Senate Standing Committee on Academic Planning and Priorities

Friday, April 13, 2018
9:00 a.m. - 12:00 p.m.
Surrey Campus, Cedar 2110

AGENDA

1. Call to Order ....Jane Fee   9:00

2. Confirmation of Agenda

3. Approval of Minutes, March 7, 2018

4. Chair's Report

5. Notice of Election of Chair .... David Burns   9:05

6. New Business

    6.1 Proposal for the Administration of Graduate Studies at Kwantlen Polytechnic   9:10
    University .... Steve Cardwell

    6.2 University Budget Development Process ....Jane Fee   9:30

7. Standing Items

    7.1 VPTL-AVPR Report.. Stephanie Chu   9:50

    7.2 KPU Academic Plan 2023 Draft .... Sal Ferreras   10:15

8. Items for Discussion   10:45

9. Adjournment   11:00

MINUTES OF REGULAR MEETING
**Senate Standing Committee on
Academic Planning and Priorities**
Friday, March 9, 2018
10:00 a.m. – 12:00 p.m.
Surrey Campus Boardroom, Cedar 2110

Present: (Quorum: 7 voting members)		Ex-Officio / Non-voting
Chamkaur Cheema	Ann-Marie McLellan	David Burns
Rahil Faruqi	Denise Nielson	Stephanie Chu
David Florkowski	Carolyn Robertson	Jane Fee (Chair)
Amanda Grey	Angela Ryan	Sal Ferreras
Sharon Leitch		Nadia Henwood
		Ex-Officio / Voting
Regrets:	**Senate Office**	**Guests:**
Alan Davis	Rita Zamluk,	Ken Stark
Lori McElroy	Administrative Assistant	Josephine Chan
Tom Westgate		

1. **Call to Order**

   The Chair called the meeting to order at 9:00 a.m.

2. **Approval of Agenda**

   Amanda Grey moved the agenda be confirmed as circulated.

   The motion carried.

3. **Approval of Minutes, December 1, 2017**

   Carolyn Robertson moved the minutes be confirmed as circulated

   The motion carried.

4. **Chair's Report**

   The Chair reported two committee vacancies: professional support staff member, Angelina Desjarlais and faculty member, Faculty of Science and Horticulture, Jennifer Au.

5. **New Business**

   5.1. **Institutional Recognition: Stenberg College**

   David Florkowski, Dean, Faculty of Health provided background and context for the request. The committee discussed the differences between program and institutional recognition, the quality and reputation of programs offered through Stenberg College, the ability of Faculties to discern the quality of programs and courses, the number of transfer credits, the impact of residency

requirements on the number of transfer credits, the role of committee members in researching institutions for program quality, and using grading systems.

Changes Requested:

- Item 1: "*Faculty criteria….* "Page 3 / 4 – "*Stenberg are similar ……*" Phrasing needs to align between the cover sheet and the application form.

- Item 3: Thompson Rivers has a formal recognition transfer agreement with Stenberg College / TRU Open Learning – which is a different organization. These need to align.

Action:

David Florkowski will meet with Deans, revise the document and resubmit.

6. Standing Report

6.1. VPTL-AVPR Report

Stephanie Chu provided a verbal report. She highlighted the restructuring of Teaching and Learning, online training for educators, mentorship programs being developed with the Faculty of Arts and the School of Business, the introduction of K-12 tours, the Intellectual Property policy, the development of indigenous competency modules for educators, and the K-12 curriculum development project underway.

6.2. Vision 2023

Ken Stark gave a brief presentation on Vision 2023. The committee discussed the need for metrics to measure goals, the meaning and use of integrity, inclusivity, excellence, authenticity, the role of the Committee in defining the values for Senate, engaging KPU community to find ways to translate the values into action on a day-to-day basis, use of the phrase, "learning ecosystem" in the Vision statement, adding clarity by aligning the vision statement with the values stated, simplifying with a powerful statement , understanding experience is an umbrella term for quality, creativity, and sustainability, and reducing the number of slides.

Recommendations:

- Remove the slide listing characteristics

6.3. Academic Plan 2018 / 2023

Sal Ferreras, Provost, provided an initial draft of Academic Plan 2018 / 2023. The committee discussed the application of the phrase "a meaningful path", use of numbers in a list that is not prioritized, and stating the benefits of research to communities.

7. Items for Discussion

    7.1. 2019 / 20 University Budget Presentation

The Chair updated the committee on the development of a coherent process to integrate the operational, management, and governance pieces of the budget development process. The committee discussed the purpose and structure of the process, structuring evaluation during the presentations, and financial autonomy of the Faculties.

8. Adjournment:

