban Space; Urban Politics and Planning; Special Topics [Housing]; Directed Studies.*

Dean of Arts Teaching Award Nominee, 2014, 2021, 2023.

1998 – 1999: Teaching Assistant, *Regional Geography of Canada*, University of British Columbia, Department of Geography.

Selected Service Contributions:

2009 – 2015: Chair, Department of Geography, Kwantlen Polytechnic University.

2008 – 2011: Chair, Faculty Council, Faculty of Arts, Kwantlen Polytechnic University.

2005 – 2009: Vice-President, Strata Council, Astoria Townhomes, Richmond, BC.

2005 – 2008: Department of Geography Articulation Representative, Kwantlen Polytechnic University.

2005 – 2008: Department of Geography Representative, Curriculum Committee, Faculty of Social Sciences, Kwantlen Polytechnic University.

Selected Scholarly Work:

- Rose, J. (2023). *Self-Study Report*, Department of Geography and the Environment Program Review. Lead Author. Kwantlen Polytechnic University. Surrey, BC.
- Rose, J. (2021). *Planning for Housing Provision: Housing Need, Housing Targets, Housing Supply*. Presentation for “Vancouver 2050: An Expert Discussion on Planning and Growth.” City of Vancouver. Special Meeting of Council. Sept. 28.
- Rose, J. (2018). *Residential Upzoning to Achieve Housing Affordability: A Cautionary Assessment*. Paper Presented at the Union of BC Municipalities (UBCM) Annual Convention. Whistler, BC.
- Rose, J. (2018). *Supply vs. Demand*. Public Symposium. Urban Development Institute. Vancouver, BC. June 6.
- Rose, J. (2017). *The Housing Supply Myth*. Working Paper. Kwantlen Polytechnic University. Surrey, BC. <https://www.kpu.ca/arts/geography/faculty/john-rose>
- Rose, J. (2017) *The Housing Supply Myth*. Presentation at the Arts Speaker Series, Kwantlen Polytechnic University. Surrey, BC. October 17.
- Rose, J. (2014) *Full Program Proposal: Bachelor of Arts in Applied Geography*. Lead Program Developer. Kwantlen Polytechnic University. Surrey, BC.
- Rose, J. (2013). *Assessing the Housing Supply Argument in the Demographia International Housing Affordability Survey*. Presentation at the Annual Meeting of the Western Division of the Canadian Association of Geographers (WDCAG), University of Lethbridge, Lethbridge, AB., March 9.
- Rose, J. (2013, February 5, 12). *The Restless City*. Presentation for Third Age Learning at Kwantlen (TALK). Kwantlen Polytechnic University. Surrey, BC. February 5 and 12.
- Rose, J. and S. Dooley. (2013). *Surrey Healthy Homes Campaign Report*. ACORN BC. New Westminster, BC.
- Rose, J., S. Dooley, and R. Floyd. (2008). *Project Civil City: An Evaluation of the Benchmarking Process*. City of Vancouver.
- Rose, J. (2007). *Charting Citizenship: The Political Participation of Immigrants in Richmond and Surrey, BC*. PhD. Thesis. University of British Columbia. Vancouver, BC.

- Rose, J. (2005). *Enhancing Immigrant Political Participation*. Presentation at the Civic Education Forum. City of Richmond. September.
- Rose, J. (2001). "Contexts of Interpretation: Assessing Immigrant Reception in Richmond, Canada." *The Canadian Geographer*. 45 (4): 474-493.
- Rose, J. (1999). *Immigration, Neighbourhood Change, and Racism: Immigrant Reception in Richmond, BC*. Working Paper Series. Vancouver Centre of Excellence, Research on Immigration and Integration in the Metropolis (RIIM). Vancouver, BC.
- Rose, J. (1998). *Reinvented Racism. .Reinventing Racism? Interpreting Immigration and Reception in Richmond, BC*. MA Thesis. University of British Columbia. Vancouver, BC.

Selected Media Contributions and Coverage:

- Todd, D. (2022). "Civic Pride Can Overcome our Fixation on Problems," *Vancouver Sun*. December 3.
- Todd, D. (2021). "Why More Housing Supply Won't Solve Unaffordability," *Vancouver Sun*. November 26.
- Rose, J. (2021). "Plenty of Denser Housing is Being Built in Vancouver. Why is it So Expensive?" *Vancouver Sun*. Opinion. March 26.
- Quan, D. (2019). "BC Suburb With Country's Largest Proportion of Immigrants Unveils 'Cultural Harmony' Strategy," *National Post*. November 19.
- Quan, D. (2018). "Richmond, BC, One of the Cities That's Taking a Really Hard Line," *National Post*. Oct. 17.
- Gold, K. (2018). "Rising Land Values in Vancouver Spurring Demolitions," *Globe and Mail*. June 12.
- St. Denis, J. (2018). "Experts Set Sights on Housing Speculation, Not Supply, at UBCM Summit," *Toronto Star*. September 10.
- Rose, J. (2017). Interview by G. Valaitis. [Radio Broadcast]. The Gene Valaitis Show. Vancouver, BC: Roundhouse Radio 98.3. November 27.
- Wood, G. (2017). "House Supply Narrative Busted by KPU Geographer," *Richmond News*. November 23.

- Rose, J. (2017). Interview by J. Vance. [Radio Broadcast]. *Middays With Jody Vance*. Vancouver, BC: Roundhouse Radio 98.3. November 22.
- Rose, J. (2017, November 20). Interview by Wanyee Li. "B.C. Academic Aims to Debunk Housing Supply Myth Amidst Criticism." *Vancouver Metro*. November 20.
- Rose, J. (2017). Interview by P. Daflos. *CTV News Television Broadcast*. Vancouver, BC. November 20.
- Rose, J. (2017). Interview by J. McComb. *The Jon McComb Show*. Radio Broadcast. CKNW. Vancouver, BC.
- Rose, J. (2017). Interview by J. Bennett. *The Jill Bennett Show*. Radio Broadcast. CKNW. Vancouver, BC.
- Gold, K. (2017). "Academic Takes on Housing Supply Myth," *Globe and Mail*. November 17.
- Rose, J. (2015). Metro Vancouver Transportation Plebiscite. Interview by J. Thakorlal. *The Harpreet Singh Show*. JoyTV Television Broadcast. March 26. Surrey, BC: JoyTV.
- Rose, J. (2011). Interview by C. Skelton, "Immigrant Vote Hard to Predict in Vancouver-Kingsway." *The Vancouver Sun*. April 12.

David Sadoway

Curriculum Vitae

dsadoway@kpu.ca and <https://www.kpu.ca/arts/geography/faculty/david-sadoway>

RESEARCH + TEACHING INTERESTS

My research and teaching interests includes a focus on human geography, sustainability, urban planning, and environmental management. These scholarly interests are complemented by practitioner experiences working with the United Nations system (Agenda 21); governments; the non-profit sector; and with urban planning consultancies in Toronto and Vancouver. Since graduate school, my interests have also included a focus on climate and global environmental change; and while at KPU this has included curriculum design / planning, and instructing uniquely themed courses (i.e., **ARTS1100** *The Climate Emergency, The World & Me*; **GEOG 4501** *Energy Geography*; **GEOG 4501** *Mobilities, Livability & Climate Change*; **POST 2140** *Redesigning the Post-pandemic University*).

EDUCATION

Ph.D. Urban Planning & Design. **University of Hong Kong**, Hong Kong, 2013.

M.R.M. Resource & Environmental Management. **Simon Fraser University**, Burnaby, 2002.

B.E.S.(Hons) Bachelor of Environmental Studies. Hons., Urban & Regional Planning. **University of Waterloo**, 1991.

MAJOR APPOINTMENTS

Faculty-Instructor (Lecturer). Geography & the Environment. **Kwantlen Polytechnic University**. Surrey (Jan.2018-present).

Instructor (Lecturer). Policy Studies. **Kwantlen Polytechnic University**. Surrey (2020-present).

Research Fellow & Lecturer. Division of Sociology. **Nanyang Technological University**. Singapore (Feb.2015–Feb.2017).

Postdoc Fellow & Lecturer. Centre for Engineering in Society. **Concordia University**. Montréal (Sep.2012–Dec.2014).

OTHER APPOINTMENTS

Masters Dissertation Supervisor. School of Environment & Sustainability. Royal Roads University. Victoria (2021-present).

Writer-in-Residence. *Viewpoint Vancouver*. Vancouver (2022).

TEACHING EXPERIENCES

- **Instructor** – ‘Introduction to Human Geography’; ‘Regional Geography of Canada’; ‘Regional Geography of East Asia’; ‘The City’; ‘Qualitative Methods in Geography’; ‘Urban Planning & Politics’; ‘Environment & Resources’; ‘Energy Geography’; ‘Mobilities, Livability & Climate Change’; ‘Redesigning Post-Pandemic University’; ‘The Climate Emergency, The World & Me’; ‘CityLab—The City & Climate Justice’ — **Kwantlen Polytechnic University**. Present.
- **Lecturer** – ‘Cities & Urban Life’; ‘Ethnicity & Ethnic Relations’ — **Nanyang Technological Univ.**, Aug 2015 - May 2016.
- **Lecturer** – ‘Impact of Technology on Society’ — **Concordia University**, May - June 2014.
- **Teaching Assistant** – ‘Urban & Housing Theories’; ‘Cities & Globalisation’ — **University of Hong Kong**, 2008 & 2010.
- **Mentor, Asian Summer Institute** – Centre for Asian Studies — **University of Hong Kong**, May - June 2008.

- **Lecturer & Program Coordinator** – English Dept., **Chinese Culture Univ.**, Taipei, Taiwan — May 2005 - Dec 2006.
- **Instructor** – International College & Education Center, **YMCA Main Branch**, Taipei, Taiwan — Feb 2004 - Dec 2006.
- **Teaching Assistant** – ‘Global Enviro Change’, ‘Resource Management Theory’, **Simon Fraser Univ.**—1999 - 2001.

RESEARCH & PROFESSIONAL EXPERIENCES

- **Visiting Scholar** – Dept. of Geography; Centre for Climate & Energy Transformation, **University of Bergen**. Nov.2019.
- **Visiting Scientist** –Faculty of Engineering & Computer Science. **Concordia University**. Montréal. June - Dec 2017.
- **Visiting Fellow** – *Topology of Technology Faculty*, **Technische Universität Darmstadt**, Germany. Nov - Dec 2013.
- **Visiting Researcher** – **National Institute of Urban Affairs**, New Delhi, India. March - Aug 2013.
- **Visiting Fellow** – Center for Asia-Pacific Area Studies, **Academia Sinica**, Taipei, Taiwan. Dec 2008 - April 2009.
- **Policy Researcher** – **UNDP North East Asia HIV-AIDS Regional Project**, Ulaanbaatar, Mongolia. May - Aug 2000.
- **Researcher** – **UN Development Programme & UN AGENDA 21**, Ulaanbaatar, Mongolia. Sept 1997- April 1998.
- **Coordinator** – **Mt. Waddington Community Futures Society**, Northern Vancouver Island, Canada. 1991 – 1995.

RESEARCH ACTIVITIES

- **Co-Researcher** – Co-Investigator with Satyarupa Shekhar Swain (Chennai-based Citizen Consumer & Civic Action NGO) on the project: “Can citizen’s ability to access, participate and collaborate in urban services make the urban governance system more trustworthy?” Approved NTU-SIRCA III & IDRC [Canada] funding (April 2016 – Jan 2018).
- **Research Fellow** – Engaged in studying the socio-psychological impacts of rock-blasting and construction noise and vibration in a high-density neighbourhood. The study is an NTU interdisciplinary project funded through the “Land & Livability National Innovation Challenge” (L2NIC) Singapore Prime Minister’s Office (Feb 2015 – Nov 2017).

SCHOLARLY PUBLICATIONS

- Sadoway, D. (2022). Grounding perspectives on mobilities: Theory meets practice in an artist’s eyes. In P. Ballamangie & D. Szanto (Eds.), **Showing Theory to Know Theory: Understanding Social Science Concepts through Illustrative Vignettes**. Showing Theory Press. Available at: <https://ecampusontario.pressbooks.pub/showingtheory/chapter/mobilities/>.
- Amir, S., Sadoway D., & Dommaraju, P. (2021). “Taming the noise: soundscape and livability in a technocratic city-state,” **East Asian Science, Technology and Society: An International Journal**. Available at: <https://www.tandfonline.com/doi/full/10.1080/18752160.2021.1936749>.
- Sadoway, D., & Shekhar, S. (2021). “Changing infrastructure in urban India: critical reflections on openness and trust in the governance of public services,” in Arul Chib, Caitlin M. Bentley & Matthew L. Smith, **Critical Perspectives on Open Development: Empirical Interrogation of Theory Construction**. MIT Press Direct, pp.115-130. Available at: <https://direct.mit.edu/books/book/5016/chapter/2812124/Changing-Infrastructure-in-Urban-India-Critical>.
- Sadoway, D. (2018). “Conundrums in comparative urbanism,” in Anthony M. Orum (ed.), **The Wiley-Blackwell Encyclopedia of Urban and Regional Studies**. Malden: Wiley-Blackwell. Available at: <https://onlinelibrary.wiley.com/doi/full/10.1002/9781118568446.eurs0424>.
- Sadoway, D., Gopakumar, G., Baidur, V., Badami M.G. (2018). “JNNURM as a window on urban governance in India: Its Institutional footprint, antecedents and legacy,” **Economic and Political Weekly**, Vol. LIII, No.2, 13 January. Available at: <http://www.epw.in/journal/2018/2/special-articles/jnnurm-window-urban-governance.html>.
- Sadoway, D. & Gopakumar, G. (2017). “(Un)bundling Bangalore: Infrastructure bundling ‘best practices’ and assembling novel scapes,” **Geoforum** 79, 46-57. DOI: <http://dx.doi.org/10.1016/j.geoforum.2016.12.006>.
- Sadoway, D. (2016). “Book Review: *Fukushima and Beyond: Nuclear Power in a Low-Carbon World*. Farnham England: Ashgate Publishing Limited. Xi + 202 pages. Christopher Hubbard,” **Review of Policy Research** 34:1, 136-

138 (Special Issue: Accountability, Policy and Environmental Governance). Available at: <http://onlinelibrary.wiley.com/doi/10.1111/ropr.12219/full>.

- Sadoway, D. & Shekhar, S. (2014). "(Re)prioritizing citizens in 'smart cities' governance: Examples of smart citizenship from urban India," *Journal of Community Informatics* 10:3. <http://ci-journal.net/index.php/ciej/article/view/1179/1115>.
- Horelli, L. & Sadoway, D. (Special Issue Co-editors) (2014). "Community informatics in cities: New catalysts for urban change," Editorial, Special Issue on Urban Planning and Community Informatics, *Journal of Community Informatics* 10:3. <http://ci-journal.net/index.php/ciej/article/view/1170/1108>.
- Sadoway, D. (2013). "How are ICTs transforming civic space in Singapore? Changing civic-cyber environmentalism in the island city-state," *Journal of Creative Communications* 8 (2&3), 107-138. Available at: <https://journals.sagepub.com/doi/10.1177/0973258613512576>.
- Sadoway, D. (2013). "From associations to info-sociations: Civic environmentalism and information communication technologies in three Asian tiger cities," unpublished doctoral dissertation. Department of Urban Planning and Design. Hong Kong: University of Hong Kong, March.
- Sadoway, D. (2012). "From associations to info-sociations: The co-evolution of civic associations and ICTs in two Asian cities," *Journal of Community Informatics* 8:3. <http://ci-journal.net/index.php/ciej/article/view/807/948>.
- Sadoway, D. (2009). "Asian urban spatial sustainability: conservation, eco-modernization and urban wilding," in Eds. J. Bolchover, J. D. Solomon, *Sustain and Develop, 306090 Books 13*, New York: Princeton Architectural Press, 155-168. ISBN 9780692000885 0692000887.

ACADEMIC & PUBLIC EVENTS ORGANIZING

- Azmitia, E. & Sadoway, D. (2023). Co-organizer & Co-moderator. FPSE-HRISC Speakers Tour Event. International Students in Canada, hybrid event (in person and online). Capilano University, Lonsdale/Shipyard Campus. <https://fpse.ca/news/meetings-events/speakers-tour-2023> (March 3).
- Azmitia, E. & Sadoway, D. (2022). Co-organizer & Co-moderator. FPSE-HRISC Speakers Tour Event. Migrant Workers Panel, online event. <https://fpse.ca/news/meetings-events/speakers-tour-2022> (Feb 22).
- David, L. & Sadoway, D. (2022). Co-organizer & Co-moderator. FPSE-HRISC Speakers Tour Event. Canadian Mining Panel, online event. Campus. <https://fpse.ca/news/meetings-events/speakers-tour-2022> (March 10).
- King, L., Koch, J. & Sadoway, D. (2022). Co-organizer. KPU Geography & the Environment GEOFORUM 2022. Heat, Rising Waters & the Climate Emergency South of the Fraser. <https://www.kpu.ca/arts/geography/events> (March 15).
- Sadoway, D. (2021). Organizer & Moderator. KPU Geography & the Environment GEOFORUM. MOBILITIES 2021: Post-Covid Mobility in BC's Fastest Changing Urban-Region. <https://www.kpu.ca/arts/geography/events> (April 20).
- Sadoway, D. (2020). Organizer & Moderator. KPU Geography and the Environment GEOFORUM. MOBILITIES 2020: Forums on Transit, Pedestrian & Mobility Issues. <https://www.kpu.ca/arts/geography/events> (February 27).
- Sadoway, D. (2016). Workshop Chair & Organizer, "Mememes, schemes and dreams: Singapore urban futures," An international workshop supported by NTU's School of Humanities and Social Sciences and the Global Asia Research Cluster. Opening provocation by Prof. Ananya Roy (UCLA). Nanyang Technological University Singapore. <https://blogs.ntu.edu.sg/singurbanfutures/>. (June 10 & 11).
- Sadoway, D. & Levanda, A. (2016). International Conference Panel Organizer & Co-Chair, "Importing and exporting worldly urbanism - The challenges of studying the global circulation of city models, best practices & imaginaries," Three panels for 'The Transgressive City,' RC21 (Sociology of Urban & Regional Development, International Sociological Association Conference), El Colegio de Mexico, Mexico City (July 21-23).

PROFESSIONAL PUBLICATIONS

- Sadoway, D. (2010). "Post-COP15 event report: From Copenhagen to Hong Kong: what the climate talks imply for us?" Civic Exchange, The Climate Group, British Consulate, Climate Change Business Forum. Hong Kong (Jan 12).
- Sadoway, D. (2009). "Preparing for Copenhagen COP-15, Event Report," Civic Exchange & Hong Kong University of

Science & Technology. Hong Kong (November 23).

- Sadoway, D. (2009). "Asia and the world connecting in Jiangsu: Global Planners Network and World Urban IV Conference Report," *Planning and Development* 24(1), 51.
- Sadoway, D. (2009). "Bundling carbon and energy management with urban sustainability: A preliminary assessment of Hong Kong, Singapore and Taipei," Paper submission to 'International Conference on Planning for Low Carbon Cities. Hong Kong Institute of Planners and Urban Planning Society of China.' Hong Kong (May).

PRESENTATIONS & INVITED TALKS

- Sadoway, D. (2022). "Just vehicles for the transition: A polycentric mobilities shift or rift?" forthcoming paper presentation to History of Transport, Traffic and Mobility (T2M) and the Centre for Advanced Studies in Mobility & Humanities (University of Padua, Italy MoHu Centre) T2M 20th Annual Conference (planned in September).
- Sadoway, D. (2021). "Expanding urban carbonscapes: The political paradoxes & perils of pipelines, automobility and climate change in/upon Coast Salish Territories (Metro Vancouver)" presentation to Beyond Oil Conference Panel. <https://www.uib.no/en/cet/142409/beyond-oil-2021-prioritising-climate-action>. (October 21).
- Sadoway, D. (2019). "Looking back a decade before 'protestscapes' in Hong Kong" presentation to International Institute for Asian Studies (IIAS Lunch Lecture Event). Leiden, University. <https://www.iias.asia/events/looking-back-decade-efore-protestscapes-hong-kong>. (December 2).
- Sadoway, D. (2018). "Sonic revelations and policy ramifications for urban livability: Findings from a neighbourhood study on noise and quality of life in Singapore" presentation to the National University of Singapore's Asia Research Institute. NUS. <https://ari.nus.edu.sg/events/sonic-revelations-and-policy-ramifications-for-urban-livability-findings-from-a-neighbourhood-study-on-noise-and-quality-of-life-in-singapore-by-dr-david-sadoway/>. (November 28).
- Sadoway, D. (2017). "Smart citizenship: Exploring alternatives to commercially-driven 'smart cities' agendas," Presentation to The Social and Environmental Implications of Smart Cities. University of Calgary Workshop (Aug.18).
- Sadoway, D. (2016). "The challenges of g/local urban imaginaries and realities," Welcoming introductory presentation to Memes, Schemes and Dreams: Imagining Singapore Urban Futures, NTU-HSS Global Asia Research Cluster, NLB, Singapore (June 10).
- Sadoway, D. (2016). "Infra-structuring Indian urbanity: How consultants and thought leaders are reconfiguring India's cities," Presentation to College of Humanities, Arts & Soc. Sciences Research Day, NTU, Singapore (April 7).
- Sadoway, D. (2015). "Smart citizenship: Challenges of a digital world," Keynote address to '30 Years of CAG (Citizen Consumer and Civic Action Group)', Anna Institute of Management, Chennai, India (October 10).
- Sadoway, D. (2015). "Scalar toggling and trans-localism: Observations on spatial sustainability from Inner, East and South Asia," Seminar presentation to Asian Research Institute, Singapore (September 29).
- Sadoway, D. (2015). "The rise of info-sociations in Asian civic spaces: civic-cyber environmentalism in Hong Kong, Singapore and Taipei," HSS Seminar presentation (Global Asia & Env-Sust. Research Clusters), Singapore (May 12).
- Sadoway, D. & Gopakumar, G. (2014). "Infrastructure as statecraft: Power politics & unfolding urban infrastructure in India," Paper presentation to Dimensions of Political Ecology Conference, University of Kentucky, Lexington (Mar 1).
- Sadoway, D. & Gopakumar (2013). "Assembling infrastructure decongestion: An overview of critical issues in and about urban infrastructure and JNNURM in India," Seminar, National Institute of Urban Affairs, Delhi, India (Aug 1).
- Sadoway, D. & Gopakumar, G. (2013). "Disassembling infrastructure space: tracing the links between infrastructure, urban space and governance," Paper presentation to 'Resourceful Cities', RC21 (Sociology of Urban and Regional Development, International Sociological Association), Berlin, Germany (August).
- Sadoway, D. (2013). "Critical urban infrastructure(s): Launching an international research network on critical issues in & about urban infrastructure," Paper to 'Conference on Engaging Canada,' Shastri I.-C. Institute, Delhi, India (June).
- Sadoway, D. (2011). "Civic environmentalism in three Asian Tiger Cities: Implications for urban climate change governance and planning," Paper presentation to 'Croucher Advanced Study Institute: Urban climatology for tropical and sub-tropical regions,' School of Architecture, Chinese Univ. of Hong Kong, Hong Kong (December 9).
- Sadoway, D. (2010). "Tracing novel info-sociational practices for urban sustainability: Informational urbanity &

associational life in E. Asia," Paper submission to 'Urban Planning & Environment 9 (UPE9),' Sun Yat Sen University, Guangzhou, China (August).

- Sadoway, D. (2010). "Green dreams, dirty developments: a roundtable conversation – J. D. Solomon and J. Bolchover in conversation with Hung Ah Chan, Lawrence Liauw, John Lin, David Sadoway, Shiqiao Li, Tom Verebes, Clara Wong," Invited presentation to American Institute of Architects (Hong Kong Chapter), Hong Kong (April 22).
- Sadoway, D. (2009). "Spatial sustainability in urban Asia: Conservation, Eco-Modernization & Urban Wilding - the cases of Hong Kong, Singapore & Taipei," Paper presented to '8th Eco-City World Congress.' Istanbul, Turkey (Dec).
- Sadoway, D. (2009). "Cities and carbon governance in Asia: the cases of Hong Kong, Singapore and Taipei," Paper submission to 'Association of Planning Students of Asia Congress.' Ahmadabad, India (November).
- Sadoway, D. (2008). "Envisioning post-carbon Asian cities: Comparative paths towards eco-governance in Hong Kong, Taipei and Singapore," Paper presentation to 'Global Planners Network (GPN) Congress' (in association with World Urban Forum IV). Zhenjiang, China (November).
- Sadoway, D. (2007). "Exploring three Pacific cities in the age of ecology: Vancouver, Hong Kong & Taipei," Invited Talk. Department of Urban Planning & Spatial Information, Feng Chia University, Taichung, Taiwan (May 28-30).
- Sadoway, D. (2007). "Seeking refuge in the global village: The case of refugees and asylum seekers in Hong Kong and applications for urban planners," Paper presentation to 'Cities & Borders Conference' Univ of Macau (August).

RESEARCH / EVENT FUNDING

- C\$3,277 – Travel Support for T2M/University of Padua "Just vehicles for the transition" presentation (Fall 2022).
- C\$2,000 – GEOFORUM 2021 Event. Faculty of Arts Excellence and Advancement Funds (FAEF). (Spring 2021).
- C\$1,300 – GEOFORUM 2020 Event. Faculty of Arts Excellence and Advancement Funds (FAEF). (Spring 2020).
- C\$1,489 – Partial Travel Support for Seminar Presentation (Leiden) & Conference Presentation (Bergen) (Fall 2019).
- C\$3,430 – Conference & Seminar Presentations (Beirut & Singapore) 0.6% Faculty Pro-Dev't Fund (Fall 2018).
- S\$25,000 - NTU-HSS Workshop Grant (Memos, Schemes, Dreams: Imagining Singapore Urban Futures) (June 2016).
- S\$8,000 - NTU-SIRCA III & IDRC Project Grant (Co-Researcher with S. Shekhar, CAG Chennai, India) (April 2016).
- C\$2,000 - Shastri Indo-Canadian Institute travel support (MIDS Chennai Symposium) (April 2014).
- C\$750 - Concordia postdoctoral travel support grant (Dimensions of Political Ecology Conference) (March 2014).
- C\$2,070 - German Research Council (DFG) (Visiting Fellowship, Topologies of Technology Faculty) (Nov 2013).
- C\$500 - Shastri Indo-Canadian Institute support (presentation to Conference on Engaging Canada) (June 2013).
- C\$3,600 - Concordia University Postdoctoral Scholarship, Faculty of Engineering and Computer Science (May 2013).
- C\$94,868 - Doctoral Studentship. Faculty of Graduate Studies, University of Hong Kong (Jan 2007-2011).
- C\$8,160 - Hang Seng Cool Grant for Climate Change Research, University of Hong Kong (April 2009).
- C\$1,820 – Univ of Hong Kong postgrad conference grant (presentation to Eco-City World Summit) (Dec. 2009).

CERTIFICATES

- Certificate, Foundations in University Learning and Teaching (NTU Faculty Affairs, July 2015).
- Certificate, Graduate Professional Skills Workshops (Concordia University, December 2014).
- Certificate of Teaching and Learning in Higher Education (CAUT/CETL University of Hong Kong, February 2008).
- Certificate, Leadership in University Education for Sustainable Development (GIEE Taipei & RMIT, Nov. 2006).
- Certificate of Lecturer, Taiwan Ministry of Education (Chinese Culture University, August 2005).

SELECTED HONOURS

- Top Conference Poster (sustainability category), 11th Research Postgrad Conference, Univ. of Hong Kong (2011).
- Graduate Entry and Graduate School Scholarships, Simon Fraser University (1998).
- Asia-Pacific Internship (paid), Foreign Affairs & International Trade Canada, UNDP Mongolia & SDRI-UBC (1997-98).
- Dean's Honours List (top 10% in academic performance, three consecutive years, Univ. of Waterloo (1987-1990).

ACADEMIC COMMITTEES & COMMUNITY SERVICE

- Member, KPU 'Climate+Challenge' Faculty Team (seconded, time releases) (2022-present).
- **Board Director**, Right to Quiet Society. Vancouver (2022-present).
- **Member**, Policy Studies Search Committee & ARTS Time Release Selection Committee (2021-22).
- **Co-Founder & Co-Facilitator**, Kwantlen Mobilities Committee/Research Group. Surrey (2021-2022).
- **Member**, KPU Wild Spaces. Surrey (2021-present).
- **Representative**, Human Rights & International Solidarity Committee, Kwantlen Faculty Assoc./FPSE (2019-present).
- **Member**, Department of Policy Studies Advisory Committee. (2020-present).
- **Member**, Surrey CityLab, (KPU-SFU-City of Surrey) Steering Committee (2020-21).
- **Member**, Social Justice Centre, KPU (2020-present).
- **Member**, ARTS Practicum Steering Committee, Faculty of Arts KPU (2019-present).
- **Reviewer**, *East Asian Science, Technology and Society: An International Journal* (ISSN: 1875-2160) (2016).
- **Reviewer**, *Electronic Journal of E-Government* (ISSN: 1479-439X) (2016).
- **Member**, Global Asia; HSS@HSS (STS); Env't & Sustainability NTU-HSS Research Clusters. Singapore (2015-2016).
- **Editorial Advisory Board & Reviewer**, *Journal of Community Informatics* (ISSN: 1712-4441) (2009-2015).
- **Graduate Student Representative**, HKU Faculty of Architecture, Board of Directors. Hong Kong (2009-10).
- **Graduate Student Intern**, Civic Exchange. Hong Kong (2009-10).
- **Placement Selection Committee**, Project SEE, Students for Equality & Equity. University of Hong Kong (2007).
- **Refugee & Asylum Seeker ESL Instructor**, Christian Action HK / British Council (2007).
- **Wilderness Witness**, Uts'am – Squamish First Nation Elaho Valley Witness Project. Vancouver-Squamish (2003).
- **Helpline Counselor**, Vancouver LGBT Centre ('The Centre'). Vancouver (2003).
- **Canvasser**, Western Canada Wilderness Committee (WCWC). Vancouver (2002-03).
- **Organizer**, **Amnesty International**. West End & LGBTQ Letter Writers Circle (2002-03).
- **Selection Interview Panelist**, Canadian University Services Overseas (CUSO). Vancouver (2002-03).
- **Event Facilitator**, Trade-Related Impacts. B.C. Council for International Co-operation (BCIC) (2001).
- **Publicist**, World Wide Fund for Nature (WWF), Sacred Gift Project, Ulaanbaatar, Mongolia (2000).
- **Associate News Editor**, *The Peak*, Simon Fraser Student Newspaper. Simon Fraser University. Burnaby (1999-2000).
- **Reporter & Writer**, Independent Media Centre, World Trade Organization Ministerial Protests. Seattle (1999).
- **Workshop Facilitator**, Canadian Parks and Wilderness Society, First Nations Co-Management (1998, 2000).

Non-Regular Faculty

Dr. Tracy Adole

Tracy Adole, PhD

British Columbia • tracyadole@gmail.com •

RESEARCH LEADERSHIP

- Outstanding instructor for students and professionals with extensive experience in stakeholder management, building relationships with NGOs, top researchers, and higher educational institutions.
- Certified Project Management professional and exceptionally innovative organisational leader with over 14 years' experience in research, data analysis and program management.
- Award winning expert in designing and implementing research and development programs ranging from \$1m to \$7m and authoring technical reports in environmental management and science-policy integration.
- Expert in understanding applied management principles using geospatial data and novel techniques and disseminating complex data for strategic planning and decision-making.

Proven expertise in:

- | | |
|---|---|
| • Organisational leadership, training and public speaking | • Environmental & climate change management |
| • Business Intelligence | • Scientific/Report Writing |
| • Change Management | • Stakeholder Engagement |
| • Public Policy | • Statistical Analysis |
| • GIS & Remote Sensing | • Strategic Planning |
| • Program design and implementation | • Programming (Python and R) |

EDUCATION & PROFESSIONAL DEVELOPMENT

Certificate, *Project Management Professional (PMP)*, 2022

Certificate, *Environmental Professional in-training (Ept)*, 2021

Certificate, *Navigating Canadian Environmental Law*, Eco Canada, 2019

Doctor of Philosophy, *Geography & Environment*, University of Southampton, United Kingdom, 2018

Certificate, *Managing Natural Resources*, Institute for Security Studies, Addis Ababa, 2014

Certificate, *PRINCE2 Practitioner*, APMG International, United Kingdom, 2012

Master of Science, *Environmental Assessment & Management*, University of East Anglia, United Kingdom, 2011

Bachelor of Science, *Microbiology*, University of Benin, Nigeria, 2006

PROFESSIONAL EXPERIENCE

Physical Geography Instructor: Kwantlen Polytechnic University 2020 – Till date & Coquitlam College. (Canada 2020 – 2023)

Develop students' understanding by investigating the physical earth systems, the interrelationships of these systems, and the complex relationships that exist between these systems, humans and nature.

- Contributing to curriculum development through participating in board of studies and learning committee meetings.
- Providing pastoral care, feedbacks, and guidance to students while ensuring high-level confidentiality of student's information.
- Developing and administering online programs to students using a wide range of learning management systems.

Research Associate: Social Planning and Research Council (SPARC BC). (Canada 2021 – Till date)

Develop proposals, conduct research and mapping aimed at improving equity and equality, social inclusion and justice, security, and quality of life of all especially in local indigenous and marginalized communities in BC.

- Secured \$1million for comprehensive research on the non-profit sector labour market
- Engaging city councils with evidence-based data on demographic status of low-income communities especially seniors and indigenous groups.
- Utilizing ArcMap and census data in mapping vulnerable groups in local communities to support accessibility and inclusivity interventions.

Enterprise Fellow/Country Implementation Manager: University of Southampton (United Kingdom, 2017-2019)

Led research and implementation team by collaborating with government ministries, foreign statistical officers/agencies, researchers, and non-governmental organizations (NGOs).

Oversee development of use-cases and capacity building programs by producing high-resolution gridded population estimates for low/middle income countries. Gather population demographic and geo-reference infrastructure data. Identify multiple use-cases and design applications using geospatial data/techniques to combat sustainable development challenges. Implement work plans in line with governments key policy areas using geospatial data for sustainable development goals (SDGs). Establish in-country technical teams and conduct geospatial mapping of infrastructures and development of capacity building programs for the University of Southampton. Liaise with implementing partners, donors, development entities, and government. Author scientific publications and technical reports.

- Achieved 95% implementation rate by designing technical project ideas within selected countries.
- Secured over \$7M over two years by conceptualizing ideas and concepts linking organization technical solutions to implementation and monitoring of the UN sustainable developmental goals (SDGs).
- Developed open science and collaborative IT solution for geo-spatial data use and analysis resulting in strong collaboration with in-country partners, and institutional strengthened capacity.
- Led training and capacity strengthening programs and established an effective Learning Management System (LMS) for online teaching/training which saved travel cost by 15%.

Research Analyst/Academic Instructor: University of Southampton (United Kingdom, 2014 - 2017)

Directed scientific research and taught classes on climate change, remote sensing, and geographic information systems.

Published peer-reviewed scientific data and papers in research journals; referenced over **170 times** by numerous scientific researchers/publications. Presented scholarly research at international conferences and reviewed with scientific journals. Instructed in-person and e-learning statistical analysis courses; developed practical training manuals, seminars, and workshops; and incorporated geographic information systems (GIS) and remote sensing. Taught climate change class to undergraduate and master's students and discussed scientific evidence, impacts, and policy; utilized ArcMap, ENVI, and Microsoft Excel. Evaluated student coursework/examinations and adhered to student information confidentiality. Developed curriculums by collaborating with learning committees in board study meetings.

- Secured £5 million grant from Global Challenges Research Fund (GCRF) by successfully facilitating research grant applications.
- Received Best in Research Impact award from the university by contributing valuable research to solving real world problems.

- Conducted scientific research on climate variability and its relationship with vegetation growth and produced first ever 500-meter high-resolution vegetation life cycle datasets for the entire African continent.

Project Manager: National Coalition on Gas Flaring and Oil Spills in the Niger Delta (Nigeria, 2013 - 2014)

Oversaw implementation of non-governmental organization (NGO) environmental management programs by designing and delivering multiple programs including instructing training sessions on basic socio-economic rights, oil spill reporting/management, and advocacy for gas flare eradication.

- Developed stakeholder procedures and mechanisms to support community-based environmental resource management brokering peaceful resolutions for violent conflicts.
- Procured project funds up to £1 million from international donors through strategic proposal writing.
- Developed the first geo-spatial oil spill monitoring platform for the National Oil Spill Detection and Response Agency (NOSDRA) in Nigeria.
- Designed a survey tool using ONA to map conflict incidents and hotspots used for conflict management.

Research Manager & Acting Registrar: Uptonville Oil and Gas Institute (Nigeria, 2012 - 2013)

Directed environmental management research and programs to enhance teaching and learning.

Oversaw operations by providing leadership and oversight, enforcing program policies, and managing logistics, student matriculation/graduation, and staff/faculty. Trained fundamentals of remote sensing and GIS applications for natural resources management to institutes, clients, and students.

- Increased client and student enrolment by 40% by enhancing course curriculum; appointed to Acting Registrar due to success.
- Trained on the fundamentals of remote sensing and GIS applications for natural resources management to institute's clients and students.
- Developed a geospatial training and research laboratory for the institute.

VOLUNTARY EXPERIENCE

Chair of The Board of Directors 111 Royal Canadian Air Cadet Squadron Pegasus Sponsoring Committee (2022 to present)

Board of Director NatureKids (2022 to present)

Committee Member Vancouver Aeronautical Noise Management Committee (2023 to present)

Board Member Sustainability and Environmental Advisory Committee, City of Coquitlam (2021 to 2022)

Technical Director Socio-Ethical Development and Environmental Risk Awareness Initiative (SEDERA) Nigeria (2019 to present)

Dress for Success Ambassador, Vancouver (2022 to present)

Project Manager Global Aid Network (GAIN) (2020 to 2021)

Project Manager Starfish Canada (July 2019 to Nov 2020)

Volunteer Navy Leagues Cadet Corps J.F. Williams (2019 to 2022)

Chess Club Facilitator Coquitlam Poirier Library (2019 to 2022)

Adopt a Trail City of Coquitlam (2019)

Volunteer Coordinator Multiple Sclerosis Walk organizing committee (2019)

STEM Ambassador UK (2015 to 2019)

Reviewer Ecological Indicators, Remote Sensing of Environment, Global Change Biology (2014 to Present)

AWARDS/RECOGNITIONS

Research Impact Award (2018)

University of Southampton, Southampton, United Kingdom

Graduate Scholarship (2014)

University of Southampton, Southampton, United Kingdom

Graduate Scholarship (2010)

University of East Anglia, Norwich, United Kingdom

SELECTED PUBLICATIONS / CONFERENCES / REPORTS

1. **Adole, T.**, Dash, J., Rodriguez-Galiano, V., & Atkinson, P. M. (2019). Photoperiod controls vegetation phenology across Africa. *Communications Biology*, 2(1), 391.
<https://doi.org/10.1038/s42003-019-0636-7>
 2. **Adole, T.**, Dash, J. & Atkinson, P.M. (2018) Large scale pre-rain vegetation green up across Africa. *Global Change Biology*, 24, 4054-4068.
<https://onlinelibrary.wiley.com/doi/full/10.1111/gcb.14310>
 3. **Adole, T.**, Dash, J. & Atkinson, P.M. (2018) Major Trends in the Land Surface Phenology (LSP) of Africa, Controlling for Land Cover Change. *International Journal of Remote Sensing*, 1-16.
<https://doi.org/10.1080/01431161.2018.1479797>
 4. **Adole, T.**, Dash, J. & Atkinson, P.M. (2018) Characterising the Land Surface Phenology of Africa using 500 m MODIS EVI. *Applied Geography*, 90, 187-199.
<https://doi.org/10.1016/j.apgeog.2017.12.006>
 5. **Adole, T.**, Dash, J. & Atkinson, P.M. (2017) Recent trends in the land surface phenology of Africa observed at a fine spatial scale. *2017 IEEE International Geoscience and Remote Sensing Symposium (IGARSS)*, (July 2017), 4326-4329. <https://doi.org/10.1109/IGARSS.2017.8127959>
 6. **Adole, T.**, Dash, J. & Atkinson, P.M. (2016) A systematic review of vegetation phenology in Africa. *Ecological Informatics*, 34, 117-128. <https://doi.org/10.1016/j.ecoinf.2016.05.004>
 7. Ibaba, I.S., Dube, L. & **Adole, T.** (2014) Oil spills in the Niger Delta: Reflections and concerns on JIV and community interests. *NACGOND JIV policy brief*, ISBN: 978-978-52663-0-6, Nigeria. <http://www.stakeholderdemocracy.org/stockholm/wp-content/uploads/2015/04/NACGOND-JIV-REPORT-PDF3.pdf>
 8. Enosakhare, E. D., Attwood, J., Fagbeja, M., **Adole, T.**, Amhandin, E.V., Asuquo, E & Ikenna, J. (2014) A review of environmental impact assessment in Nigeria as compared to selected standards from countries and agencies. *NACGOND Research Report*, ISBN: 978-978-52663-4-4, Nigeria. <http://www.asclibrary.nl/docs/40687476X.pdf>
 9. Ezeoke, M., Tong, K., **Adole, T.** & Lovett, A. (2012) Determining the Geographic Effect of Gas Flaring using Multi-SAR Azimuth Processing. *Advances in Computational Tools for Engineering Applications (ACTEA), 2012 2nd International Conference*. 215-219.
<https://doi.org/10.1109/ICTEA.2012.6462870>
 10. **Adole, T.** & Omogbai, B. (2012). Antibacterial effect of crab shell extract on *Klebsiella pneumoniae* and *Proteus mirabilis*. *IOSR Journal of Pharmacy and Biological Science*. 1: 1-6.
<http://www.iosrjournals.org/iosr-jpbs/papers/vol1-issue1/A0110106.pdf>
-

REFEREE

Lorraine Copas

Position: Executive Director

Address: SPARC British Columbia, 4445 Norfolk Street, Burnaby B.C. V5G 0A7.

Email: lcopas@sparc.bc.ca

John Irwin

John Irwin, PhD
jirwin@sfu.ca

Education

Ph.D.

Resource Management and Environmental Studies–2004

University of British Columbia, Vancouver, BC

Area of Specialization: My thesis focused on a case study of land use planning in urban geography and development: specifically, the case of the City of Vancouver's proposed sustainable community plan for Southeast False Creek. This thesis utilized qualitative methods to analyze the public participation process, and the sustainable development policy, which was formulated for this planning process.

Bachelor of Arts with Honors-in Political Science

First Class Honors–1995

University Of Alberta, Edmonton, Alberta

Area of Specialization: My Honor's thesis analyzed the effectiveness of public participation in environmental policy formulation and implementation. Employing qualitative methodology, it analyzed public participation in defining the future of sustainable development for the province of Alberta.

Forthcoming Work

'Off to Shangri-La?': The challenges on the Path Toward Sustainability in the Case of Vancouver's Model Sustainable Community. This planning monograph is based on my dissertation and extends it by including analysis of the sustainability planning process for Southeast False Creek by laying out the history and analyzing its political and economic background. It is based on more than ten years of action research, and covers the case from conception through to the early stages of construction. I am currently working on the manuscript.

Publications

Deregulating Child Labour in British Columbia (2010) Stephen McBride and John Irwin (Chapter in Mona Gleason, Tamara Myers, Leslie Paris, and Veronica Strong-Boag, eds., *Lost Kids: Vulnerable Children and Youth in Twentieth Century Canada and the United States, 1900 to the Present* (Vancouver: University of British Columbia Press).

Child and youth employment standards: The experience of young workers under British Columbia's new policy regime, September 2005. Vancouver: Canadian Centre for Policy Alternatives (funded by the Law Commission of Canada).

Home insecurity: The state of social housing funding in BC, August 2004. Vancouver: Canadian Centre for Policy Alternatives and the Tenant Resource Advisory Centre.

Can Vancouver's model sustainable community lead the way? Conference Proceedings Velo-City 2001 Conference, Edinburgh and Glasgow, Scotland, UK, 17-21 September, 2001.

The Importance of Being Permeable: Land Use Planning to Reduce the Flow and Ecological Impacts of Stormwater Runoff, Conference Proceedings Canadian Water Resources Association, British Columbia Branch Conference, Richmond, BC, 27-29 October, 1999.

Current Employment

March 2022 **Limited Term Lecturer**
Ongoing rotation under contract
Alexander College

Employment History

November 2018 to November 2022 **Park Board Commissioner**
City of Vancouver, BC
November 2018 to November 2022

2022 Winter Term **Sessional Instructor**
Geography 101: Introduction to Human Geography (four sections)
Alexander College

2022 Spring Term **Sessional Instructor**
Labour Studies 306: Critical Political Economy of the Labour Market
Department of Labour Studies
Simon Fraser University

2021 Fall Term **Sessional Instructor**
Geography 101: Introduction to Human Geography (four sections)
Alexander College

2021 Summer Term **Sessional Instructor**
Geography 101: Introduction to Human Geography (one section)
Alexander College

2021 Spring Term **Sessional Instructor**
Geography 101: Introduction to Human Geography (four sections)
Alexander College

2021 Winter Term **Sessional Instructor**
Geography 101: Introduction to Human Geography (three sections)
Alexander College

2021 Spring Term **Sessional Instructor**
Geography 389: Nature and Society
Department of Geography
Faculty of Environment
Simon Fraser University

2020 Fall Term **Sessional Instructor**

Geography 101: Introduction to Human Geography (three sections)
Alexander College

2020 Summer Term **Sessional Instructor**

Geography 424: Cities, Transportation, and Infrastructure
Department of Geography
Faculty of Environment
Simon Fraser University

2020 Summer Term **Sessional Instructor**

Geography 101: Introduction to Human Geography (two sections)
Alexander College

2020 Spring Term **Sessional Instructor**

Environment 100: Great Ideas in Environment
Faculty of Environment
Simon Fraser University

2020 Spring Term **Sessional Instructor**

Geography 3120: Economic Geography
Kwantlen Polytechnic University

2020 Spring Term **Sessional Instructor**

Geography 101: Introduction to Human Geography (two sections)
Alexander College

2020 Winter Term **Sessional Instructor**

Geography 101: Introduction to Human Geography (two sections)
Alexander College

2019 Fall Term **Sessional Instructor**

Geography 1160: Geography of British Columbia
Kwantlen Polytechnic University

2019 Fall Term **Sessional Instructor**

Geography 101: Introduction to Human Geography (two sections)
Alexander College

September 2018- August 2019 **Limited Term Lecturer**

Geography 322: World Resources
Geography 445: Resource Planning
Department of Geography
Faculty of Environment
Simon Fraser University

2019 Summer Term **Sessional Instructor**

Geography 1101: Introduction to Human Geography
Kwantlen Polytechnic University

2018 Fall and 2019 Spring Term **Limited Term Lecturer**

Labour Studies 330: Labour on Film

Labour Studies 310: The Politics of Labour in Canada

Labour Studies 306: Critical Political Economy of the Labour Market

Department of Labour Studies

Simon Fraser University

2018 Summer Term **Sessional Instructor**

Labour Studies 230: *Special Topics: Workers and Global Capitalism*

Department of Labour Studies

Simon Fraser University

2018 Summer Term **Sessional Instructor**

Geography 1101: Introduction to Human Geography

Kwantlen Polytechnic University

2018 Spring Term **Sessional Instructor**

Geography 328: the Geography of post-confederation Canada

Department of Geography

University of British Columbia

September 2011- December 2017 **Limited Term Lecturer**

Geography 100: Introduction to Human Geography

Geography 102: World Problems from a Geographic Perspective

Geography 221: Economic Geography

Geography 324: Geography of Transportation

Geography 322: World Resources

Geography 389: Human Ecology

Geography 445: Resource Planning

Geography 449: Urban Ecology

Resource and Environmental Management 100

Department of Geography and

Faculty of Environment

Simon Fraser University

2017 Summer Term **Sessional Instructor**

Geography 2250: The City

Kwantlen Polytechnic University

2017 Summer Term **Sessional Instructor**

Geography 4501: The Geography of Film and Emerging Media

Kwantlen Polytechnic University

2017 Summer Term **Sessional Instructor**

Geography 1150: Geography of Metro Vancouver

Douglas College

2017 Summer Term **Sessional Instructor**

Geography 100: Introduction to Human Geography

Simon Fraser University

2017 Spring Term **Sessional Instructor**
Geography 122: Geography, Modernity, and Globalization
Vantage College/Geography
University of British Columbia

2017 Spring Term **Sessional Instructor**
Geography 290: Introduction to the Geography of Canada
Department of Geography
University of British Columbia

2017 Spring Term **Sessional Instructor**
Geography 100: Introduction to Human Geography
Columbia College

2016 Spring, Winter and Fall Term **Sessional Instructor**
Geography 100: Introduction to Human Geography
Columbia College

2016 Summer Term **Sessional Instructor**
Geography 2250: The City
Kwantlen Polytechnic University

2015 Fall Term **Sessional Instructor**
Geography 1101: Introduction to Human Geography
Kwantlen Polytechnic University
2015 Fall Term **Sessional Instructor**
Geography 100: Introduction to Human Geography
Columbia College

2012 Spring Term **Sessional Instructor**
Resource and Environmental Management 100: Global Change
Resource and Environmental Management
Simon Fraser University

2011 Spring Term and Fall Term **Sessional Instructor**
Resource and Environmental Management 100: Global Change (Two Sections in Spring)
Resource and Environmental Management, **Simon Fraser University**

2011 Summer Term **Sessional Instructor**
Geography 265: Geography of British Columbia
Geography 489: Geography of Film and Emerging Media
Geography 324: Geography of Transportation

2010 Fall Term **Sessional Instructor**
Resource and Environmental Management 100: Global Change
Resource and Environmental Management
Simon Fraser University

2010 Fall Term **Sessional Instructor**
Geography 265: Geography of British Columbia

Department of Geography
Simon Fraser University

2010 Fall Term **Sessional Instructor**
Geography 489: Geography of American Influence
Department of Geography
Simon Fraser University

2010 Summer Term **Sessional Instructor**
Geography 324: Geography of Transportation
Department of Geography
Simon Fraser University

2010 Spring Term **Sessional Instructor**
Geography 265: Geography of British Columbia
Department of Geography
Simon Fraser University

2010 Spring Term **Sessional Instructor**
Resource and Environmental Management 100: Global Change (Two Sections)
Resource and Environmental Management
Simon Fraser University

2009 Fall Term **Sessional Instructor**
Geography 265: Geography of British Columbia
Department of Geography
Simon Fraser University

2009 Fall Term **Sessional Instructor**
Geography 489: Geography of War
Department of Geography
Simon Fraser University

2009 Fall Term **Sessional Instructor**
Resource and Environmental Management 644: Public Policy and Administration
Resource and Environmental Management
Simon Fraser University

2009 Fall Term **Sessional Instructor**
Resource and Environmental Management 100: Global Change
Resource and Environmental Management
Simon Fraser University

2009 Summer Term **Sessional Instructor**
Geography 221: Economic Geography
Department of Geography
Simon Fraser University

2009 Summer Term **Sessional Instructor**
Geography 324: Geography of Transportation
Department of Geography

Simon Fraser University

This course covered the economic and geographic aspects of global, national, and regional transportation systems.

2009 Spring Term **Sessional Instructor**

Geography 261: Urban Geography

Department of Geography

Simon Fraser University

2009 Spring Term **Sessional Instructor**

Resource and Environmental Management 100: Global Change

Resource and Environmental Management

Simon Fraser University

2008 Fall Term **Sessional Instructor**

Geography 489: Geography of War

Department of Geography

Simon Fraser University

2008 Fall Term **Sessional Instructor**

Resource and Environmental Management 100: Global Change

Resource and Environmental Management

Simon Fraser University

2008 Summer Term **Sessional Instructor**

Geography 324: Geography of Transportation

Department of Geography

Simon Fraser University

2008 Spring Term **Sessional Instructor**

Geography 322: World Resources

Department of Geography

Simon Fraser University

2008 Spring Term **Sessional Instructor**

Resource and Environmental Management 100: Global Change

Simon Fraser University

2007 Fall Term **Sessional Instructor**

Geography 100: Introduction to Human Geography (Two sections)

Department of Geography

Simon Fraser University

2007 Fall Term **Sessional Instructor**

Resource and Environmental Management 100: Global Change

Resource and Environmental Management

Simon Fraser University

2007 Summer Term **Sessional Instructor**

Geography 221: Economic Geography

Department of Geography

Simon Fraser University

2007 Spring Term **Sessional Instructor**

Geography 322: World Resources

Department of Geography

Simon Fraser University

2006-2007 Fall/Winter Term **Sessional Instructor**

Foundations in Ecology and Sustainability 103

Co-ordinated Arts Program

Sustainability Stream

University of British Columbia

2006 Fall Term **Sessional Instructor**

Resource and Environmental Management 100: Global Change

Resource and Environmental Management

Simon Fraser University

2005 Winter Term **Sessional Instructor**

Geography 389: Human Ecology

Department of Geography

Simon Fraser University

2004-2005 **Contracted Researcher**

Canadian Centre for Policy Alternatives, BC

I analyzed social and economic provincial policies and recommended alternatives. I conducted research and analysis of child and youth policies (child protection and child and youth welfare), and social housing policies.

2003-2004 **Teaching Assistant**

I worked as a teaching assistant in the Foundations in the Arts program at the University of British Columbia. I independently ran three weekly seminars, assessed and marked papers and exams in a course on humans and their connection to nature.

2003-2004 **Housing Researcher**

Tenants Rights Action Coalition

I worked part time conducting research on regional rental housing trends and homelessness for this non-governmental organization.

1994 -1995 **Public Transit Researcher**

EcoCity Society

I researched and wrote articles for EcoCity's annual newsletter. These articles reported on transit marketing, declining transit ridership, issues of accessibility for seniors and the mobility challenged to public transit. I made presentations to Edmonton City Council and Edmonton Transit, based on research of other transit systems' (Portland, Oregon; Ottawa-Carleton; Utah Transit Authority; BC Transit etc.) marketing programs, to increase the marketing budget and profile of Edmonton Transit (Edmonton Transit ran a series of television, radio, and print ads promoting the increased use of public transit several months after these presentations were made). I also conducted research on transportation demand management, and integrated transportation planning.

Community Involvement

2000-2008 Member of Southeast False Creek Stewardship Group

City of Vancouver

I was a member of this stewardship group, which was struck to advise the City of Vancouver on targets and criteria for their model sustainable community. This stewardship group met monthly and provided advice and worked to ensure that the policy for the model sustainable community (adopted by Vancouver City council in October 1999) was implemented.

1997-1999 Member of Southeast False Creek Advisory Group

City of Vancouver

I sat on this advisory group which helped City staff, consultants, and other professionals in the policy community, to operationalize sustainable urban development by creating the policy broadsheets for this model sustainable community planning process.

1998-2008 Coordinator

Southeast False Creek Working Group

I organized events, conducted fund-raising, and coordinated volunteers for this coalition of community groups, which sought to ensure an open and inclusive planning process for the City of Vancouver's model sustainable community in Southeast False Creek.

Planning Initiatives

Southeast False Creek Sustainability Outreach Centre:

October 2001-May 2002 - As coordinator of the Southeast False Creek Working Group, I partnered with the City of Vancouver's Planning Department, Designers for Social Responsibility to raise funds to staff and run an on-site Sustainability Outreach Centre for the Southeast False Creek planning area. This centre displayed all the charette and design work done to date on the planning area (including the city's materials). It also served as a meeting place for community members interested in the sustainable development of Southeast False Creek. The Designers for Social Responsibility and the Southeast False Creek Working Group organized an Official Development Plan (ODP) review workshop for the Southeast False Creek area.

Southeast False Creek: Citizen's Design Charette

January-December 2000- I raised the funds for, organized, and facilitated this design charette. Architects and landscape architects, academics and researchers, local government planners and engineers, environmental and other government agency representatives, and non-governmental organizations interested in sustainable urban development attended several design workshops on the Southeast False Creek area. The charette incorporated the park area officially approved by Vancouver's City Council in 1999. Three land use plans, and many inspiring renderings were generated by this design charette.

Curriculum Vitae
KATHY FITZPATRICK, Ph.D.
k.a.fitzpatrick@gmail.com

EDUCATION

Ph.D. Memorial University, St. John's, NL. May 2023

- Thesis title: *On the move and working alone: A study of Newfoundland and Labrador home care workers*
- Fitzpatrick, K. (2020) "Revealing the extraordinary in the ordinary": Rhythmanalysis and employment-related geographical mobilities of Newfoundland and Labrador home care workers." *Applied Mobilities*, DOI: [10.1080/23800127.2020.1804701](https://doi.org/10.1080/23800127.2020.1804701)
- Fitzpatrick, K. and Neis, B. (2015) On the move and working alone: policy implications of the experiences of unionised Newfoundland and Labrador homecare workers. *Policy and Practice in Health and Safety* 13(2): 46 – 67. DOI: [10.1080/14774003.2015.11667817](https://doi.org/10.1080/14774003.2015.11667817)
- The data was collected through mixed methods: semi-structured interviews, non-participant observations, analysis of government policies and collective agreements, and analysis of confidential Canada census survey data (1981-2006).
- Research question: What are the consequences of different forms of employment-related geographical mobility (commuting to from and between workplaces) on the working conditions and occupational health and safety of Newfoundland and Labrador home care workers?
- Specializations: gender and work, work and families, gender and health, occupational health and safety, employment rights, employment-related geographical mobility, rhythmanalysis, feminist political economy.

Master's Degree, Geography 1998 – Simon Fraser University, British Columbia.

- Thesis title: *Hidden Spaces, Hidden Workers: Revealing Homeworking Within Southwestern British Columbia.*
- This research-based thesis collected data through semi-structured interviews with homeworkers, company and government representatives.

Bachelor of Arts – Geography 1993 Simon Fraser University, British Columbia

- Specialized in human geography
- Coursework: economic geography, social geography, geography and gender, and national and international development

PROFESSIONAL EXPERIENCE

Postsecondary Instructor (Geography)

Kwantlen Polytechnic University 2002 to 2008 and 2018 to current

Geography 1101 – Introduction to Human Geography
Geography 1160 – Regional Geography of British Columbia
Geography 2140 – Regional Geography of Canada
Geography 2180 – Regional Geography of the Pacific Rim
Geography 4501 – Geography and Gender

Coquitlam College – Coquitlam BC 1999 to 2008 and 2018 to 2019

Geography 100 - Human Geography
Geography 101 – Weather and Climate
Geography 102 – Introduction to Earth Science
Geography 120 - Geography of Canada
Geography 201 - Economic Geography
Geography 202 - Environmental Geography
Geography 204 - Cultural Geography
Geography 206 – Urban Geography

University of the Fraser Valley, BC 2001 to 2002

Geography 130 – Geography of Canada
Geography 140 - Human Geography
Geography 242 - Economic Geography

Douglas College, New Westminster, BC 2000

Geography 1100 – Introduction to Human Geography

Simon Fraser University, Burnaby, BC 1997 TO 2000

Geography 241 - Social Geography
Geography 387 – Geography and Gender

Postsecondary Instructor (Other courses)

Kwantlen Polytechnic University, BC. 2022 to current

Arts 1100 ‘Boost Version’ – Experiencing the Arts
Sociology 1125 Introduction to Sociology
Sociology 3300 Sociology of Work and Occupations

Coquitlam College – Coquitlam, BC. 2018 to current

Sociology 101 – Introduction to Sociology
Sociology 102 - Canadian Society
Sociology 202 – Sociology of Work and Business
Sociology 203 – Ethnic and Racial Inequality
Sociology 204 – Sociology of Families

Coquitlam College – Coquitlam, BC. 2002 - 2008

History 101 - Pre-Confederation Canada

History 102 - Post-Confederation Canada

Memorial University of Newfoundland, St. John's, NL. 2016

Sociology 1000 - Introduction to Sociology

Facilitator, Simon Fraser University

Instructional Skills Workshop 1996-2000

- Work collaboratively with two or more facilitators to organize three-day workshops for graduate students and faculty to improve teaching skills
- Facilitate and give constructive feedback to participants in small group setting
- Design interactive workshop activities such as inclusiveness, cooperative learning, Kolb's cycle, learning styles, effective use of visual aids
- Giving constructive feed to other facilitators

Teaching assistant Workshops 1996 - 2000

- Evaluating Participation and Presentations
- How to have a participatory workshop

Teaching Assistant, Simon Fraser University, Burnaby 1993-1999

Geography 241 - Social Geography

Geography 301 – Geographic Ideas and Methodology

Geography 385 – Agriculture and the Environment

Geography 460 – South Asia

**Statistical Assistant – Statistics Canada, Memorial Research Data Centre
Nov 2013 to Sep 2017**

- Ensure all aspects of data access in Memorial University Research Data Centre (MUN RDC) are in compliance with Statistics Canada's policies and procedures
- Provide basic assistance to researchers on the use of the computer network and statistical software.

**Knowledge mobilizer assistant – On the Move Partnership, Memorial
University, Sept 2013 to April 2018**

- Review media sources for labour market, work-related mobility, housing, and social policy information
- Develop and maintain RefWorks database as a community knowledge mobilization research tool
- Conduct literature reviews

Volunteer & Committee Experience

Feb 2023 – current.	Joint Health and Safety Committee Co-Chair (workers representative), Coquitlam College
Oct 2022 – current	Sociology Department Representative (interim) – Arts Faculty Council, Kwantlen Polytechnic University.
2018 – current.	Member - BC Sociology and Anthropology Articulation Committee Coquitlam College Representative.
2012 – 2014	Trainee representative – On The Move Partnership Trainee Caucus, St. John's NL.
2008 – 2011	Graduate representative – Sociology Department Memorial University, St. John's NL.
2007 – 2008	Board member – Maple Ridge Family Education and Support Centre.
2004 – 2006	Co-Chair/Chair British Columbia Geography Articulation Committee, Coquitlam College.
2000 – 2008	Committee member - BC Geography Articulation Committee.

Affiliations

2023 – current	Canadian Association of Geographers
2023 – current	Canadian Sociology Association
2009 – current	Canadian Institute of Health – Gender, Health, and Environment
2010 – current	Canadian Association for Researching Work and Health member
2012 – 2019	On the Move Partnership – trainee

Grants/Fellowships

Grant/Fellowship	Covers the period	Total amount
On the Move: Employment-Related Geographical Mobility in a Canadian Context	Sept 2012 to Aug 2014	\$12,000
Atlantic RURAL Centre Fellowship	Sept 2009 to Aug 2011	\$36,000
CIHR Team in Gender, Environment and Health	Sept 2009 to Aug 2010	\$7,000
Memorial University Graduate Fellowship – Sociology Department	Sept 2008 to Aug 2012	\$56,000
SafetyNet	Aug 2009	\$7,939

Co-applicant – CIHR Café Scientifique <i>Does our Sex/Gender and our environment affect our health? How your work can make you sick.</i>	Oct 2010	\$3,000
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Peer Reviewed Papers

Fitzpatrick, K. (2020) “Revealing the extraordinary in the ordinary”: rhythmanalysis and employment related geographical mobilities of Newfoundland and Labrador home care workers, *Applied Mobilities*, DOI: [10.1080/23800127.2020.1804701](https://doi.org/10.1080/23800127.2020.1804701)

Fitzpatrick, K. and Neis, B. (2015) On the move and working alone: policy implications of the experiences of unionised Newfoundland and Labrador homecare workers. *Policy and Practice in Health and Safety* 13(2): 46 – 67. DOI: [10.1080/14774003.2015.11667817](https://doi.org/10.1080/14774003.2015.11667817)

Neis, B., Barber, L. **Fitzpatrick, K.**, Hanson, N., Knott, C., Premji, S., and E. Thorburn (2018) Fragile synchronicities: diverse, disruptive and constraining rhythms of employment-related geographical mobility, paid and unpaid work. *Gender, Place and Culture* 25(8): 1175 – 1192. DOI: [10.1080/0966369x.2018.1499616](https://doi.org/10.1080/0966369x.2018.1499616)

Presentations

On the move: Issues facing Unionized Newfoundland home care workers. Speaker at the National Union of Public and General Employees Home Care Workers’ Meeting. Ottawa, Ontario (Oct 28, 2019).

What’s Place Got to do with it? Arrhythmias, Synchronicities, Place-ballet, and the Intersecting Rhythms of Newfoundland Home Care Workers. Presented at the On the Move Partnership International Symposium. St. John’s Newfoundland (November 18 – 21, 2018).

Gender, interprovincial commutes and labour market inequalities: A comparison of St. John’s and Southwest Newfoundland. Presented at the Canadian Research Data Centre Network Conference. Toronto, Canada (November 14 – 15, 2017).

Towards a gendered rhythmanalysis of the home, mobility and working lives of workers and their families engaged in extended employment-related geographical mobility in the Canadian context. Presented at the Gender and (Im)mobilities in the Context of Work - an international interdisciplinary conference. Tromsø, Norway (June 16, 2016). Barbara Neis, **Kathy Fitzpatrick**, Lachlan Barber, Natasha Hanson, Christine Knott, Stephanie Premji, Elise Thorburn.

Rhythms of Newfoundland and Labrador Home care worker. Presented at the Mobile Work-Life Arrangements Late Summer School, Freiburg, Germany (October 16, 2015)

What’s mobility got to do with it? Newfoundland home care workers, (in)visibility, policies and precarious work. The Canadian Sociological Association, Ottawa, Ontario (June 3, 2015).

Rhythms of Newfoundland home care workers. Presented at the On the Move Partnership General Meeting, Gatineau, Quebec (May 31, 2015).

Employment-related geographical mobility and occupational health and safety: Policies and experiences of Newfoundland home care workers. Presented at the Canadian Association for Research on Work and Health at Saskatoon, Saskatchewan (October 21, 2014).

Precarious employment and Newfoundland home care workers: What does employment-related geographical mobility have to do with their eligibility for workers' compensation? Presented at the International Symposium on Governance, Change and the Work Environment at Cardiff University, U.K. (July 1, 2014).

Near and away: Employment-related geographical mobility of Newfoundland home care workers. Presented at the Canadian Association of Geographers Conference, St. John's, NL. (August 12, 2013).

On the commute and in the home: Safety issues facing NL home care workers. Paper presented at the Canadian Association of Geographers Conference, St. John's, NL. (August 13, 2013).

A comparison of home care workers in St. John's NL and SW NL: A general overview. Presented at the Gateway Status of Women meeting, Port Aux Basques, NL. (July 23, 2013).

Behind closed doors and on the move: A preliminary look at policies affecting the working conditions of NL home care workers. Webinar presentation for the CIHR Team in Gender, Environment and Health (April 5, 2013).

E-RGM of Newfoundland Home Care Workers: Preliminary Findings. On the Move: Employment – Related Geographical Mobility General Meeting St. John's, NL. (December 2012).

Where the women went: Gender and employment-related geographical mobilities among mobile home care workers in Newfoundland, Canada. The Gender and Mobilities: Current, Empirical Theoretical and Methodological Perspectives International Conference, Tromso, Norway (June 18, 2012).

Where the Women Went: Home Care Worker Living in Newfoundland and Working in Nova Scotia. Women's World Conference, Ottawa, Ontario (July, 2011).

Poster Session

In Sickness and In Health: A Critical Literature Review of Canadian Home Care Worker's Health Issues. Canadian Association For Research on Work and Health Toronto. (2010).

Lab Assistant

Victoria Tubrett

VICTORIA TUBRETT

Vancouver, BC • vtubrett@gmail.com • <https://ca.linkedin.com/in/victoriatubrett>

HIGHLIGHT OF QUALIFICATIONS

- Bachelor of Science double major in Earth Science and Geography, focus in Physical Geography; Diploma in Geographic Information Sciences (GIS)
- Extensive experience in GIS, biology and geology field work and related sample/data processing
- Proficient with Microsoft Office Suite and ESRI products
- Experience creating maps and figures
- Experience working on data input, organization, management, and analysis
- Effective communication, organizational and time-management skills

EDUCATION

Memorial University of Newfoundland <i>Bachelor of Science (Double Major in Earth Science & Geography) (April 2014)</i>	St. John's, NL
Memorial University of Newfoundland <i>Diploma in Geographic Information Sciences (GIS) (August 2015)</i>	St. John's, NL

EXPERIENCE

Physical Geography Lab Instructor (Part-time) <i>Kwantlen Polytechnic University</i>	January 2022 - Present
<ul style="list-style-type: none">• Prepare, and evaluate student lab assignments• Provide instructional support and practical demonstrations• Update and re-create course materials• Manage lab inventory• Running department Instagram account	
GIS Mapping Technician (Contract) <i>Regional District of East Kootenay</i>	June 2021 – August 2021
<ul style="list-style-type: none">• Collected geographical data of municipal water system infrastructure with Esri's Collector connected to a GPS unit and Bosch laser measuring device• Updated water infrastructure GIS system with collected field data• Service area audits through visual analysis and problem-solving using Tempest and GeoViewer• Digitizing local tourist trail maps on ArcPro and ground truthing results with GPS collection	
Bartender and Shift Manager <i>One Under Urban Golf Club</i>	2020 - Present
General Manager <i>The Ellis Gastropub</i>	2019
Assistant General Manager <i>St. Augustine's Craft Beer and Food</i>	2018
Field and Lab Research Assistant <i>Memorial University – Marine Habitat Mapping Project</i>	June 2015 – August 2015
<ul style="list-style-type: none">• Collected marine habitat samples including, sediment and biological samples, video of the ocean bottom and bathymetry data• Sediment sample lab work such as weighing, sorting, sieving, drying; recording and organizing resulting data followed by processing data with GRADISTAT• Processed bathymetry data with CARIS to eliminate “noise”	
Lab Assistant <i>Memorial University – Atlantic Cod Habitat</i>	September 2014 – August 2015

- Sorting, weighing, sieving, drying and data recording of over 150 marine sediment samples
- Recording and organizing sediment data with Microsoft Excel
- GIS work; mapping sediment sample locations, overlay on bathymetry shapefiles, interpolate sediment samples for continuous sediment map, produce maps of results

Work Term; Online App Development

January 2015 – April 2015

Natural Resources Department, Geoscience Data Management Section

- Creation of a Geology Walking Tour App using Esri's ArcGIS Online
- Created shapefiles in ArcMap based on georeferenced aerial photography
- Wrote a report on app progress and instructions for maintenance

Research Assistant

May 2014 - August 2014

Marine Institute Center of Fisheries Ecosystem Research

- Amalgamating multiple large data sets from commercial fishing operators
- Built database with of CEFR and OCI data sets using Microsoft Excel and Access
- Mapped fish catch and bycatch data and GPS records of tagged fish movement with ESRI's ArcMap

GIS Research Assistant

January 2014 - April 2014

Memorial University — Deep-water Coral Conservation Project

- Analyzed large datasets using Microsoft Excel and ArcMap
- Mapped biomass, richness and distribution of deep-water corals off the coast of Newfoundland and Labrador using Esri's Arcmap to determine/update protection areas

Tutor for High School Math, Physics and Earth Sciences

May 2012 – June 2015

Achieva Educational Services

Team Leader (Green Team Supervisor)

Summer 2010 and 2009

Conservation Corp of Newfoundland – Colliers River Trail Project (2010) and North Arm River Project (2009)

- Redeveloped and expanded walking trails along protected salmon rivers
- Complete daily reports such as time sheets, site progress, equipment stock and expense claims
- Supervised the worksite, designation of work among team members, team morale building
- Plan, schedule and coordinate awareness and education presentations and events for the public
- Write and coordinate media releases, of project details and process, with local media outlets

VOLUNTEER AND ACTIVITIES

• Owner/Artist of Tubs of Colour	Started Jan 2022
• Volunteer as makeup and hair school model	2014 - 2018
• East Coast Trail Tely Hike	2012 - 2014
• GAC (Geography Association of Canada) Conference Volunteer	2013
• WISE Up (Women in Science and Engineering)	2010 - 2014
• Junior High Science Fair Judge	2010 - 2012
• Mining Day Volunteer at the Johnson Geo Center	2010
• Volunteer for AUGC (Atlantic Universities Geological Conference)	2010
• Secretary, North Arm River Project	2009 - 2010
• Chair of Holyrood Youth Council	2008 - 2010

AWARDS AND ACCOMPLISHMENTS

-
- Holyrood Scholarship - 2009
 - Darryl Gorman Scholarship - 2009
 - Kelly Anne Cleary Memorial Award - 2009
 - Merit Award in Pre-Calculus, Chemistry and Physics - 2009
 - Highest Academic Average Art and Design - 2006-2009
 - Excellence Award for Advanced Math and Physics - 2007-2008
 - Canadian Mathematics Competition School Champion - 2005-2008
 - Holyrood Youth of the Year - 2008
 - Provincial Government Volunteer Recognition – 2008

Appendix 12: KPU Geography and the Environment Instructional Staff: Employment Status, Workload, and Courses—Physical and Human Geography

Physical Geography	Physical/Human Geography	Human Geography
<p>Faculty:</p> <p>3 full-time regular 1 part-time (75%) non-regular</p> <p><i>+ lab assistant for GEOG 1102</i></p>	<p>Courses:</p> <p>4380 Applications in GIS [4350 Climate Change] 4100 Research Design [3390 Methods in Environmental Geography] 3320 Environment and Resources 3310 Natural Hazards 2400 Introduction to GIS 2390 Quantitative Methods 2380 Qualitative Methods [2190 Geography of South Asia] [2185 East Asia] [2170 Europe] 2140 Canada 1160 British Columbia</p>	<p>Faculty:</p> <p>3 full-time regular 1 part-time (75%) regular 2 part-time, non-regular (individual course contracts)</p>
<p>Courses:</p> <p>[4320 Advanced Geomorphology] [3340 Biogeography] [3330 Hydrology] 2320 Geomorphology 2310 Climatology 1102 Physical Geography</p>		<p>Courses:</p> <p>3220 Urban Politics and Planning 3130 Society and Urban Space 3120 Economic Geography 2250 The City 1101 Human Geography</p>

[Indicates courses in the University Calendar, but never offered]

[Indicates courses in the University Calendar, but not offered for several years]

Appendix 13: References

- Canadian Association of Geographers. (2023). *Jobs and Careers. Profiles of Professional Geographers*. Accessed April 30, 2023. <https://www.cag-acg.ca/jobs-careers>
- Government of Canada. (2023). *Your Conditions as a Study Permit Holder in Canada*. Accessed May 7, 2023. <https://www.canada.ca/en/immigration-refugees-citizenship/services/study-canada/study-permit/prepare-arrival/study-permit-conditions.html>
- Indeed. (2023). *Jobs in Geography (With Primary Duties and Salary)*. Indeed Editorial Team. Updated March 24, 2023. Accessed April 30. <https://ca.indeed.com/career-advice/finding-a-job/jobs-in-geography>
- Kwantlen Polytechnic University. (2022a). *Management Discussion and Analysis, 2021 – 2022. Financial Services*. Accessed February 1, 2023. <https://www.kpu.ca/finance/reports>
- Kwantlen Polytechnic University. (2022b). *2021/22 Accountability Plan & Report*. Office of Planning and Accountability. Accessed February 1, 2023. <https://www.kpu.ca/opa/accountability-plans>
- Kwantlen Polytechnic University. (2023). *Tuition Estimator*. Accessed May 7, 2023. <https://www.kpu.ca/tuition-estimator>
- University of British Columbia. (2023). *International Student Guide*. Student Services. Accessed May 7, 2023. <https://students.ubc.ca/international-student-guide>
- Workopolis. (2023). *All Geography Jobs in BC*. Accessed April 30, 2023. https://www.workopolis.com/jobsearch/geography-jobs/bc?job=xz3xrWWYa9fuGNOexrqeTDZrM9Rc-nmD4OywLT6_-KvMVwlzpJDcpDHfpIJ8fP6

SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Agenda Number: 5.2

Meeting Date: June 21, 2023

Presenter(s): Valerie Vezina, Shelley Boyd

AGENDA TITLE: POLITICAL SCIENCE QUALITY ASSURANCE PLAN

ACTION REQUESTED: Motion

RECOMMENDED RESOLUTION:

THAT the Senate Standing Committee on Program Review accept the Political Science Quality Assurance Plan as attached.

COMMITTEE REPORT

For Secretariat Use Only

Attachments

Political Science Quality Assurance Plan

Submitted by

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

Date submitted

May 25, 2023

REPORT: Political Science Quality Assurance Plan

Instructions for Reviewers

Your assessment should ensure the Quality Assurance Plan does the following:

- address all the recommendations in the Self-Study and External Review reports (or provide a clear rationale when a recommendation is not addressed);
- provide clear, realistic plan of actions that are within the department's purview;
- clearly articulate how the Program will demonstrate Progress on a Goal and/or Action in its Annual Follow-Up Report.

OVERALL ASSESSMENT:

Please provide a brief assessment of the Quality Assurance Plan under review and an overall recommendation.

Reviewer #1: This plan is ambitious and relies heavily on resources that are beyond the department's ability to control (e.g., time release/space). I suggest that actions in the plan be prioritized according to the ability of the department to carry them out. The plan mentions that the department feels overworked as it is now (e.g., not having time to carry out curricular revision work without time release) so it may not be reasonable for program faculty to take on all the actions in this plan.

The curricular project seems the most pressing and the most related to the purpose of program review, so perhaps that is the place for faculty to focus their energies.

Reviewer #3: The Political Science program is to be commended for having already started, and in some cases completed, some of the action items in this QA Plan. However, the plan is only partially complete as many (approximately half) of the recommendations from the Self-Study Report have not been addressed. This is the main reason that I unfortunately cannot recommend approval of the QA Plan. I have also identified some other major issues, which I list below. Please make sure to carefully read "Program Review Guide #6: Quality Assurance Plan Development" so that you are aware of what is required in the document. I look forward to the committee receiving a more complete QA Plan at a later date.

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

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

- a) Recommendations made in the Self-Study Report and/or External Review Report are not appropriately addressed.
- b) Goals, Actions, and/or Resource Implications are not worded clearly.
- c) It is unclear how the Program will demonstrate Progress on a Goal and/or Actions in its Annual Follow Up Report.

Issue (page #)	Suggested Action	Program's Response
<ul style="list-style-type: none"> • <i>Overarching Edits:</i> writing needs to be 'affirmative' -i.e., Poli did x, y; Poli needs x, y • Specificity needed throughout • It will be useful to number all recommendations • In some areas more information/planning needed 		
<p>Of the recommendations listed in Chapter 6 ("Summary and Recommendations") of the Self-Study Report, approximately half are not addressed in the QA Plan. Of those, many are completely absent, though some appear as action items without the relevant recommendation being listed (or vice versa). As stated in the QA Plan guide, <i>"The Quality Assurance Plan is expected to address all recommendations, unless there is a compelling reason for not doing so"</i>. Also, any recommendation you have decided not to address must be listed, along with a rationale, in the QA Plan (this is done for only two recommendations even though many more than two have not been addressed in the QA Plan).</p>	<p>Carefully review the Self-Study Report to make sure that all of its recommendations are explicitly addressed in the QA Plan. Each recommendation should either be listed under one or more of the Goals, or else included in the list of the recommendations that you have decided not to address.</p> <p>Do the same with the recommendations from the External Review Report to make sure you have addressed them all in the QA plan. [It appears that one of the external team's recommendations (about exploring a postgraduate diploma in climate leadership) has not been addressed.]</p>	<p>After revisions, the only recommendation not included is the ask for Library resources (SRR, p. 51). While important, this is more in the way of being ongoing business rather than anything new: POLI faculty regularly contact our (very helpful) Library liaison requesting resources and will continue to do so. Adding it to the QAP seems redundant, or perhaps pedantic.</p>
<p>The word "ongoing" is used in place of the "Start On" or "Complete By" dates for many action items. As noted in the Guide, <i>"Start and completion dates for each step must be included..... Do not use TBD or Ongoing. Many actions have an ongoing aspect to them so in these cases give the date the first cycle will be completed."</i></p>	<p>In the "Complete By" columns, replace the word "ongoing" with the date the first cycle or iteration is expected to be completed by. This will make it easier to identify progress in the annual follow-up reports. If "ongoing" is used in the "Start On" column, enter a date when the action item is expected to start, or when it (or its most recent iteration/cycle) started.</p>	<p>Done</p>
<p>The committee requires the entries in the "Led By" column to be quite specific -- i.e. name(s) of faculty member(s) or at least a specific position (e.g. chair or coordinator). The word "faculty" is used in a few instances, which the committee would consider to be too broad as it makes it less likely that someone will be accountable for that item.</p>	<p>In the "Led By" columns, replace each instance of "faculty" with a person's name or with a specific position (e.g. chair).</p>	<p>Done</p>

Issue (page #)	Suggested Action	Program's Response
4, rec. 1	Good rationale, but you then state what you <i>might</i> do. You need to either propose something or defend why you are not doing it. This is an example as point 1 above (overarching edits needed).	Positive language adopted throughout
4, rec 3	Write in the affirmative.	Done
6, Goal 1, Action 1	Is this complete? If so state complete and month/year. Follow this same notation throughout.	Done
6, Goal 1, Action 3	2028 is too far away of a completion date. How will the mapping come about? What is the plan? More information/planning needed.	Clarification provided.
6, Goal 1, Action 4	Poli methods class will take considerable work. Who will create this course? Do you have a methodologist among Poli to create this course? Do you have faculty to teach this course? Your timeline of work/completion -is this to have the course <i>created</i> ? Or <i>passed</i> through Senate? Why will this action begin fall 2024 and not sooner?	Clarification provided.
7	What resources will you need? This is too vague.	Clarification provided.
7, Goal 2, Action 1	Who is this led by? Do you have someone at KPU? Do you have ally/ies? Can you be trained or mentored?	Clarification provided.
8, Goal 2, Action 1	What course outlines? All perhaps? State the number or ideally list them. Who will do these revisions. You have said the ASSC rep and chair -but surely they will not be the ones to indigenize all outlines.	We are currently revising 16 outlines. The remainder will either be revised thereafter, or else will have their learning outcomes collated along with those of the newly-revised specimens.
8	Resources: more specific information is needed. Who will lead this? Who will advise the leaders? Also, can you get training? For example, there are KPU and external led workshops on indigenizing.	PD opportunities cannot always be projected a year in advance. POLI faculty intend to attend to workshops and PD opportunities as they arise at KPU.
9, Goal 3, Action 3	Good! This is a good action item, but I am wondering if you have the student base to offer 10 3000 and 4000 level courses in one academic year?	We will make the attempt and see.

Issue (page #)	Suggested Action	Program's Response
10	Resources: in line with the above, does the department have the student base to be allocated more base courses?	The department is in a period of growth and renewal, so we prefer to take the path of optimism for the moment.
11, Goal 4, Action 1	What is your strategy on social media? How often? Who will do this? The chair will be responsible for all social media posts? I ask this only because the chair's duties are vast and social media posts could easily be taken up by another faculty. You may find it a good service area for NR2s.	Clarified.
11, Goal 4, Action 2	This is a great Action item, but who will do it and with what frequency. More information/planning needed.	Clarified.
12, Goal 4, Action 3	Be affirmative in your statements. How will the PAC be established, what is the plan? What will the PAC be responsible for? More information/planning needed.	Frankly, we know little about the nuts and bolts of PACs, so expecting a detailed plan at this juncture is rather optimistic. The chair and other faculty will liaise with the Dean's Office in order to gather information, and proceed accordingly.
12, Goal 4, Action 4	Events is a great Action item! What event(s) did the department plan for the upcoming academic year? More information/planning needed.	Clarified.
12, Goal 4, Action 5	Again, great Action item! More information/planning needed. What other departments are you interested in collaborating with? How will you collaborate with other departments? It seems like the last sentence is illogical.	Last sentence removed. We do not have precise plans for collaboration and are conceiving of this item more as a commitment to ad hoc dialogue and pursuing opportunities that do arise.
12	Resource: your honourarium is established by your Department. If \$100 is too low, then increase this amount, shift the budget around. More planning needed.	Addressed.

Issue (page #)	Suggested Action	Program's Response
14, Goal 5, Item 1	Action: change from- formalize the mentorship program INTO formalize the mentorship program into practicum course (?). Dates: is this completion date or date for enrollment (after being passed through Senate)?	The mentorship program is a POLI initiative and we want to formalize it (instead of it being more Ad Hoc at the moment)
15, Goal 5, Item 2	Needs to be led by a faculty as students leave KPU. How will you promote the retention and succession of the members? More information/planning needed.	Clarified.
Page 15. Under Goal 5, one of the items is "Climate change student ambassador program". It is not clear what the action is.	Please word each action item so that it is clear what the action is (e.g. if it is to restart it or to revitalize it, state that explicitly in the "Actions required..." column.).	Clarified.
16, Goal 5, Item 3	You are not 'hoping' but rather you will get them started. Be affirmative.	Done.
16, Goal 5, Item 4	Why is this program a focus? Condense information on this program. Weblink is not needed. Do you wish KPU to become an institutional member? Be affirmative in your plans.	Clarified.
Page 17. Under Goal 6, the sole action item is to "Lobby the University to have a dedicated pod".	It would be good to be more specific about whom, or which offices, you plan to lobby.	Clarified.
17, Goal 6, Item 1	Do you have space for a POD? How many program reviews has Poli completed? State the number, be affirmative.	We (POLI) don't have space even for one desk per regular instructor, let alone a pod; that's the problem. The wider question of Faculty/ university space allocations is not within our remit; our point is simply that insofar as a pod is possible, POLI should get one. Greater details are now provided on related matters in the QAP.

Issue (page #)	Suggested Action	Program's Response
p. 11 needs completion dates for actions and also possibly a name for the lead rather than "faculty." If this action is not fully supported by faculty (i.e., no one has time to do it), perhaps it should be removed.		Clarified
p. 12 rather than "every year" for hosting various events, perhaps you could host one event per year (or every 2 years, given time limitations), and then you could say it was completed for 2023.		Clarified
Some of the actions in Goal 4 seem to be beyond the capacity of the department in terms of human resources. Is there a way to make this goal more manageable? Could the department choose one thing out of this list to work on per year?	Perhaps the department needs to prioritize what activities it undertakes by way of promotion. Each of the actions under this goal require a lot of time.	The creation of a Communications Committee will help. Arts also has a Communications and Events Coordinator who is invaluable in promoting events.
p. 12 Resource requirements. Could you say this in a less accusatory way?		Amended.
p. 14 a "complete by" date needs to be entered rather than "ongoing."	It appears that this goal has been met, at least for this year. Is this something that has to be done every year?	Dates added
P. 15 several goals have a completion date of "ongoing." How will you determine whether these goals have been met?		Dates added
p. 17 needs a completion date		

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 #) All minor edits have been taken care of.
Delete all rows that are empty -
Make sure all columns have data entry at the top of the column. Currently, information is entered in a nonuniform way.
Refer to faculty all with titles <i>or</i> without titles (don't use Dr for some people and nothing to refer to others).
Please define all acronyms/initialisms at first usage (for example, ASSC).



Political Science Quality Assurance Plan

Date submitted to SSCPR: [Click here to enter text.](#)

Date Self-Study Report approved by SSCPR: April 13, 2022

Date of External Review: November 7 & 9, 2022

SUMMARY OF PROGRAM STENGTHS, CHALLENGES AND OPPORTUNITIES FOR IMPROVEMENT

Overview

We at Kwantlen Polytechnic University respectfully acknowledge that we live, work and study in a region that overlaps with the unceded traditional and ancestral First Nations territories of the Musqueam, Katzie, Semiahmoo, Tsawwassen, Qayqayt, and Kwikwetlem; and with the lands of the Kwantlen First Nation, which gifted its name to this university.

In the cause of reconciliation, we recognize our commitment to address and reduce ongoing systemic colonialism, oppression and racism that Indigenous Peoples continue to experience.

Political Science ([POLI](#)) is an undergraduate program within the Faculty of Arts at Kwantlen Polytechnic University. Political Science offers the chance to explore the political world through an innovative suite of offerings that combines a solid foundation in scholarship with 'hands-on' learning opportunities in debate, diplomacy, and policy. The credentials offered by the program offered include a B.A. Major in Political Science, a B.A. Minor, and an Associate of Arts (AA) degree. As noted by the External Review Report (ERR) and the Dean's response to the Self-Study (SSR), POLI "is on its way to becoming a mature program" (ERR p. 7) and the "program is dynamic and vibrant" (SSR, p. 51) despite being a small program. This poses both challenges and opportunities for improvement as summarized below.

POLI strengths

The KPU Political Science Department presents many advantages, such as smaller class sizes, high student engagement, an innovative culture, and strong teaching emphasis, all of which can be harnessed to uplift the student experience in the program. Surveys reveal broad levels of satisfaction with program learning outcomes and skills-development, and also show that the program effectively prepares students for future careers and for graduate study. Since the last program review was conducted, a major was developed, and innovative courses were built. The diversity of courses that make the program is certainly a strength.

POLI challenges

Political Science Quality Assurance Plan

As identified by the self-study, the ERT, and surveys (from students, alumni, and faculty), the key challenges for POLI are:

- a) curricular revision and renewal in light of program, Faculty, and institutional goals, as well as the new B.A. framework;
- b) enhanced applied and experiential learning opportunities;
- c) enhanced program profile, institutionally and across the wider community by developing a Program Advisory Committee, and increasing POLI's presence on social media;
- d) enriched Indigenization within the program by revising course outlines;
- e) more course offerings (especially in the summer semester) and upper-level courses in order to retain students to the major, and allow them to graduate on time;
- f) a department pod to foster belonging.

POLI opportunities

These challenges also mean, there are great opportunities for the program, such as:

- a) increase collaboration with other programs (Policy Studies, Asian Studies, Economics, etc.);
- b) formalization of the mentorship program to enhance applied learning opportunities;
- c) development of a new methodology course specific to POLI to retain students to the program;
- d) course revisions to meet students' expectations in terms of delivery format, and hands-on learning.

POLI threats

POLI is also well aware that challenges and opportunities within the program are also dependent on the will, energy and time of its faculty. Faculty members' time and energy are often stretched thin for a small program. A dynamic faculty can only continue to be so with resources (time, hiring a new faculty member) and support (library, teaching and learning, etc.) from the institution.

Furthermore, more threats to the program can be identified as follow:



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- a) competition from other post-secondary institutions in the Lower Mainland; for many years, until the development of a major in POLI, students were transferring to larger research institutions (e.g. SFU, UBC) after two years, such a mentality still persists among students despite an innovative major. Our ability to offer upper-level courses and for students to graduate in a timely fashion is thus crucial to fight back this competition;
- b) the overall decline of the usefulness of liberal arts college education in the public's mind;
- c) decreasing domestic enrollments (and more international students who often are not interested in a four-year degree);
- d) sickness or retirement of faculty and our ability to deliver certain key courses.

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RECOMMENDATIONS THE QUALITY ASSURANCE PLAN DOES NOT ADDRESS

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

Recommendations	Indicate Self-Study Report (SSR) or External Review Report (ERR) and page number	Rationale for Not Addressing
Development of an H onours <u>option/post-graduate diploma</u>	SSR, p. 46	POLI agrees with the ERR, p. 4, that the development of such programs can <u>may</u> be premature. Before such endeavours can be undertaken, much needs to be done regarding curriculum (revisions of courses outlines to align with program learning outcomes, <u>the</u> BA framework, decolonization and Indigenization of the curriculum). An idea that could be explored would be to have a joint honours program with another program.
Establishing an Alumni Advisory Committee	SSR, p. 48	POLI is willing to establish a Program Advisory Committee which would have Alumni presence. , and hence another committee seems unnecessary at this point. <u>This will deepen our alumni connections, as will a regular 'Alumni profiles' section on the Arts blog. Given our extensive other commitments, we believe it prudent to table the concept of an Alumni Committee for the current review cycle.</u>
<u>Consider changing contact hours (generally) from 3 consecutive hours per week, to two sessions of 1.5 hours</u>	<u>SSR, p. 43</u>	<u>This suggestion was made in the context of reflections on the merit of blended delivery. However, blended courses in general have not thus far been enrollment successes in Arts. In light of this, the prudent path will be to suspend action on this item. As post-pandemic student expectations and enrollment patterns stabilize, we may revisit this concept.</u>
<u>Exploring the possibility of developing a post-graduate diploma relating to Climate Leadership.</u>	<u>SSR, p..29, 50</u> <u>ERR, p.4</u>	<u>The challenge here is similar to that which affects the possibility of an Honours option (above). Between the two, we would tend to prioritize an</u>



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		<u>Honours option, but given limited time and resources we feel it best to table both possibilities for now.</u>

QUALITY ASSURANCE FIVE-YEAR ACTION PLAN

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

MONTH/YEAR WHEN THE FIVE-YEAR ACTION PLAN BEGINS: May 2023 to May 2028

GOAL 1: Curricular revision (including program competencies, course outlines, prerequisites)

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
“There is room for further reflection regarding Competencies (5) and (6). Indeed, as part of its upcoming process of curricular revision, we will give further consideration to the nature of POLI’s program competencies themselves, e.g., possibly amending them in light of this program review, and ensuring their alignment with the B.A. Framework.”	SSR, p.17
“For a fulsome review process to happen, a team will need to be formed, or a faculty member be given time release to undertake a systematic overview of the curriculum, or else use accountable time for this purpose, and get back to the Department with the full picture. Although there are grounds for confidence that current program learning outcomes and competencies are being well-served, more needs to be done to ensure that POLI’s outcomes and curriculum fully align with the new B.A. framework, with goals around Indigenization and reconciliation, and with the need to afford students hands-on experiential skills. A re-examination of prerequisite structures are also in order.”	SSR, p. 26
“Comprehensively review curriculum to ensure optimal realization of program competencies and learning outcomes; to ensure alignment with the B.A. Framework; to align with goals around Indigenization; and to enrich opportunities for applied learning. A subsidiary question to be considered in this process is whether to expand the SOCI 2260 requirement to include other ‘methods’ options.”	SSR, p. 27
“The ERT also notes two more issues with the current research methods course which students need to take within the Sociology department. In addition to the fact that the course might not always offer the best subject relevant material (methodological approaches, examples used, etc.) the fact that it is the only possibility creates scheduling constraints for students. Developing a research methods course in Political Science would create more options and help alleviate frustrations, especially if POLI students were still allowed to take the course offered in Sociology if need be (or even in other disciplines). “	ERR, p. 4

Political Science Quality Assurance Plan

Actions(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Revision of program competencies	A Arts Standing Committee on Curriculum (ASCC) SSC rep and chair	09/2022 Fall 2022	11/2022 Completed	The Department completed an extensive program competencies review over several department meetings. The new program competencies (which align with the <u>Bachelor of Arts (BA)</u> framework, <u>and</u> the language of Bloom's taxonomy) can be found attached at the end of this report.
Revision of course outlines	ASCC rep and chair, <u>but all faculty will be involved</u>	01/2023 Spring 2023	03/2025 Spring 2025	Dr. <u>Conrad</u> King (current ASCC rep) showed all faculty in the department how to use <u>Course Inventory Management (CIM)</u> and make changes to course outlines. Meanwhile, the department members were asked to also map each of the courses they were assigned to revise to the new program competencies The department has distributed 16 course outlines among its members and revisions are underway.
Curriculum mapping	ASCC rep, <u>supported by all faculty</u>	<u>Spring 2023</u> 01/2023	<u>Fall 2026</u> Ongoing, detailed mapping to be done before next program	<u>The revision process mentioned above will cover about half the course outlines in the program. This will effectively double as a curriculum mapping exercise for those courses. All that would remain after the revision process is a collation of the newly-revised learning outcomes and those</u>

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			review, 05/2028	<p><u>in unrevised outlines (or else, revision of the latter, followed by said collation). Responsibility for the latter task will be divided ^{divided} up in the same fashion as the revisions.</u></p> <p>In an ideal world, the curriculum mapping would have been done before we underwent the self-study, and program review. As such, we are working to revise course outlines (see previous point) in order to meet our program learning outcomes, but a detailed mapping will take place prior to the next program review.</p>
Develop a POLI specific methods course	AS C <u>C</u> rep and chair	Fall 202 3 <u>4</u>	Spring 202 6 <u>5</u>	<p><u>The Department has had a fulsome discussion on this topic. Two faculty (Dr. Valérie Vézina and Dr. Conrad King) could teach such a course. Developing a Methods course will require consultations with Sociology (as students in POLI currently are taken a methods course from Sociology). The ideal would be to offer students the option of either taken SOCIO 2600 or the newly developed POLI methods course.</u></p>
<u>Consider new electives</u>	<u>Chair, Search Committee</u>	<u>Spring 2023</u>	<u>We are actively seeking to build a QFL for</u>	

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			<p><u>4120. This is proving challenging, because of the strong preference for Indigenous instructors. Target date for QFL: Spring 2024</u></p> <p><u>POLI 2140 is currently running (summer 2023)</u></p> <p><u>Dr. Valérie Vézina will lead on developing a course outline for gender and politics. We hope to have this on the books for Spring 2025.</u></p>	
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Political Science Quality Assurance Plan

			<u>POLI's course on Chinese Politics (POLI 3240) has been redeveloped by Dr. Logan Masilamani. On the books for Fall 2024 (once it goes through the normal Curriculum processes)3.</u>	
<u>Assess the need for improved scaffolding and/or prerequisites</u>	<u>Retreat Committee (to be formed 09/2023)</u>	<u>Fall 2023</u>	<u>Fall 2024</u>	<u>The department will organize a Retreat for May 2024 in which scaffolding and pre-reg issues will be analyzed.</u>
<u>Explore ways to lend greater focus to students' progression through the Major</u>	<u>Retreat Committee</u>	<u>Fall 2023</u>	<u>Fall 2024</u>	<u>This will also be explored at the aforementioned retreat.</u>

Resource Requirements (if applicable)

Resources required to achieve this Goal: A departmental retreat will require funding. We intend to apply for a Faculty of Arts Excellence and Advancement Funds (FAEAF) grant and would welcome any additional support the Dean's Office can muster. ~~To undergo a detailed curriculum mapping will require some time release~~

When resources will be required: Spring 2024, or as soon as possible, so that we can plan. ~~as soon as possible, or prior to the next program review (in 2027)~~

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Faculty and/or Institutional support required: A liaison from Teaching and Learning to share best practices regarding curriculum scaffolding and pre-requisite structures would be useful for the Retreat. Other guest speakers may also be in order. Particulars will be resolved by the Retreat Committee over Fall 2023. This largely depends on faculty departmental service, time, and input into course outline revisions

GOAL 2: Enriched Indigenization within the program.

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
"Enriched Indigenization. POLI should make staffing and running POLI 4120 a priority. Indigenous knowledges, perspectives, and voices should be included throughout POLI's curriculum, a process which will unfold as a result of (a) curricular revision and (b) faculty commitment to both reconciliation and currency in their teaching."	SSR, p. 50
"The ERT also recommends that the department continue its process of decolonizing its curriculum and consider how themes of Indigenous Politics and the Truth and Reconciliation Commissions 94 Calls to Action can further be incorporate into existing and future course offering."	ERR, p.4
"The need to enhance Indigenization within the program"	SSR, p.6

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Indigenization the curriculum trainings and workshops <u>Liaising with Ed Consultant for Indigenization, ongoing PD training</u>	Educational consultant specializing in transformative Indigenous curriculum, pedagogy and	Fall 2022	Spring 2025 (although the department believes and that	The department invited Jennifer Anaquod to a department meeting in the fall of 2022 as a first step to Indigenizing the curriculum. The department has requested more meetings with her and has yet to confirm dates. <u>We hope they will occur in Fall 2023, but will occur in the fall.. As</u>

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	leadership practices		indigenization and reconciliation is an ongoing process and always evolving one)	<u>this depends on the consultant's availability, so we can't be definitive here.</u>
Indigenization of course outlines	AS C SC rep and chair, <u>with all faculty involved</u>	01/2023	03/2025	Each course outline revision <u>will be undertaken</u> is done with Indigenization in mind.
<u>Staff and run POLI 4120 on a semi-regular basis</u>	<u>Chair and Search Committee</u>	<u>Fall 2023</u>	<u>Fall 2024</u>	<u>See discussion under Goal 1.</u>

Resource Requirements (if applicable)

Resources required to achieve this Goal: ~~Educational consultant specializing in transformative Indigenous curriculum, pedagogy and leadership practices~~ Arts Educational consultant specializing in Indigenization

When resources will be required: ~~Spring 2023 and forward~~ Fall 2023 (and thereafter)—

Faculty and/or Institutional support required: ~~The availability of the Indigenous educational consultant on curriculum as well as the availability of faculty to attend workshops on Indigenization is key for the achievement of this goal.~~ The availability of the Indigenous educational consultant, as well as the availability of faculty to attend workshops/PD events on Indigenization, are keys for the achievement of this goal.

GOAL 3: Enhance variety of course offerings and continue to explore instructional methods and delivery options ~~Increase course offerings in the summer semester and for upper level courses~~

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
"enhancing the range of upper-level offerings available each academic year in POLI."	SSR, p. 27
"another [student] asked for "added courses in summer semester at the upper level"..."	SSR, p. 36
"In dialogue with the Dean's Office, explore opportunities for enhancing the range of upper-level offerings available each academic year in POLI."	SSR, p. 49
"The ERT heard one comment repeatedly: the small number of upper-level sections is a real problem and solving this issue should be a priority for the department and the Faculty of Arts."	ERR, p. 4
"The ERT team notes that student demand for courses at the lower level outweigh the department's capacity for offering courses. We therefore encourage the Department of Political Science at KPU to explore the possibility of summer semester offerings."	ERR, p. 5
<u>'Lock in' our learning from remote teaching. We recommend that an additional department meeting, scheduled in 2021, be used as a workshop to share best practice in technology, assessment, and assessment standards."</u>	<u>SSR, p. 50</u>
<u>"Blended and online courses. The POLI department will continue to explore course delivery modes, informed by data regarding student preferences and pedagogical and community need."</u>	<u>SSR, p. 50</u>

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Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Increase course allocation	Dean's office	<u>Spring 2023</u> 01/2023	Completed	The De dean's office has given 8 more sections to POLI, from 40 per year, the program now has 48
Increase course offerings in the summer semester	Chair	<u>Spring 2023</u> 01/2023	Completed	2 extra sections are being offered in the summer semester starting in the summer of 2023.
Increase upper level courses offerings	Chair	<u>Spring 2023</u> 01/2023	Completed and monitoring enrollments is ongoing	POLI had scheduled an extra section of upper-level course which had to be cancelled in the fall of 2022. Nevertheless, we have decided to offer one more upper-level section for the upcoming academic year and will reassess in the future. We are now offering a total of 10 sections of upper-level course (3000s and 4000s level) across the year (2 in the summer, 5 in the fall and 3 in the spring).
<u>Lock in learning from remote teaching</u>	<u>Chair and whole department</u>	<u>Fall 2023</u>	<u>Summer 2024</u>	<u>Lessons from the online experience, including sharing of best practices, will be explored at the departmental retreat of May 2024</u>
<u>Blended and online delivery</u>	<u>Chair</u>	<u>Spring 2023</u>	<u>Spring 2028</u>	<u>This is not an item with an end date (other than the end of this review cycle). Rather the point is that the program must be vigilant in monitoring student needs and preferences and aligning our delivery modes accordingly.</u>

Resource Requirements (if applicable)

Resources required to achieve this Goal: ~~Extra course allocations received from the Dean's office~~ Regarding enhanced variety in offerings, extra course allocations have been received from the Dean's office. Nothing further needed in the short term. The retreat of May 2024 will, as previously noted, requires funding and other supports.

When resources will be required: ~~Summer 2023 and thereafter~~ Spring 2024 (or sooner)

Faculty and/or Institutional support required: ~~More course sections also means a need for faculty. Two of our regular faculty are at 50% and could very likely become 100% in the near future. Careful Education Planning must be done by the Chair to satisfy the upper-level course offerings and summer course offerings.~~ Regarding enhanced variety, careful Education Planning must be done by the Chair to satisfy the upper-level course offerings and summer course offerings.

GOAL 4: Enhanced program profile

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
"Expanding the Political Science Department social media platforms for students and prospective students..."	SSR, p. 47
"Commencement of a quarterly Political Science On-line Newsletter to share with students, the KPU community, alumni, employer communities, and the general public..."	SSR, p. 47
"Establishing a Program Advisory Committee for Political Science."	SSR, p. 48
"Instituting a Political Science Department 'Great Debates' series at KPU that engages a wide variety of guest speakers at KPU and is open to the public and KPU community"	SSR, p. 48
"Explore possibilities for collaboration and deepened relationships with Policy Studies and the Certificate in NGO Studies."	SSR, p. 28

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Social media platforms presence	Chair <u>Communications Committee</u>	Ongoing <u>Spring 2023</u>	Ongoing <u>Completed</u>	POLI has both an Instagram and Facebook account currently managed by the Chair. However, for students, alumni and community members to see POLI's posts, frequent posts must be made. The outreach seems thus limited. We have already <u>revitalized our Instagram presence, with regular updates running through Spring and Summer 2023. It is not clear whether Facebook is any longer a useful way of reaching</u>

Political Science Quality Assurance Plan

				<u>our target audiences; we will continue to monitor and discuss.</u>
Start a newsletter	<u>Faculty Communication committee</u>	<u>Summer 2023</u> <u>01/2024</u>	Ongoing <u>Fall 2023</u>	This project was put forward by a faculty member. If they decide to take on the project, the department will support, but it is to be noted, that again, time is of the essence. At the May department meeting it was decided that the newsletter will take the form a POLI Blog updated semesterly. Work is already underway, for launch in Fall 2023.
Establish a Program Advisory Committee (PAC)	Chair and f Faculty	<u>Spring 2024</u> <u>01/2024</u>	09/2024 <u>Summer 2025</u>	A PAC would d, efinately help the program to continue to meet the needs of students, alumni and prospective employers, but with course curriculum revisions being a priority and essential to complete in the next year, this project can only be taken on in a year or so.
Host various events (debates, lecture series)	<u>Faculty Chair and faculty</u>	<u>Spring 2023</u> <u>02/2023</u>	Every year <u>Spring 2028</u>	Already in early 2023, with some FAEAF funding, we were able to host a 4-part lecture series-workshop on the Muslim World. <u>The department has taken responsibility for the Canadian Club Lecture Series and will invite one speaker under this aegis on an annual basis.</u>

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				<p><u>Beyond that, we are confident that an ad hoc approach will yield good ongoing results. ‘Events’ be a regular agenda item at department meetings to ensure that this theme is always top of mind and that the department is consistently working on interesting events and talks. If this approach fails, we will then consider establishing an Events Committee.</u></p>
Increase collaboration with other departments	Chair	01/2023	Ongoing <u>Spring 2028</u>	<p>Since the fall of 2022, many programs (Asian Studies, Economics) have asked for POLI’s input on their curriculum. Communications with these departments have been established and are ongoing. Talks of cross-listed courses are ongoing. As for Policy Studies, POLI sits on the steering committee for Policy Studies, <u>and is a natural ally.</u></p>

Resource Requirements (if applicable)
<p>Resources required to achieve this Goal: In order to host events, the Department needs to be able to pay guest speakers more than the 100\$ honorarium in the budget. Supplemental funding such as the Faculty of Arts Excellence and Advancement Funds (FAEAF) allowed us to host an event in 2023, but such funding also requires time to apply. Furthermore, when hosting events, an important collaboration between the marketing department, the Departmental Assistant, and the hosts is key for the success. Channels of communication and</p>

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~~approval needed to be improved and strengthened so the events are promoted on all platforms. On the other hand, for a PAC, social media, etc., time is essential and being a relatively small department where service rendered to the KPU community and other committees is high, lack of time seems an issue.~~ In order to host events, the Department needs to be able to pay guest speakers. This will involve allocating a greater proportion of the budget for this purpose, but supplemental funding such as the Faculty of Arts Excellence and Advancement Funds (FAEAF) – and possibly additional resources, depending on the speaker and the number of speakers sought - will likely be needed. We received a \$300 grant from Canadian Club Lecture Series in Spring 2023 and hope to continue with this initiative. Furthermore, when hosting events, an important collaboration between the marketing department, the Departmental Assistant, and the hosts is key.

When resources will be required: As soon as possible

Faculty and/or Institutional support required: ~~Help from the Dean's office for steps to establish a PAC will be needed. Furthermore, strengthening and enhancing communication between marketing, the department, and Arts in general when hosting events would be essential.~~ Events always require coordination between the organizer, department assistant, and the Arts Communications and Events Coordinator. Marketing is also sometimes involved. Strong channels of communication between all these elements must be maintained. Help from the Dean's office for guidance on steps to establishing a PAC will be needed.

GOAL 5: Enhanced applied and experiential learning opportunities

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
“Increase opportunities for KPU students to participate in experiential learning through practicums and/or co-op placements.”	SSR, p. 49
“The ERT further encourage the Political Science Department at KPU to adopt its self-assessed recommendations in particular the suggestion to build out practicum and/or co-op opportunities while exploring the possibility of developing a post-graduate diploma relating to Climate Leadership.”	ERR, p. 4

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Formalize the mentorship program	<u>Dr.</u> Ross Pink	09/2023 <u>Fall 2023</u>	Fall 2024 <u>01/2024</u>	Currently, Dr. <u>Ross</u> Pink has established strong ties with various MLAs, and MPs to host students in some form of internships. These are extraordinary opportunities for students but can also carry risks for both the institution and the program. As such, formalizing (by including such internship as part of ARTS practicum course) such agreements will help all parties and allow the students to get credits for their time spent in such an environment.

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Revitalize the Model UN club	<u>Dr. Francis Abiew (and POLI students)</u> Students (encouraged by Francis Abiew)	<u>Spring 2023</u> 02/2023	Ongoing <u>Fall 2024</u>	A POLI student <u>took the initiative</u> was willing to re-start a club for the Model UN. This-which was successfully accomplished and led them to win some important awards at the Northwest Model UN Conference held in Portland, Oregon. Such a club can really bring together students and also increase enrollment in POLI 4500 (Model UN course). Retention and succession of members will be key to keep it going. <u>Dr. Francis Abiew is the lead on this.</u>
<u>Revitalize C</u> climate <u>C</u> change student ambassador program	<u>Dr. Ross Pink and other interested faculty</u>	<u>Spring 2023</u> Ongoing	Ongoing <u>Spring 2024 (ongoing thereafter)</u>	The KPU student climate change ambassador program is innovative environmental activism that brings students and professors into high schools, universities and the community to discuss important climate change topics. Visits to high schools were halted during the pandemic, but POLI is hoping will to get them started again in 2023-2024.
Promotion of the European Union Study Tour and Internship Program	<u>Dr. Conrad King</u>	<u>Fall 2023</u> Ongoing	<u>Fall 2024</u> Ongoing	<u>The EU-Canada Comprehensive Economic and Trade Agreement (CETA) went into effect in 2017, meaning that Canada has ever closer political and economic connections to the European Union.</u> The European Union Study Tour and Internship Program (EUSTIP) is an

			<p>academic activity of the Network for European Studies, which represents academic programs in European studies at universities in Canada (currently: UBC, Victoria, Carleton, Dalhousie). The EU Study Tour is an intense immersion in the institutions of the EU, with three weeks of seminars and presentations in Europe every May. -The Study Tour is supplemented by an optional extended study visit (the <u>Internship Program</u>) during the months of June and July. -For more information on this activity refer to the web site: (-).</p> <p>From 2015 until 2023, Dr. Conrad King organized EUSTIP, on behalf of the Network for European Studies and its administrative home (the University of Victoria). In 2024 and beyond, Conrad will continue to represent KPU for this activity, and recruit KPU students (for example, two KPU students will be involved with EUSTIP in 2023). -If KPU wishes to formally join the Network (and thus be a member of the Network's governing board) then the institutional membership fee is currently \$800 per annum. Institutional membership is not required to send KPU students for this</p>
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Political Science Quality Assurance Plan

				<p>activity; however, students from non-member institutions are lower priority in the competitive selection process, and are asked to pay higher fees than students from member institutions. <u>We will request that the Faculty of Arts commit to this sum an 800\$ per annum institutional membership fee with the Network for European Studies by Fall 2024. (either through additions to the POLI budget or other means) and work to have KPU made a member by Fall 2024. (We cannot be more definitive than this, since support from actors beyond POLI will be required).</u></p>
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Resource Requirements (if applicable)
<p>Resources required to achieve this Goal: Time with the appropriate institutional support for the formalization of the mentorship program. Financial support (800\$ per year) is needed for the Network for European studies is needed. <u>Guidance from the Dean's Office for the formalization of the mentorship program. Financial support (800\$ per year) is needed for the Network for European Studies. The chair and/or Dr. King will liaise with the Dean's Office on this.</u> POLI has recently received news that Arts will fund this initiative for this upcoming fiscal year.</p>
<p>When resources will be required: Fall 2023 <u>Summer 2024</u></p>
<p>Faculty and/or Institutional support required: Administrative guidance to formalize the mentorship program and integrate it fully as part of Arts practicum course.. Budgetary support for KPU to join the Network for European studies <u>Administrative guidance to formalize the mentorship program. Budgetary support for KPU to join the Network for European studies</u></p>

GOAL 6: Departmental pod to foster belonging.

Recommendation(s) this Goal Addresses	Indicate Report & Page Number
“Additionally, having a communal space or departmental ‘pod’ in the vicinity of the faculty offices has been one of high priority as noted elsewhere in this report. Political Science is one of the few programs in the Faculty of Arts that does not have its own departmental ‘pod’. Having such a ‘pod’ will greatly enhance informal learning and engagement not only among students, but also interactions between faculty and students in creating a flourishing departmental culture and a distinctive Political Science identity.”	SSR, p. 45
“In an ideal world, the department would have a “pod” or a dedicated space to increase sense of belonging among students, attachment with the department and facilitate meeting among students and with faculty. Given the very limited space available at KPU, the recommendation to turn the current offices in a “lounge” could be a temporary solution but this decision needs to be made in concert with the faculty members who currently use the space. We also note that a “lounge” is temporary in nature and therefore recommend that the Faculty of Arts and the Political Science Department continue to lobby the university for individual office space which will benefit both students, faculty, and the institution.”	ERR, p. 6

Action(s) Required to Achieve this Goal	Led by	Start on (M/YY)	Complete By (M/YY)	Notes
Lobby the <u>Arts Dean’s Office</u> University to have a dedicated <u>POLI</u> pod <u>(or shared pod)</u>	Chair and entire department	<u>Spring 2023</u> 04/2023	<u>Ongoing</u> Spring 2028	The department has been making this demand <u>since its previous program review (circa 2013) when the external reviewers expressed shock over the inadequacy of our office space. for two program reviews at least.</u> The department would greatly benefit from such a pod. <u>POLI has been a leader within Arts in its willingness to experiment with a</u>

Political Science Quality Assurance Plan

				<u>'lounge' office format in Fir 244. We do not, however, see this as a substitute for a mature departmental space of the sort enjoyed by HIST or GEOG (to identify two comparably-sized programs that, for seemingly arbitrary reasons, enjoy the benefit of designated pods, while POLI does not).</u>
<u>Increased office space</u>	<u>Chair</u>	<u>Spring 2023</u>	<u>Spring 2028</u>	<u>POLI now has seven permanent faculty members crammed into two offices with a total of six desks. 'Pod' aside, it would be beneficial to have additional regular office allocations beyond hotel offices (which are not compatible with a sense of deepened program belonging among students or faculty).</u>
<u>More dedicated classroom space</u>	<u>Chair</u>	<u>Spring 2023</u>	<u>Spring 2028</u>	<u>As with all items in this section, it is impossible to give an end date other than the end of this review cycle, since the outcome is not directly within our control. We hope the goal(s) can be attained earlier.</u>
<u>Lobby for the DA to be located close to POLI's offices</u>	<u>Chair</u>	<u>Spring 2023</u>	<u>Spring 2028</u>	<u>As with all items in this section, it is impossible to give an end date other than the end of this review cycle, since the outcome is not directly within our control.</u>

Resource Requirements (if applicable)
Resources required to achieve this Goal: space <u>space, support from the Dean's Office</u>
When resources will be required: as soon as possible
Faculty and/or Institutional support required: We ask the Dean's office to abide by what it says in the SSR, p. 53: "In the post-pandemic new KPU context we plan to revisit matters associated with the allocation of space across all Arts programs and it is possible that POLI could emerge with a better spatial footprint, one that allows for cross fertilization with other departments and the development of a more student-focused community space". Such a demand has been made repetitively and although POLI is aware that space is a premium, it feels its time has come to be given such a space. <u>We ask the Dean's office to abide by what it says in the SSR, p. 53: "In the post-pandemic new KPU context we plan to revisit matters associated with the allocation of space across all Arts programs and it is possible that POLI could emerge with a better spatial footprint, one that allows for cross fertilization with other departments and the development of a more student-focused community space". Such a demand has been made repeatedly and although POLI is aware that space is a premium, it feels its time has come to be given such a space.</u>



Political Science Quality Assurance Plan

Provost’s Name

Provost’s Signature

Date

Dean’s Name

Dean’s Signature

Date

SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Agenda Number: 5.3

Meeting Date: June 21, 2023

Presenter(s): Ken Stark, Alena Buis, Shelley Boyd

AGENDA TITLE: ANTHROPOLOGY FIRST ANNUAL FOLLOW-UP REPORT

ACTION REQUESTED: Motion

RECOMMENDED RESOLUTION:

THAT the Senate Standing Committee on Program Review accept the Anthropology 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

Anthropology First Annual Follow-Up Report

Submitted by

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

Date submitted

June 1, 2023

PROGRAM UNDER REVIEW: Anthropology

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:

Reviewer #1: All steps appear to have been completed with the exception Step 3 for strategy 3 which has a completion date on Dec 2023. It seems to be progressing well within the timelines established.

Reviewer #2: Extremely well documented and written. Only very minor edits required.

Reviewer #3: The Anthropology review team are making progress on the steps needed to make their program more applied and to establish lab space. Many items from the QAP have been completed or are progressing. For steps involving curricular changes, it would be helpful to note more specifically what stage the projects are at and timeline for Senate approval, if needed. See below.

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

- ☒ Reviewer #1: Recommend for approval by the SSCPR as is
- ☒ Reviewer #2 & #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
p. 2, step 4 new lab course in Forensic Anth Death investigation course	Can you note stage? Milestones? Timeline to get through Senate?	Sabine Stratton told me that course development has been temporarily put on hold pending approval from BCIT and SFU collaborating partners. One issue is the collaborative use of outdoor lab space necessary for the implementation of the course. Once we get confirmation, we hope to have the course put through Arts Curriculum and then Senate approval by June 2024.
p. 3, step 4 -new course revisions on Forensic Investigations.	Are the revisions complete? Will new course be running in fall 2023?	Not yet complete. Hope to have approval by June 2024.

<p>p. 4, step 5 – revise course content... developing curriculum</p>	<p>It indicates complete. Is the course now running? Or is a timeline for Senate approval needed.</p>	<p>The meetings to discuss and plan the curriculum revisions are complete, but not the final changes to each individual course. Sabine has explained to me that the plan was to have a group of courses that would ladder up from the third to fourth year. Two are third year methods courses (of which one would be the Forensic Death Investigations course), the other a course in advanced human osteology, and a 4th year ANTH 4510. This is currently a Special Topics course used for Biological Anthropology. The plan is to revise and use this course as an advanced Applied Bioanthropology and Forensic Research course. Students will take it as the next level up from the Death Investigation course once it is completed and approved by June 2024. This more detailed information was given to me by Sabine at a meeting on June 14 after the Follow Up Report was evaluated by the Reviewers.</p>
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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 #)
2: fix the disconnect in "...a new Death investigation courses...". Is it a single course or multiple courses?
3: spell out Anthropology
4: spell out Anthropology x 2
5: spell out Anthropology
6: spell out Anthropology



Program Review Annual Follow-Up Template

Annual Follow-Up Report for: Anthropology

Date External Review approved by SSCPR: January 2022

Year #: [Click here to enter text.](#)

Date Self-Study Report approved by SSCPR: April 21, 2021

Date Quality Assurance Plan approved by SSCPR: June 2022

Progress Report on Quality Assurance Plan

Add or remove rows or tables as needed.

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

STRATEGY 1: Create more tangible and ongoing community partnerships

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: Goal #1: Provide more experiential learning opportunities and community connections for students; Goal #2: To enhance student training and acquisition of a broader range of employable skills, through curriculum revision and interdisciplinary consultation and connections, for the job market and higher education; Goal #3: Create and maintain a constant stream of students into our program and to ensure that they progress though each year in a timely manner and successfully complete their program; Goal #4: Provide more specific hands-on training in scientific laboratory methods and consultation with collaborative community-based projects through the development of a designated Anthropology research and experiential learning space, based on needs identified by the employment and higher education sectors; Goal #5: Increase and enhance the reputation of anthropology at KPU and enrich our program offerings and educational opportunities for our students;

Step(s) Required to Achieve this Strategy	Led by	Began on (M/YY)	Completed By (M/YY)	Progress to Date/Reasons for Lack of Progress
1. Meet and create an action plan to develop our Anthropology advisory board.	Larissa Petrillo	10/2022	05/2023	Plan was set up and community members contacted. Has been a slow process waiting for responses, but a number of people have confirmed their membership at this point. Larissa wants a few more from other sectors and is currently exploring more contacts with multiple invites being sent out in June. First official meeting will occur in September 2023.
2.Connect with other Arts departments to learn their Advisory board strategies.	Ken Stark	09/2022	10/2022	Ken contacted Cherylynn Bassani, the previous Sociology department Chair, to discuss their procedures and received a list of their PAC members. Results of the discussions and the list was forwarded to Larissa Petrillo who is our point person in developing the PAC.
3.Contact future student’s office to plan visits to high schools and community groups.	Ken Stark	09/2022	10/2022	Discussions with Princess Margaret Career development facilitator about providing work related experiences for

Program Review Annual Follow-Up Template

				grade 10 students in KPU anthropology department. Plan for additional follow up with Princess Margaret School about Anthropology faculty visits and to connect with Langley schools about planned visits as well.
4.Develop/change curriculum to create more student connections/opportunities with discipline/sector.	Sabine Stratton	05/2022	06/2022	Sabine is developing new lab courses as part of plan to develop certificate in Forensic Anth ropology <u>ropology</u> .
	Ken Andrews	08/2022	10/2022	Ken worked on a new Death investigation courses as part of a collaborative project with SFU, BCIT and Coroner's Office. Also, collaboration with Cloverdale hospital for student-led projects.
	Brian Pegg	06/2022	07/2022	Brian's work led to new partnership with Kanaka Bar First Nation for summer 2023 Archaeology field school.
	Larissa Petrillo	11/2022	04/2023	Larissa received a grant from CEWILC for a Museum Lab Teaching project. This project will provide work related training in the Museum and Cultural Heritage sectors and also provide connections and opportunities for students within the discipline/sector through partnerships with the Museum of Surrey, Museum of Richmond, and the Salishan Place by the River along with the Township of Langley. Five Anthropology courses have also been listed as Service Learning courses on the new KPU Work-Integrated Learning website to offer students curriculum to help create more connections and opportunities for them in the discipline/sector.
5.Meet with Arts advisors and Dean's office to plan more job seminars that discuss career opportunities for Anthropology graduates.	Brian Pegg and Ken Stark	09/2022	09/2022	After meeting with the Dean's office to discuss the issue, we attended a workshop hosted by the Archaeological Society of BC dealing with the Heritage Conservation Act Transformation Project of Professional Archaeologists and a joint working group on First Nations Heritage Conservation. Content focused on changing practices and how they would affect the job market in BC. Content will be disseminated to our upper level archaeology students and incorporated in upper level courses and the Applied field school in archaeology.

STRATEGY 2: *Make curriculum changes that increasingly reflect employable skills, interdisciplinarity and collaborative educational and research opportunities;*

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: *Goal #1: Provide more experiential learning opportunities and community connections for students; ; Goal #2: To enhance student training and acquisition of a broader range of employable skills, through curriculum revision and interdisciplinary consultation and connections, for the job market and higher education; Goal #4: Provide more specific hands-on training in scientific laboratory methods and consultation with collaborative community-based projects through the development of a designated Anthropology research and experiential learning space, based on needs identified by the employment and higher education sectors; Goal #5: To increase and enhance the reputation of anthropology at KPU and enrich our program offerings and educational opportunities for students;*

Step(s) Required to Achieve this Strategy	Led by	Began on (M/YY)	Completed By (M/YY)	Progress to Date/Reasons for Lack of Progress
<p><i>1. Hold curriculum workshop sessions to assess possible changes to address current deficiencies brought to our attention based on the program review outcomes which include:</i></p> <ul style="list-style-type: none"> <i>• More opportunities to connect with members of the discipline/sector;</i> <i>• More training in employable skills, such as report-writing;</i> <i>• More opportunities to develop awareness of indigenous issues, the environment and community engagement;</i> <i>• More experiential learning opportunities.</i> 	<p>Julia Murphy</p> <p>Julia Murphy and Larissa Petrillo</p>	<p>05/2022</p> <p>01/2023</p>	<p>06/2022</p> <p>05/2023</p>	<p>Julia led and organized an Indigenization workshop on curriculum content and courses and Indigenous student experiences at KPU with Jennifer Anaquod on June 24 that incorporated discussion planning about these issues. Discussion also occurred that help lay in place a plan for developing a job posting for a new Indigenous faculty member within the Anthropology department, which we also saw as a critical part of successfully achieving Step 1. Julia and Larissa have led a series of curriculum workshops by Cultural Anthropologists that have addressed training and work-integrated learning in the Anthropology curriculum. Work-integrated Learning guidebooks that have recently been launched by KPU will assist with further Anthropology Curriculum development going forward.</p>
<p><i>2. Contact other related programs to discuss curricular needs, possible collaborative projects and possible adjustments to enhance interdisciplinary experiences for our students.</i></p>	<p>Ken Stark</p>	<p>11/2022</p>	<p>05/2023</p>	<p>Discussions with Department of Geography Chair John Martin about curriculum, common goals and possible collaborations. It was determined that there was a lot of potential for common lab and field courses, student associations, and even field trips that would be beneficial for our students. Further meetings and discussion are planned.</p>
<p><i>3. Contact Indigenous Studies, Nursing and Sociology departments to get suggestions on how our course offerings can provide more opportunities for students to develop awareness of Indigenous issues and community engagement.</i></p>	<p>Ken Stark with Dean's office</p> <p>Ken Andrews</p>	<p>07/2022</p> <p>08/2022</p>	<p>12/2022</p> <p>02/2023</p>	<p>Developed plan to hire a permanent Indigenous faculty member for <u>Anthropology</u> department was started in July. Seen as key way to ensure these goals. Ken Andrews held curricular discussions and planning with Nursing on courses and collaborations.</p>
<p><i>4. Revise course content to include more projects that further develop connections between students and members of the discipline/sector.</i></p>	<p>Ken Andrews and Sabine Stratton Larissa Petrillo</p>	<p>08/2022</p> <p>03/2023</p>	<p>10/2022</p> <p>04/2023</p>	<p>New course revisions on Forensic investigations for work with external partners and possible certificate. Course and curriculum planning for Museum Lab project to run in Sept. 2023</p>

Program Review Annual Follow-Up Template

<i>5. Revise course content to ensure further student acquisition of employable skills, based on employer feedback from the SSR, such as fieldwork and data collection, laboratory analysis and report writing.</i>	Ken Andrews and Sabine Stratton	05/2022	11/2022	Developing curriculum with more quantitative and lab methods for students related to forensic investigations
	Ken Stark	07/2022	08/2022	Incorporation of hands on field projects in class curriculum such as Tombstone data collection, analysis and report writing.

STRATEGY 3: Develop more robust marketing strategies to increase enrollment and retention.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: Goal #3: To create and maintain a constant stream of students into our program and to ensure that they progress through each year in a timely manner and successfully complete their program.

Step(s) Required to Achieve this Strategy	Led by	Began on (M/YY)	Completed By (M/YY)	Progress to Date/Reasons for Lack of Progress
<i>1. Contact the future student's office to plan visits to high schools and community groups by Anthropology faculty to advertise the value of an Anthropology degree and training.</i>	Ken Stark	01/2023	02/2023	Discussion with principal at Whytecliff Agile Learning center about offering archaeological experiences to grade 8 and 9 students at KPU.
	Ken Stark	09/2022	11/2022	Discussions with Maggie Lee a career development facilitator at Princess Margaret Secondary School about providing work-related experiences at KPU for Grade 10 Career Explorations Co-op class students. Hope to implement plan in Sept. 2023.
<i>2. Analyze Dashboard data on recent enrollment in anthropology classes and retention and graduation rates. If declines are noted, develop a plan to address these shortcomings and increase enrollment and retention.</i>	Ken Stark	05/2023	06/2023	Had a late start on this due to other work and responsibilities that had to be completed. Have begun analysis of enrollment trends documented in our Self Study report and the most recent dashboard enrollment data up until 2021 provided by KPU Sharepoint. I am looking at trends over the past five years in terms of total enrollment in anthropology classes, and also enrollment by year from 1 st to 4 th year classes.
<i>3. Contact Arts advisors and KPU Marketing department to discuss plans on how to improve on advertising our program to high schools, existing KPU students and the local community.</i>	Sabine Stratton and Ken Stark	11/2022	12/2023	Discussions with Anthropology alumni representative Jaya Dhillon about community connections and awards for Anthropology students and graduates to raise awareness about the program. Sabine and Jaya are following up for a more detailed plan.
	Ken Stark	08/2022	09/2022	Discussions with Christina Fung from Dean's Office about appropriate ideas and marketing strategies for Anthropology.
	Sabine Stratton	05/2022	07/2022	Sabine working on plan for marketing campaign to promote new Osteology and other forensic courses to be offered in



Program Review Annual Follow-Up Template

				2024.

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STRATEGY 4: Develop a robust plan to develop a designated anthropology lab space for increased experiential learning and student research opportunities.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: *Goal #1: To provide more experiential learning opportunities and community connections for students; Goal #4: Provide more specific hands-on training in scientific laboratory methods and consultation with collaborative community-based projects through the development of a designated Anthropology research and experiential learning space, based on needs identified by the employment and higher education sectors; Goal #5: Enhance and Increase Interdisciplinary Connections and Work Within KPU.*

Step(s) Required to Achieve this Strategy	Led by	Began on (M/YY)	Completed By (M/YY)	Progress to Date/Reasons for Lack of Progress
<i>1. Meet and develop a plan for improving the way lab and research methods are taught within the program.</i>	Brian Pegg and Ken Andrews	11/2022	12/2022	Created a document about lab and research protocol in Anthropology and how to implement with students and teaching. Document is on file and stored by the Anthropology departmental assistant and is available to all department members.
<i>2. Develop a plan to clarify how dedicated lab space will enhance experiential opportunities and allow students to acquire more employable skills, and define exactly what is required in terms of space and resources to serve our student's needs.</i>	Brian Pegg and Ken Andrews Larissa Petrillo	11/2022 11/2022	12/2022 04/2023	Contained in the same document as above. Planned and implemented in the development of the Museum lab project to enhance experiential learning opportunities through enhanced classroom training and partnerships with external institutions.
3. Work together with the Dean of Arts Office and create a detailed plan for a permanent Anthropology lab and research facility. Including space needs and how current classrooms could be utilized, as well as required numbers of tables, counter space for equipment, and storage capacity requirements for skeletal, archaeological and ethnographic teaching and research collections.	Sabine Stratton and Ken Andrews	05/2022	08/2022	Part of Bio/Arch plan to expand and renovate existing Anthropology space at Surrey campus. Worked with our Associate Dean to develop a plan to acquire possible internal renovation funds to refurbish and reorganize existing lab teaching and storage space in Fir 217 to meet department needs.
<i>4. Meet with the Dean of Arts Office and the KPU Office of Research and Scholarship to discuss possible sources of funding for the creation or renovation of available space towards developing a permanent lab and research facility at KPU.</i>	Sabine Stratton and Ken Andrews	05/2022	08/2022	Consulted with Associate Dean, Wade Deisman, to develop a plan of possible external funding sources and collaboration with other institutions in terms of shared research space. Possible partners included BCIT and SFU.
5. Work together with the Dean of Arts Office and Office of Research and Scholarship to identify appropriate funding sources and develop a grant proposal that may help with the development of an Anthropology lab and research facility.	Ken Stark	10/2022	11/2022	Discussions with Associate Dean, based on the previous step, on how to create an effective grant proposal considering whether internal or external funds are being sought.
<i>6. Contact the Geography department to discuss possible collaborative projects, curriculum and common training opportunities for students in both departments.</i>	Ken Stark	05/2023	05/2023	Had meeting with Chair of Geography John Martin and discussed possible collaborations with future field schools and methods classes. We also discussed common goals regarding lab and experiential teaching spaces and opportunities for sharing of space and research equipment

Program Review Annual Follow-Up Template

				and also field trips between our departments to help promote inter-departmental collaboration and enhanced enrollment and retention of all of our students.
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STRATEGY 5: Discuss and develop possible collaborative partnership initiatives with related programs in terms of curriculum, common research and training opportunities for students.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: Goal #1: Provide more experiential learning opportunities and community connections for students; Goal #2: To enhance student training and acquisition of a broader range of employable skills, through curriculum revision and interdisciplinary consultation and connections, for the job market and higher education; Goal #4: Provide more specific hands-on training in scientific laboratory methods and consultation with collaborative community-based projects through the development of a designated Anthropology research and experiential learning space, based on needs identified by the employment and higher education sectors; Goal #5: Increase and enhance the reputation of anthropology at KPU and enrich our program offerings and educational opportunities for our students.

Step(s) Required to Achieve this Strategy	Led by	Began on (M/YY)	Completed By (M/YY)	Progress to Date/Reasons for Lack of Progress
1.Contact Indigenous Studies, Nursing and Sociology and meet to discuss and plan complementary and collaborative curriculum, research projects and opportunities to enhance students’ experiences.	Ken Andrews	07/2022	08/2022	Ken had wide discussions and consultations with the Nursing program about Anthro <p>polo</p> gy curriculum and course content and how it is serving the needs of the Nursing program. Reported back at department meetings. Notes positive discussions and planning are ongoing. Vienna had discussion with Science World officials about participating and hosting a table at their Impactful Annual Outreach for young girls (12-14). Plans are being made to host a table at their next event. We are also aware that further plans are being made to re-establish the Speaker Series at Science World. A number of Anthropology faculty would be interested in giving talks and help create the opportunity for our students to attend these kinds of public lectures.
	Vienna Lam	08/2022	09/2022	
2.Contact the Geography department to discuss field and laboratory training opportunities for students between our departments.	Ken Stark	05/2023	05/2023	Met with John Martin the Geography Chair and discussed possible future field school and field and lab training experiences for students of both departments. John mentioned new lab and field gear that could be used to train students in research methods. We also discussed how Anthropology could bring Geography students into collaborative opportunities with existing Indigenous partners in the Lower Mainland based on relationships created and developed through our field schools and community projects.
3.Look into possibility of cross-listed courses with related disciplines.	Ken Stark	05/2023	05/2023	This was also done at above meeting with John Martin As we looked over existing course lists outlines to see areas of overlap and topics that could be used to enhance student



Program Review Annual Follow-Up Template

				experiences in both programs and help to promote enrollment and retention of both Anthropology and Geography students. More meetings and collaborative work will be done with our Curriculum representatives.
<i>4. Discuss with related departments strategies for developing Program Advisory Boards and possibility of shared advisory boards between smaller departments.</i>	Ken Stark	09/2022	10/2022	Discussion occurred. Ideas and suggestions were taken by Larissa and considered as part of her PAC formation plan.

SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Agenda Number: 5.3

Meeting Date: June 21, 2023

Presenter(s): Rebecca Yoshizawa, Shelley Boyd

AGENDA TITLE: SOCIOLOGY FOURTH ANNUAL FOLLOW-UP REPORT

ACTION REQUESTED: Motion

RECOMMENDED RESOLUTION:

THAT the Senate Standing Committee on Program Review accept the Sociology Fourth Annual Follow-Up Report as attached.

COMMITTEE REPORT

For Secretariat Use Only

Attachments

Sociology Fourth Annual Follow-Up Report

Submitted by

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

Date submitted

June 1, 2023

PROGRAM UNDER REVIEW: **Sociology**

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: It has been a very challenging time for the Sociology Department for reasons outside of program review but the Department has clearly wrestled with the ways in which they may, and may not, make the progress they had hoped for.

Reviewer #2: Thanks for the efforts in the report. It's pleasing to observe the program steadily advancing towards its goals.

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
Honourarium	The section speaking to honouraria for Elders and other members of the community should note that the procedure in question is departmental. The University is currently reviewing its procedure for this same process and so this may create some confusion as changes to the broader procedures potentially take place.	I have added the word "departmental" to clarify the nature of the procedure document.
Under #1 Revise Course Outlines on Page 8 and 9	Courses missing dates of completion on or whether they are still in progress to align with the Fall 2025 deadline.	I have added "By 2025" for each course that is yet to be in a revision workflow by a department member
Page 10	Could the progress of transfer agreements completion be elaborated here?	I don't have information as to "progress." We have a departmental representative

		who receives and regularly completes articulation requests.
Under #7 Examine BA Major to reduce requirement of 45 upper-level sociology classes to 42 upper level sociology classes Page 13	We are working on an initiative to address this. How is my question, maybe add some details?	I do not have any more information at this time. Our "point person" on the action item went on leave and we have not been able to redirect the task yet.
Under #9. Individual faculty are committed to PD concerning student success Page 13	If you have a system in place, is it better to report this in a Dean's or President's report and mark this as completed rather than ongoing?	We do not have a process; as Program Review chair in the department, I asked all department members to provide me with a report of their PD activities that I could submit in our annual report. It is "ongoing" in that PD is always ongoing and could never be "completed."
In Strategy 2 and 3 between page 16 and the end	If you have a system in place, is it better to report this in a Dean's or President's report and mark this as completed rather than ongoing? It seems as in many cases as mentioned above there is a system and you revisit it on a regular or annual basis so therefor completed the task of integrating it into your program?	Same as above – I've just collected information after asking my colleagues to volunteer this information for this report.

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 #)



Sociology Fourth Annual Follow-Up Report

Date Self-Study Report approved by SSCPR: December 6, 2017

Date External Review approved by SSCPR: May 16, 2018

Date Quality Assurance Plan approved by SSCPR: October 4, 2018

Date First Annual Follow-Up Report approved by SSCPR: April 22, 2020

Date Second Annual Follow-Up Report submitted to SSCPR:

Fourth Progress Report on Quality Assurance Plan (Note: black: first, red: second, green: third, blue: fourth)

MONTH/YEAR WHEN THE FIVE-YEAR ACTION PLAN BEGAN: October 4, 2018

STRATEGY 1: Enable Student Success.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: 1-Enable student success

Step(s) Required to Achieve this Strategy	Led by	Began on (M/YY)	Completed By (M/YY)	Progress to Date/Reasons for Lack of Progress
1. Revise Course Outlines	Bassani (Chair of Program Review) As of 2021: Program Review Chair Rebecca Yoshizawa	Summer* 2019	Fall 2025	Note: Discussion on Course outlines began in 2017; work on course outlines began Summer 2019 (after program review was fully completed) 2 outlines (1125, 2260) have been passed through senate 1 outline near Program Review Committee Vote. *Reason for limited progress on course outline revisions: <ul style="list-style-type: none">Duties of Program Review Chair exceed time release (no time release given).Duties to revise outlines exceeds time given to faculty members.A number of work-place issues beyond our control occurred between 2017-2020. List of courses revised: SOCI 1125 SOCI 2260 List of courses waiting for revision with target dates for AFCC:

Sociology Fourth Annual Follow-Up Report

				<table><tr><th>Course Outline</th><th>Target Date for ASCC</th></tr><tr><td>SOCI 2225</td><td>Done</td></tr><tr><td>SOCI 2230</td><td>Done</td></tr><tr><td>SOCI 2235</td><td>Done</td></tr><tr><td>SOCI 2240</td><td>Done</td></tr><tr><td>SOCI 2250</td><td>12/20</td></tr><tr><td>SOCI 2255</td><td>12/20</td></tr><tr><td>SOCI 2270</td><td>12/20</td></tr><tr><td>SOCI 2275</td><td>12/20</td></tr><tr><td>SOCI 2280</td><td>12/20</td></tr><tr><td>SOCI 2285</td><td>12/20</td></tr><tr><td>SOCI 2290</td><td>Done</td></tr><tr><td>SOCI 2311</td><td>12/20</td></tr><tr><td>SOCI 2365</td><td>Done</td></tr><tr><td>SOCI 3155</td><td>12/20</td></tr><tr><td>SOCI 3210</td><td>12/20</td></tr><tr><td>SOCI 3230</td><td>Done</td></tr><tr><td>SOCI 3235</td><td>12/20</td></tr><tr><td>SOCI 3240</td><td>12/20</td></tr><tr><td>SOCI 3245</td><td>12/20</td></tr><tr><td>SOCI 3260</td><td>Done, ASCC June 2022</td></tr><tr><td>SOCI 3270</td><td>04/21</td></tr><tr><td>SOCI 3275</td><td>04/21</td></tr><tr><td>SOCI 3280</td><td>04/21</td></tr><tr><td>SOCI 3300</td><td>04/21</td></tr><tr><td>SOCI 3310</td><td>04/21</td></tr><tr><td>SOCI 3320</td><td>04/21</td></tr><tr><td>SOCI 3330</td><td>Done</td></tr><tr><td>SOCI 3345</td><td>04/21</td></tr></table>	Course Outline	Target Date for ASCC	SOCI 2225	Done	SOCI 2230	Done	SOCI 2235	Done	SOCI 2240	Done	SOCI 2250	12/20	SOCI 2255	12/20	SOCI 2270	12/20	SOCI 2275	12/20	SOCI 2280	12/20	SOCI 2285	12/20	SOCI 2290	Done	SOCI 2311	12/20	SOCI 2365	Done	SOCI 3155	12/20	SOCI 3210	12/20	SOCI 3230	Done	SOCI 3235	12/20	SOCI 3240	12/20	SOCI 3245	12/20	SOCI 3260	Done, ASCC June 2022	SOCI 3270	04/21	SOCI 3275	04/21	SOCI 3280	04/21	SOCI 3300	04/21	SOCI 3310	04/21	SOCI 3320	04/21	SOCI 3330	Done	SOCI 3345	04/21
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Sociology Fourth Annual Follow-Up Report

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SOCI 4230	04/21															
SOCI 4310	04/21															
SOCI 4320	04/21															
				<p>2nd Annual Follow-up</p> <p>Progress:</p> <ul style="list-style-type: none">• SOCI 2240 was revised and passed at departmental level. It will be sent to ASCC for their next meeting. SOCI 2225 was also passed last term (fall 2020) and will be sent for the meeting after that.• Program Review has new representation in Co-Chairs of Rebecca Yoshizawa and Kyle Mitchell. Legacy work/training was necessary for this transition from the chairing by Cherylynn Bassani• Shifts in service representation as well as ongoing faculty discussions led to us developing and passing a new <i>Course Revision Workflow</i>, which signifies and crystalizes our efforts• Course outlines have been distributed and faculty have signed up for “commitment dates” or due dates for revisions. Faculty have committed course outlines to self-chosen deadlines, some of them approaching in May and ongoing in 2021.• A number of other outlines are being revised for Summer 2021 consideration, including: SOCI 2230, 3210, 3155, 3240, and 4325 <p>*Reason for limited progress on course outline revisions:</p> <ul style="list-style-type: none">• The covid-19 pandemic has made more progress on our outlines impossible; for instance, any time faculty would dedicate to revising course outlines was dedicated to revising course presentations for teaching online• Committee leadership transition <p>3rd Annual Follow-up</p> <ul style="list-style-type: none">• Our department has experienced a great deal of transition and challenges in the past year. For instance, Associate Dean Billeh Knickerson became our Acting Chair for 5 months. Rebecca Yoshizawa became the												

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				<p>chair on May 1st 2022. We continue to experience cumulative and new challenges as a result of the pandemic. We saw colleagues retire and new colleagues welcomed. New colleagues need time to understand our program and training to be able to participate in course revisions.</p> <ul style="list-style-type: none">• More shifts in service representation on Program Review – Rebecca Yoshizawa became sole chair. <p>Progress:</p> <ul style="list-style-type: none">• Online discussion and e-voting procedure was developed and passed by department vote. This improved our efficiency on discussing and passing revisions.• The following outlines were revised and passed by department vote, and most of these have also passed ASCC and/or Senate shortly will be:<ul style="list-style-type: none">○ 2230, 2235, 2260, 2290, 2365, 3230, 3260, 3330, 3365, 3385.• The rest of our courses have a firm plan in place for revision and timeline, and a dedicated Program Review Chair constantly facilitating progress• At this space we plan to have all our outlines revised by 2023, when we will be looking toward our next program review.• We have assigned the rest of our courses; faculty do them as soon as they can, primarily in their non-teaching terms: <table><tr><td>SOCI 2250</td><td>Families in Canada</td><td>Cherylynn</td></tr><tr><td>SOCI 2255</td><td>Sociology of Everyday Life and Interaction</td><td>Cherylynn</td></tr><tr><td>SOCI 2270</td><td>Sociology of Education: A Critical Perspective</td><td>Amir</td></tr><tr><td>SOCI 2275</td><td>Mass Media and Society</td><td>Becky and Fiona</td></tr><tr><td>SOCI 2280</td><td>Health, Disability and Society</td><td>Becky and Fiona</td></tr><tr><td>SOCI 2285</td><td>Gods in the Global Village: A Sociological Perspective of World Religions</td><td>Cherylynn</td></tr><tr><td>SOCI 2311</td><td>Social Justice in the Local Contexts</td><td>Kyle and Fabricio</td></tr></table>	SOCI 2250	Families in Canada	Cherylynn	SOCI 2255	Sociology of Everyday Life and Interaction	Cherylynn	SOCI 2270	Sociology of Education: A Critical Perspective	Amir	SOCI 2275	Mass Media and Society	Becky and Fiona	SOCI 2280	Health, Disability and Society	Becky and Fiona	SOCI 2285	Gods in the Global Village: A Sociological Perspective of World Religions	Cherylynn	SOCI 2311	Social Justice in the Local Contexts	Kyle and Fabricio
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				SOCI 3155	Indigenous Perspectives on Settler Colonial Societies	Seema
				SOCI 3210	Technology and Society	Becky
				SOCI 3235	Classic Sociological Theories	Mariana and Ryan
				SOCI 3240	Gender in the Global Context	Seema
				SOCI 3245	Gender, Bodies, and Sexualities	Becky
				SOCI 3270	Education, Nation-Building and Globalization	Amir
				SOCI 3275	Sociology of Popular Culture	Becky and Fiona
				SOCI 3280	Sociology of Dying and Death	Cherylynn
				SOCI 3300	Sociology of Work and Occupations	Mariana
				SOCI 3310	Conflict Analysis and Resolution	No plan yet
				SOCI 3320	Sociology of Global Inequalities	Ryan and Mariana
				SOCI 3345	Social Policy in Context	Not up for review
				SOCI 4225	Advanced Topics in Canadian Issues	Kyle
				SOCI 4230	Advanced Topics in Race/Ethnicity: A Global Perspective	Ryan
				SOCI 4310	Terrorism, Globalization, and Social Justice	Claudio
				SOCI 4320	Advanced Topics in Global Studies	Ryan
				SOCI 4325	Sociological Aspects of Community Service	Seema

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				<table><tr><td>SOCI 4330</td><td>Global Community Service</td><td>Seema</td></tr></table>	SOCI 4330	Global Community Service	Seema																					
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				<p>4th annual follow-up: We experienced delays due to departmental leadership challenges, ongoing departmental conflicts/stressors, faculty illness and leave, post-pandemic transitions, and undertaking two significant searches. We hired 7 people on contracts, and one permanent fulltime member, which is a large amount for a smaller department. Considering the many challenges, we have made significant inroads.</p> <p>We have recently been engaged in professional facilitation with an external service as organized jointly by the Dean’s office, HR, and the KFA to attend to the conflict-related challenges. We are hopeful this will enable our department to improve our culture and productivity.</p> <p>We have shown/demonstrated that it is not feasible for our program to revise all courses at once. If we were to have all of our courses revised within the past few of years of this current review, we would be in the same position again in five years, needing to revise them all at once. The silver lining is that we can create a more sustainable pace for our future selves in doing these revisions in a slower manner.</p> <p>The follow outlines have been revised in the past year (and are at various stages of approval): SOCI 3210 Technology and Society SOCI 2311 Social Justice in Local and Global Contexts (notably revised by collaboration and with NR2 faculty)</p> <table><tr><th colspan="2">Course</th><th>Status</th></tr><tr><td>SOCI 1125</td><td>Introduction to Society: Processes and Structures</td><td>DONE</td></tr><tr><td>SOCI 2225</td><td>Canadian Society: Conflict and Consensus</td><td>DONE</td></tr><tr><td>SOCI 2230</td><td>Racialization and Ethnicity in Canada</td><td>DONE</td></tr><tr><td>SOCI 2235</td><td>The Development of Sociological Thought</td><td>DONE</td></tr><tr><td>SOCI 2240</td><td>Women in Canada</td><td>DONE</td></tr><tr><td>SOCI 2260</td><td>Research Methods in Sociology</td><td>DONE</td></tr><tr><td>SOCI 2290</td><td>South Asians around the Globe</td><td>DONE</td></tr></table>	Course		Status	SOCI 1125	Introduction to Society: Processes and Structures	DONE	SOCI 2225	Canadian Society: Conflict and Consensus	DONE	SOCI 2230	Racialization and Ethnicity in Canada	DONE	SOCI 2235	The Development of Sociological Thought	DONE	SOCI 2240	Women in Canada	DONE	SOCI 2260	Research Methods in Sociology	DONE	SOCI 2290	South Asians around the Globe	DONE
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					SOCI 2311	Social Justice in the Local Contexts	At ASCC
					SOCI 2365	Introduction to Social Research Statistics	DONE
					SOCI 3210	Technology and Society	DONE
					SOCI 3230	International Migration and Ethnic Communities	DONE
					SOCI 3260	Qualitative Methods in Sociology	DONE
					SOCI 3330	Contemporary Sociological Theories	DONE
					SOCI 3365	Quantitative Research Methods	DONE
					SOCI 3385	Introduction to Demography	DONE
					SOCI 2250	Families in Canada	By 2025
					SOCI 2255	Sociology of Everyday Life and Interaction	By 2025
					SOCI 2270	Sociology of Education: A Critical Perspective	By 2025
					SOCI 2275	Mass Media and Society	By 2025
					SOCI 2280	Sociology of Health, Disability and Society	By 2025
					SOCI 2285	Gods in the Global Village: A Sociological Perspective of World Religions	Discussions on making it a third-year course
					SOCI 3155	Indigenous Perspectives on Settler Colonial Societies	By 2025
					SOCI 3235	Classic Sociological Theories	By 2025
					SOCI 3240	Gender in the Global Context	Under revision in summer 2023
					SOCI 3245	Gender, Bodies, and Sexualities	Under revision in summer 2023
					SOCI 3270	Education, Nation-Building and Globalization	By 2025
					SOCI 3275	Sociology of Popular Culture	By 2025
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					SOCI 4230	Advanced Topics in Race/Ethnicity: A Global Perspective	By 2025
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					SOCI 4330	Global Community Service	By 2025
					SOCI 3310	Conflict Analysis and Resolution	Discussions on discontinuing/replacing
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2. Reduce elective requirements for 2 nd 3 rd and 4 th year classes	Bassani As of 2022: Sociology Curriculum Committee: Rebecca Yoshizawa, Fabricio Telo, Cherylynn Bassani, Alicia Horton	Fall 2018	Summer 2023	<p>Ongoing discussion at faculty meetings since 2017. The department agreed that an across the board reduction in requirements is in the best interest of students and the program. Department agreed to retain prerequisites, though reassess this on a course-by-course basis as outlines are reviewed.</p> <p>The following courses have been reviewed and have been amended to reflect the abovementioned strategy:</p> <ul style="list-style-type: none"> 1125 -no reduction in electives (has no elective) 2260 -reduction in electives from 1125 to 18 university credits <p>2nd Annual Follow-up These discussions are ongoing with course revisions as above. Electives for 2240 were not reduced.</p> <p>3rd Annual Follow-up</p> <ul style="list-style-type: none"> We have not reduced the prerequisites for any of the courses we have revised so far. None of these courses had “superfluous” prerequisites. “Recommended” prerequisites that were listed on old course outlines were removed with their revisions. With every course we revise, we have a fulsome discussion of prerequisites. We highlight that we recently created a curriculum committee to address these and other programmatic elements in our program review plan, from a programmatic perspective. <p>4th annual follow-up: We reduced the prerequisites for SOCI 3210 Technology and Society, since this course is popular with non-sociology majors and lends well to the expertise of students in other programs.</p>			

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3. Complete transfer agreements with post secondary institutions in metro Vancouver	Seema Ahluwalia (articulation rep)	Ongoing	Annually; throughout the year when needed	<p>This is ongoing through BC articulation. We are up to date on Articulation in BC. The next BCCAT for Sociology is May 8, 2020.</p> <p>2nd Annual Follow-up This is ongoing. We have a dedicated faculty member engaging in articulation. We are constantly streaming articulation requests. We are up to date on articulation. In our department there has been strong support to articulate our courses for the benefit of our students.</p> <p>3rd Annual Follow-up This is ongoing. We have a dedicated faculty member engaging in articulation. We are up to date on articulation. In our department there has been strong support to articulate our courses for the benefit of our students.</p> <p>4th Annual Follow-up This is always ongoing. We have a dedicated faculty member engaging in articulation, who was re-elected into the position last year (Seema).</p>
4. Develop pathways to minor and other relevant majors	<p>Bassani (and Promotional Committee)</p> <p>As of 2022: Sociology Curriculum Committee: Rebecca Yoshizawa, Fabricio Telo, Cherylynn Bassani, Alicia Horton</p>	Fall 2020	Ongoing	<p>Bassani (Dept Chair) will take this up during 04/20 department meeting.</p> <ul style="list-style-type: none"> Bassani to email department chairs in FA (minus Criminology and Psychology) about visiting classes in Fall 2020 promoting 2260 (research methods), 2265 (statistics), 3250 (qual research), 3365 (statistics) Courses for Environmental Justice Minor in development (Mitchell working on course development over Summer 2020 semester) <p>2nd Annual Follow-up The Covid-19 pandemic has slowed the progress on these endeavours. We plan to incorporate this action into our service work starting fall 2021.</p> <p>3rd Annual Follow-up</p> <ul style="list-style-type: none"> We recently created a curriculum committee to address these and other programmatic elements in our program review plan, from a programmatic perspective. Fiona Whittington-Walsh is developing a “pathway” for her Including All Citizens project, which is a suite of courses for students with intellectual disabilities

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				<ul style="list-style-type: none"> We are involved in the proposed creation of the Film Studies minor – for instance, we have elaborated on the courses we could offer to such a minor, and have scheduled these courses for upcoming terms in order to develop them into our rotation and create opportunities to revise them (e.g., SOCI 3275). <p>4th Annual Follow-up We have nothing new of note to report. Outreach is ongoing and we are involved in conversations about new programs/minors (e.g., film studies, black studies).</p>
5. Offer condensed and blended learning opportunities	Bassani & Whittington-Walsh As of 2022: everyone	Summer 2017	2020	<ul style="list-style-type: none"> Department meetings (2019): Discussed merits of blended and condensed classes. Bassani offers blended learning in all classes she teaches. Whittington-Walsh scheduled condensed SOCI 1125 classes starting Summer 2017. Bassani teaching condensed 3345 & 1125 classes in Summer 2019 (first time for 3345), 1125 and two sections of 1125 in Summer 2020 <p>2nd Annual Follow-up The pandemic has dramatically impacted this area of program review. We will be pursuing what the “New KPU” looks like, as with everyone else, as a collective starting fall 2021. We have engaged this discussion in department meetings concerning ed planning</p> <p>3rd Annual Follow-up The pandemic provided a silver lining in helping us achieved this goal. We offer blended and online options every term at most levels of courses. All faculty are now “qualified” to teach online, due to necessity, where once this was a unique skill of only a few of us. We are able to offer additional sections of our popular 1125 course without requiring room space at KPU. So, we have experienced growth and strong enrollment.</p>
6. Work with Dean’s Office & Registrar’s Office to give declared sociology students preferential	Whittington-Walsh (department chair)	Summer 2018	No longer pursuing; but yearly review of the issue and data	<ul style="list-style-type: none"> Follow up with the Dean of Arts, Dr. Purvey, in Summer 2020 <p>2nd Annual Follow-up Research was conducted and a report prepared for discussion at the April 2021 department meeting. However, the meeting agenda exceeded the time we could spend at the meeting and this item was not discussed. It will be pursued in the May 2021 meeting.</p>

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<p>registration in upper level sociology courses required for graduation.</p>	<p>As of 2021, Rebecca Yoshizawa</p>			<p>3rd Annual Follow-up More research was done on this, looking at quantitative data on seats, fill rate, and majors, and through discussions with arts advisors. A fulsome departmental discussion was had in 2021.</p> <p>The department no longer finds that this is a good course of action. From our research we realized that the real issue wasn't lack of reserved seats, but ed planning. We need better ed planning to see students through our program. Students were getting bottlenecked, or were not sure of when their required courses would next run and therefore unable to plan ahead for their courses.</p> <p>Right now, the department is creating a 3 Year Ed Plan to better map the degree pathways for the students.</p> <p>Based on this plan, our Promotions Committee will be making “one-pagers” every term to share with students, in order to help them better plan for “when they need to take what” to complete their degrees in a timely manner. This “one-pager” idea was proposed by A. Dean Billeh.</p> <p>Finally, we worry that enrollments will reduced by excluding non-sociology majors through parts of the registration period.</p>
<p>7. Examine BA Major to reduce requirement of 45 upper level sociology classes to 42 upper level sociology classes</p>	<p>Bassani</p> <p>As of 2022: Sociology Curriculum Committee: Rebecca Yoshizawa, Fabricio Telo, Cherylynn Bassani, Alicia Horton</p>	<p>April 2020</p>	<p>Summer 2024</p>	<p>This will be presented and discussed at the Department's April 2020 meeting</p> <p>2nd Annual Follow-up We need to revise more outlines before we decide upon these issues.</p> <p>3rd Annual Follow-up Now that we have a new Curriculum Committee, they will incorporate this as a part of their mandate. The committee will be in consultations to do this starting Fall 2022.</p> <p>4th Annual Follow-up We made progress on this element with the Curriculum Committee doing an analysis of the requirements of cognate/similar programs. We identified that indeed, our program requires more credits than others, sometimes by a significant amount. We are working on an initiative to address this.</p>

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8. Stream-line declared students' access to registration in upper level courses	Bassani As of 2021, Rebecca Yoshizawa	May 2020	Dec 2021 No longer pursuing; but yearly review of the issue and data	<p>This will be presented and discussed at the Department's May 2020 meeting</p> <p>2nd Annual Follow-up Research was conducted and a report prepared for discussion at the April 2021 department meeting. However, the meeting agenda exceeded the time we could spend at the meeting and this item was not discussed. It will be pursued in the May 2021 meeting.</p> <p>3rd Annual Follow-up This is addressed above in discussion of reserved seats.</p>
9. Other – Individual faculty are committed to PD concerning student success		2019	Ongoing; faculty account for their PD activities on an annual basis	<ul style="list-style-type: none"> 2019-2020 Gatzeva: wrote open access Statistics textbook for KPU and all students 2019 -2020 Whittington-Walsh: conducting research on transformative teaching and its effect on students with disabilities 2019 Ahluwalia: Organizes Indigenous knowledge sharing & decolonization sessions for KPU community 2019-2020 Bassani: Organizes anti-violence against women campaigns at KPU <p>2nd Annual Follow-up Our members are dutifully engaged in ongoing professional development. For example, many did "Leveling Up" to prepare for pandemic crisis teaching; faculty are conducting research and community projects including important activism particularly for racialized and minoritized communities; faculty are involved in the creation of OER.</p> <p>3rd Annual Follow-up</p> <ul style="list-style-type: none"> All faculty members are always fully engaged in PD for student success. Fiona and Cherylynn both currently have course releases to do EDID research work, for instance. As illustrative example, Fabricio Telo provided this report: <p><i>"I participated in workshops promoted by Teaching and Learning Commons on a variety of topics, including e-portfolios, blended learning, and inviting spaces;</i></p>

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				<p><i>I am mentoring two students who are working as Ras in my research project "Canadian Corporations and the Brazilian Military Dictatorship"; Related to this research project, I am attending a course on Corporate Accountability and Authoritarian Regimes in Latin America promoted by Argentina's Human Rights Ministry;</i></p> <p><i>I have attended numerous sessions of the Kitchen Table Talks, a bi-weekly space for discussion hosted by Jennifer Anaquod on issues such as indigenization of pedagogy, reconciliation, safe spaces for students, and more.</i></p> <p><i>I am currently working on a Collaborative Online International Learning (COIL) proposal for my Fall 2022 course on Contemporary Sociological Theory, in partnership with Dr. João Marcelo Maia, from Getulio Vargas Foundation, Brazil, where I am currently spending a three-week period as visiting researcher with a grant from KPU's Guard.me Fund;</i></p> <p><i>I attended the Mental Health First Aid Standard virtual course."</i></p> <ul style="list-style-type: none"> • PD opportunities are regularly shared and availed by faculty <p>4th Annual Follow-up Sociology faculty are very active in PD endeavours associated with student success.</p> <p>As our faculty numbers have grown, and the university engages a concerted effort to support research, we have seen increasing research being done by faculty and with that comes opportunities for studies. Fiona Whittington-Walsh, Rebecca Yoshizawa, and Fabricio Telo, for instance, have both hired research assistants from among our students. Rebecca's RA also received a KPU Student Innovation and Research Grant, published a book review, and presented at a conference. Fiona Whittington-Walsh employs a number of student researchers on her Including All Citizens project, which has recently been institutionalized as a pathway and inclusion/accessibility program. Our department is leading the way in inclusion/accessibility. Kyle Mitchell became involved as an instructor of Including All Citizens Project courses and is recording a text as an audiobook to enhance student learning opportunities.</p> <p>Rebecca Yoshizawa wrote/edited a unique OER called <i>Gender in Canada: A Companion Workbook</i>, which has 33 chapters 15 of which were written by second year sociology students.</p>
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				<p>Mariana Gatzeva and Rebecca Yoshizawa attended seminars about ChatGPT and AI.</p> <p>Fabricio Telo sent the following report on his efforts: “I am currently working with one student on the research project Canadian Civil Society, International Solidarity, and Corporate Accountability: The Case of Brookfield in Brazil, 1964-1985. The project is funded by the 0.6% PD Fund. As a Co-Chair of the Arts Research, Scholarship, and Creativity Committee, I have been leading the development of a research plan for the Faculty of Arts. This project is based on the understanding that research enhances teaching and that teaching can be done by engaging students in research experiences. As a result of this work, I have been awarded a course release by T&L for Fall 2023 to develop educational resources on teaching through research. I have taken Module 1 of Mental Health First Aid training provided by the Mental Health Commission of Canada. This training helped me be better prepared to deal with situations where students approach me to share their challenges with mental health.”</p>
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**note: the department met in the Spring 2018 term to discuss course revisions however we did not start doing course revisions until after/during the Program Review was passed.*

STRATEGY 2: Indigenize and decolonize Sociology curriculum.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: Indigenize and decolonize sociology curriculum.

Step(s) Required to Achieve this Strategy	Led by	Began on (M/YY)	Completed By (M/YY)	Progress to Date/Reasons for Lack of Progress
1. Internal discussion on what indigenization and decolonization means and what it could look like in curriculum	Ahluwalia, everyone	Fall 2019	Regular discussions, usually monthly at department meetings since this is a major goal of our department	<p>As a department we are currently working our way through discussions with respect to problematizing the process of indigenization (i.e. non-indigenous faculty members indigenizing curriculum) and we have come to a consensus that decolonization is a departmental obligation. The Department will:</p> <ul style="list-style-type: none"> continue on as it has previously in courses and course outlines, in discussing intersectional inequality but also recognize that indigenous histories are unique in that they are historically rooted in colonialism (this includes the process of decolonizing curriculum and this will be recognized in course outline revisions going forward). Ensure that all appropriate course outlines include indigenous histories, settler society, and colonization; challenge to science providing alternative ways of knowing.

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				<p>Once we have direction from the Indigenous Steering Committee with respect to indigenization, we can make best practice alterations (and amend above bullets). When Ahluwalia returns from leave (9/20) we will determine if she still wishes to organize this Committee.</p> <p>2nd Annual Follow-up</p> <p>In our department, decolonization and Indigenization is always an ongoing and open discussion, particularly as we revise our curriculum.</p> <p>We do not have any Indigenous members of the department so our department has had extensive discussions about the possibility of ‘Indigenizing.’ In the absence, other department members are meeting this goal by incorporating Indigenous perspectives and doing decolonizing pedagogical work. Our curriculum revision process now ensures that our course presentations will include content on that reflects Indigenous and decolonisation discourse and pedagogy. As well, sociology 3155 was developed specifically as a sociology course that focuses on Indigenous perspectives. 4225 has been presented as an Indigenous perspective course through the lens of sociology.</p> <p>In revising our outlines, we are actively recognizing critical perspectives that emerge from indigenous scholars themselves regarding the process of Indigenization and recognizing that our primary need in the department is Indigenous faculty members. The Sociology department has tried unsuccessfully to hire an Indigenous faculty member and our attempts to do so have not been properly addressed. Our current search processes and discussions have extensively directed towards achieving a hire. It is very complex. We have only been recently informed, for example, that we could seek an exception to hire an Indigenous or racialized scholar. We intend to pursue this, and have had our search committee begin this process with HR; as such we have moved to hire contract faculty until we can set the ad that we desire. We have two ads that are currently being advertised to fill the needs. We have developed our language for our ads to support our search for these types of faculty. There is a lack of understanding in the university leadership in how to support this goal, so we are in continuous negotiation to achieve our goal.</p> <p>3rd Annual Follow-up</p>
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				<p>We have had extensive conversations about this, relevant to almost all aspects of our program. Our faculty individually and as a group are doing decolonizing work. All of our course revisions have decolonizing content. We have participated in and followed closely the developments of the “cluster hire”. We have designed our search plan around our hope that we can secure an Indigenous scholar through the cluster hire – for instance, we’ve had the opportunity to hire new permanent faculty, but instead have strategized hiring NR2s so that we can still avail the cluster hire opportunity once it becomes officially possible. We recently changed our minimum requirements through the department and AFC, and will have the Dean of Arts’ final approval in September 2022 (the process will change at that time; changes no longer need to be approved by Senate), to increase the ways applicants can show us that they are ready to teach at KPU. This was a huge development for us, because the MQ conversation has been ongoing for years. We have drafted and re-drafted our ads to draw in diverse applicant pools. We have written our interview questionnaires to foreground the importance of decolonization in our department. Our NR searches have led to the hiring of two faculty with expertise in decolonization.</p> <p>4th Annual Follow-up We hired an NR2 faculty member with expertise in (South American) Indigenous language resurgence (Carlos Sandoval). Indigenizing and decolonizing are integral parts of all of our conversations and actions.</p> <p>The following colleagues sent reports regarding their efforts on this front:</p> <ol style="list-style-type: none"> 1. <i>Sunny Mangat</i>: “Pitched the idea of the Redress project here at KPU to raise awareness of MMIWG2S. Attended Slhá:lí/Woman: Film Presentation and Discussion with Á'a:líya Warbus and Saylesh Wesley on March 20, 2023.” 2. Sara Naderi: defended her dissertation “On (De) Colonizing the Subaltern's Eyes: A Dissertation on the Intuitive Experiences of Iranian Women of the 1980's in the Age of Epistemic Exhaustion” 3. Mahdokht Grobhani: “Lectures in Intro Class: I included discussions and lectures on decolonizing and Indigenizing in my introductory class. I began by explaining the concept of assimilation and expanded on it to highlight the impacts on Indigenous communities in Canada. History of Education in Canada: In my Intro classes, I assigned a research project for students to delve into the history of education in Canada, with a specific focus on the actions of Egerton Ryerson regarding residential schools. This helped raise awareness about the dark chapter of Indigenous history and Ryerson’s role.
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				<p>Personal Professional Development: I will teach SOCI 2260 (Research Methods) in summer. For this course, I am engaging in personal reflection and growth to critically examine my own biases and assumptions and to challenge colonial and Eurocentric perspectives. Currently, I'm in the middle of the book "Decolonizing Methodologies: Research and Indigenous Peoples," by Linda Smith. I'm impressed by chapter two, where she highlights the problematic approach of researching Indigenous peoples without considering their perspectives and rights. I will teach this in my upcoming class, arguing that research has often been used as a tool of colonization, perpetuating power inequalities and supporting the marginalization of Indigenous peoples. I think it is very important to have a critical view regarding how Western research methodologies have often objectified Indigenous peoples as subjects of study, lowering their complex cultures and knowledge systems to simplistic categories or exotic curiosities. Preparing for this course has helped me deepen my knowledge and understanding of Indigenous issues.</p> <p>I admit that this is an ongoing journey, and I am committed to constant learning and taking action to promote inclusivity, and respect for Indigenous knowledge and cultures."</p> <p>4. Fabricio Telo: "I am working in partnership with a Brazilian Indigenous organization on a project to produce educational materials to fight the illegal leasing of Indigenous lands in Brazil. The project was submitted to the International Solidarity Fund (ISF) of the Federation of Post-Secondary Educators of BC (FPSE) and awarded CAD\$ 5,000 for its execution. As a co-chair of the Arts Research, Scholarship, and Creativity Committee, I have contributed to the organization of a reading group on the book <i>My Conversations with Canadians</i>, by Stó:lō acclaimed writer Lee Maracle. I have attended several Kitchen Table sessions under the leadership of Indigenous Studies faculty Jennifer Anaquod (Anishnaabe and Nihyaw). During these sessions, faculty members share their challenges and achievements in their attempts to decolonize and indigenize their teaching. I have attended several Arts events with the participation of Indigenous leaders at KPU, e.g., the End of Term Celebration - Indigenous Artists & Writers-in-Residence and the Climate+ Challenge: Indigenous Experts on Climate Crisis."</p> <p>5. Carlos Sandoval: "As part of a commitment to decolonization, I have strived to include the voices of indigenous peoples in my Social Justice course (SOCI 2311). On March 09, two Indigenous community activists and land defenders, Billie Pierre and Miranda Dick from the Secwepemc Nation, came to my class to speak to students about their own struggles for territorial defence and decolonization."</p>
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Sociology Fourth Annual Follow-Up Report

				6. Rebecca Yoshizawa is a member of the REB and took training on Indigenous research ethics that she used to teach qualitative research methods.
2. Create an Indigenous Steering Committee: request indigenous leaders to engage with department	Seema Ahluwalia	Fall 2020	Fall 2022	<p>Discussion on going. Funding is an issue -inviting speakers/elders to engage with department/ KPU.</p> <p>We aspire to have active engagement with this committee and the department</p> <p>2nd Annual Follow-up Ahluwalia returned from leave to work in a pandemic. We have the guidance of the KPU Indigenous Advisory Committee and our own community contacts. We have the opportunity but it is not possible in the context of the pandemic. We will pursue this once we have a sense of our post-pandemic ‘normal’ and once it is safe to organize, both physically and for community members who have been suffering due to covid-19 impacts on their communities and workplaces</p> <p>3rd Annual Follow-up In a pandemic context where Indigenous people are being over-asked to do university decolonizing/Indigenizing, are experiencing ongoing systemic discrimination, and are working through individual and community traumas associated with residential school victim grave discoveries as well as legacy and ongoing colonialism, we are not going to ask this of Indigenous people. We do not have an Indigenous faculty member. We have done other kinds of work that is possible for settlers to do, however. For instance, our faculty have organized events (mentioned elsewhere in this report), done decolonizing work on our search process, and added decolonizing content to all of our course outline revisions. Seema Ahluwalia has deep ties with Indigenous communities and is a constant voice of wisdom in all our departmental pursuits; she is also the Decolonization, Reconciliation, and Indigenization rep on the KFA, and is involved in other Indigenous committees and organizations.</p> <p>4th Annual Follow-up Per the report we submitted last year, we will not be pursuing this activity. However, in order to facilitate having Indigenous leaders and other marginalized community members guest speak in our courses, we recently passed a newly updated Departmental Honorarium Procedure. The procedure makes it clear to our many, especially new, faculty how to access guest-speaking funds. The procedure also includes tips for gifting to elders and those who experience unsafety due to the need to provide a SIN for the payment.</p>

Sociology Fourth Annual Follow-Up Report

<p>3. Review course outlines and teaching practices so as to meet this goal</p>	<p>Bassani</p> <p>As of 2021, Rebecca Yoshizawa and all faculty involved in course revisions</p>	<p>Fall 2019</p>	<p>Every term; Course Review Workflow is complete, which requires this of any revised course</p>	<p>See * in Strategy 1 progress</p> <p>Outline revisions: 1125: Under content: “Indigenous Peoples and Canadian society” was added.</p> <p>2260: no changes were made in reference to indigenous peoples. Issues of colonization of knowledge and therefore research are discussed in the class. This is encapsulated in Learning Outcome: “Understand the logic of scientific research and academic research practices” and in the Content in the discussion of “scientific research methods and then the logic of scientific research and academic research practices”</p> <p>No changes have been made with respect to the service learning core competencies for the two approved course outlines</p> <p>2nd Annual Follow-up Our curriculum revision process now ensures that our course presentations will include content on that reflects Indigenous and decolonisation discourse and pedagogy.</p> <p>3rd Annual Follow-up Every single course we have put through after 1125 and 2260 were done has had decolonizing content in it.</p> <p>4th Annual Follow-up Every single course we have put through after 1125 and 2260 were done has had decolonizing content in it.</p>
<p>4. Continue to organize decolonizing university wide events</p>	<p>Seema Ahluwalia, everyone</p>	<p>Fall 2017</p>	<p>Annually to Regularly</p>	<p>Ahluwalia has a long history of organizing university wide (and general community) events that focus on Indigenous peoples.</p> <p>2nd Annual Follow-up This is always ongoing. For instance, Ahluwalia organized KPU’s first and only 4-campus week long events in 2019 spring.</p>

Sociology Fourth Annual Follow-Up Report

				<p>3rd Annual Follow-up This is always ongoing. For instance, Amir Mirfakhraie has two events coming up called “Marginalized Voices Speak: A Reading and Listening Series.”</p> <p>4th Annual Follow-up Sunny Mangat organized a May 2023 Red Dress display with other university collaborators.</p>
5. Encourage Sociology faculty to complete the three online Indigenous Awareness Modules	Whittington-Walsh	Fall 2019	Annually (training should be taken each year)	<p>Whittington-Walsh mentioned the training at department meeting.</p> <p>This has been encouraged. Many faculty are engaged with work and PD activities, within and outside the university, in these areas and are well engaged in the discussion of ‘Indigenous awareness’. E.g., TLC has provided many workshops related to anti-racism that faculty attend.</p> <p>Territorial acknowledgement is now woven into our department meetings.</p>

STRATEGY 3: Enhance marketing to achieve retention in upper level courses.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: Enhance marketing strategies to achieve retention in upper level courses.

Step(s) Required to Achieve this Strategy	Led by	Began on (M/YY)	Completed By (M/YY)	Progress to Date/Reasons for Lack of Progress
1. Sociology Promotions committee (PC) to meet with marketing and communications department to set out a marketing strategy	<p>Mitchell (PC)</p> <p><i>As of 2022: Fabricio Telo, Sunny</i></p>	Fall 2018	<p>Completed.</p> <p>Ongoing; monthly, our department meetings require reporting</p>	<p>Mitchell will meet with marketing and communications department. Together with the Sociology Promotions Committee Mitchell will develop a marketing strategy and then report back to the Department and Program Review Committee in the October 2020 meetings.</p> <p>Mitchell. Higgitt, Jalowica engaged with community in 2019 & 2020 to market Sociology</p> <ul style="list-style-type: none"> KPU open house (2019, 2020) Major sign up open house in Sociology Department

Sociology Fourth Annual Follow-Up Report

	Mangat, Sara Naderi		<p>2nd Annual Follow-up</p> <p>We have had many contacts with marketing in development our website and promotional materials. We extensively make use of posters to advertise courses. The pandemic has changed how we promote and challenged our ability to dedicate time to it. We have a twitter account to promote our department. Higgitt and Hanlon are creating a sociology newsletter.</p> <p>3rd Annual Follow-up</p> <ul style="list-style-type: none"> • We've done a huge amount of promotional work in the past year!: <ul style="list-style-type: none"> ○ We have created content and materials to post on the Sociology Twitter account; ○ We have organized the Declaration Day on February 28, 2022; ○ We have recorded promotion videos with some sociology faculty members addressing their work and scholarship and published them on social media and our website; ○ We have worked with alumni to create and publish testimonials on our website and social media; ○ We are working on updating the sociology brochure to promote our program; ○ We have met with the Future Students Office regarding the possibility of reaching out to high school students in Surrey to introduce our sociology programs. We are planning some activities to receive high school students at KPU; ○ We are working to define some activities for the KPU Open House event; ○ We have created a draft of a one-pager document to encourage students to declare sociology as their Minor. ○ We have created an Instagram account for the department and we are working on creating a Tik Tok account. <p>4th Annual Follow-up</p> <p><i>Report from Promotions Committee (Fabricio Telo, Sunny Mangat, Sara Naderi)</i></p> <ul style="list-style-type: none"> • Created content and materials to post on the Sociology Twitter and Instagram accounts; • Hosted activities for the KPU Open House event on October 1, 2022; • Organized the Declaration Day on February 28, 2023; • Worked with alumni to create and publish testimonials on our website and social media;
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Sociology Fourth Annual Follow-Up Report

				<ul style="list-style-type: none"> • Attended on an outreach activity with the City of Surrey and KPU's Office of Future Students to promote the department during a basketball game on April 15, 2023. • Working on creating a sociology film club to promote the department.
2. Sociology Promotions committee to allocated tasks as per above mentioned plan	Mitchell	Fall 2018	October 2020	<p>See comment above</p> <p>We have a committee dedicated to promotions.</p>
3. Promotion of Sociology minors and develop pathways with Political Science, Psychology and Criminology	Whittigton-Walsh, Bassani, Mitchell, Higgett As of 2022: Sociology Curriculum Committee: Rebecca Yoshizawa, Fabricio Telo, Cherylynn Bassani, Alicia Horton	Spring 2018	Annually, each term	<ul style="list-style-type: none"> • Opened SOCI 2260 to other Arts majors by removing SOCI 1125 prerequisite (Passed Spring 2020). • Sociology as a Minor is promoted in all Sociology 2260 classes. • Mitchell, Higgitt, Jalowica showcase sociology at KPU open house (Feb 2019, 2020) • Sociology open house to sign up Sociology Majors and Minors (Feb 2020) • Bassani visits classes in other Departments discussing violence against women and advertises Sociology (Nov 2018, 2019; March 2019) • Bassani has Sociology students knowledge share at KPU Surrey Campus on issues of poverty, violence and Sociology (Oct, Feb 2018; 2019; 2020) • Other promotions to be articulated by Mitchell during October 2020 department meeting. <p>2nd Annual Follow-up As we revise our curriculum we will pursue more opportunities.</p> <p>3rd Annual Follow-up As we revise our curriculum we will pursue more opportunities.</p> <p>4th Annual Follow-up The Curriculum Committee recently did an analysis of our second-year offerings, identifying them as the best opportunity for creating pathways with other programs. We also compared our second-year offerings to other universities/colleges in BC with sociology programs. This analysis resulted in the proposal of a new second year course on "Class and Social Inequality." The proposal is currently at the Dean's office for decision-making, having been supported by the department. We see that this course has the potential to be of interest to a wide range of programs such as political science and policy studies. We will continue consultation and outreach in developing the initiative.</p>

Sociology Fourth Annual Follow-Up Report

STRATEGY 4: Facilitating more community connections for students.

GOAL(S) FROM THE QA PLAN THIS STRATEGY SUPPORTS: Facilitating more community connections for students.

Step(s) Required to Achieve this Strategy	Led by	Began on (M/YY)	Completed By (M/YY)	Progress to Date/Reasons for Lack of Progress
1. Re-engage with members of the previous Sociology Community Advisory Review Board (SCARB)	Bassani (PC)	Fall/2020	No longer pursuing “engaging previous members” of SCARB (see PAC plans described below)	<p>PC and Dept. Chair (DC) will take this up as priority in Fall 2020 term</p> <p>Reason for lack of progress concerning Strategy:</p> <ul style="list-style-type: none"> Sociology Department Chair duties exceed the amount of time given to perform role. <p>2nd Annual Follow-up The pandemic has challenged our progress. We will pursue this once we have a sense of our post-pandemic ‘normal’ and once it is safe to organize, both physically and for community members who have been suffering due to covid-19 impacts on their communities and workplaces</p> <p>3rd Annual Follow-up We have not been able to do this, predominantly related to the challenges of the pandemic. Now that the university has a new policy about this as well as staffing support for it, we will explore it more intently as a department.</p> <p>We highlight that because we have both service learning courses AND faculty actively engaged in community work, that we are uniquely positioned in communities and already informally seek advisory-like opinions from communities.</p> <p>We would like to highlight that our service learning courses were held during the pandemic. They were hugely successful with students gaining a range of skills in connecting with community partners. The courses had to be reimaged for the pandemic. It was a big “win” for our department to continue with offering excellent service learning. Service learning builds SCARB-like learning opportunities into our program.</p>
2. Integrate service learning core competencies in targeted sociology courses	Bassani	Summer 2019	Annually	<p>Discussed in summer 2019 program review committee meeting, to be added as go through course outlines</p> <p>See * on Strategy 1.</p>

Sociology Fourth Annual Follow-Up Report

	<p>As of 2022: Sociology Curriculum Committee: Rebecca Yoshizawa, Fabricio Telo, Cherylynn Bassani, Alicia Horton</p>			<p>2nd Annual Follow-up In spring 2021, we have discussed how we will be maintaining service learning in the context of a pandemic. We will revisit our service learning components in 2022. Consideration of service learning opportunities is incorporated into our Course Revision Workflow</p> <p>3rd Annual Follow-up We are still elaborating upon this. The new Curriculum Committee can take up this mandate programmatically.</p> <p>4th Annual Review This has not been an initiative that is so far feasible. Service-learning pedagogy is extremely intensive. We are not in a position to expand our offerings at this time. That being said, our current 4th year service-learning offering has maintained high levels of quality and success throughout the pandemic. Some students have achieved permanent paid work through their placements, for example.</p> <p>We also have improved the structure of our service-learning: Seema Ahluwalia recently innovated our fourth-year service learning course by developing necessary documentation/forms required by the university to secure its legal interests/protections in student placements :</p> <ul style="list-style-type: none"> • <i>KPU Service Learning Agreement</i> • <i>Information for Agency Form</i> • <i>Agency Contact Information Form</i>
3. Strike a new SCARB	<p>Bassani</p> <p>As of May 2022, Yoshizawa</p> <p>As of January</p>	Fall 2020	Spring 2024	<p>PC and DC to take this up as priority in Fall 2020 term.</p> <p>2nd Annual Follow-up The pandemic has challenged our progress. We will pursue this once we have a sense of our post-pandemic ‘normal’ and once it is safe to organize, both physically and for community members who have been suffering due to covid-19 impacts on their communities and workplaces. We have contacts in community, industry and other sectors that we can mobilize.</p> <p>3rd Annual Follow-up</p>

Sociology Fourth Annual Follow-Up Report

	2023, Ryan Higgitt			<p>As above, we are not ready to do this.</p> <p>4th Annual Follow-up Ryan Higgitt received a course release (spring 2023) to develop university-wide insights on PACs. This is a great development for us because the time and bandwidth has not been available in our department to undertake such a large project.</p> <p>Ryan sent the following report: “I've been able to engage in a dialogue in one way or another (some via Teams meetings, some via e-mail) with a few people about a Sociology PAC -- namely, Tracy Sherlock in Journalism, Kamala Nayar in Asian Studies, and Larissa Petrillo in NGO Studies... Tracy, Kamala and Larissa have shared insights into the PAC development process as it occurred in their respective departments or units. I have also taken notes on the logistics of meetings and how existing PACs at KPU are constituted in terms of numbers and operational procedures. Some of the information was taken from KPU's formal PAC Policy doc (Policy No. AC1), which only became effective recently, 28 March 2023. Now I am brainstorming how to move forward with the question of how to coordinate... I expect this Sociology PAC project to be something we'll do at the Department level over the next year, starting this summer, after this groundwork is completed.”</p>
4. Hold meet and greet between students and SCARB	<p>Bassani</p> <p>As of May 2022, Yoshizawa</p> <p>As of January 2023, Ryan Higgitt</p>	Fall 2020	Spring 2024	<p>DC will take this up as priority in Fall 2020 term.</p> <p>2nd Annual Follow-up The pandemic has challenged our progress. We will pursue this once we have a sense of our post-pandemic ‘normal’ and once it is safe to organize, both physically and for community members who have been suffering due to covid-19 impacts on their communities and workplaces</p> <p>3rd Annual Follow-up As above, we are not ready to do this.</p> <p>4th Annual Follow-up We are not ready to do this yet, but an initiative is in the works as above.</p>

SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Agenda Number: 5.5

Meeting Date: June 21, 2023

Presenter(s): Amy Jeon

AGENDA TITLE: Election of Committee Chair

ACTION REQUESTED: Information

RECOMMENDED RESOLUTION

Context and Background

Amy Jeon, Vice-Chair of Senate, provided notice of election at the May 17, 2023 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 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
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Submitted by

Sonia Banwait, Administrative Assistant, University Senate

Date submitted

June 1, 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: 7.1

Meeting Date: June 21, 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

The SSCPR approved 26 reports between September 2022 and May 2023.

<i>As of June 8, 2023</i>	<i>Number of Approved Reports</i>
Self-Study Reports	3
External Reviews	5
Quality Assurance Plans	4
Annual Follow-Up Reports	14
Total	26

Seven program reviews have been initiated in 2022/23 Academic Year:

Technical Management and Services (September 2022)

Asian Studies (October 2022)

Criminology (October 2022)

Economics (October 2022)

Fine Arts (December 2022)

Journalism (December 2022)

Non-governmental Organizations and Nonprofit Studies (January 2023)

Thirteen program reviews are scheduled for the 2022/23 Academic Year:

- Operations and Supply Chain Management
- Green Business Management and Sustainability
- Global Business Management
- Entrepreneurial Leadership
- Marketing
- Legal Administrative Studies
- Indigenous Studies
- Policy Studies
- Sociology
- Nursing
- Nursing – Advanced Entry
- Traditional Chinese Medicine and Acupuncture
- Computer Aided Design and Drafting

Attachments

1. Manager's Report_Status of Program Reviews_Details for June 2022 SSCPR Meeting
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Submitted by

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

Date submitted

June 19, 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							Geography self-study report is in.
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				Quality Assurance Plan is due in September 2023 .
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	May-23	Third 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 in.
Arts	Sociology	Sep-15	Admin Data: Nov-17 Survey Data: May-16	Dec-17	Apr-18	May-18	Oct-18	Apr-20	May-21	Fourth annual follow-up report is in.

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	May-23		SSCPR asked program to report on their progress a second time in May 2024 .
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				Quality Assurance Plan is due in September 2023 .
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 .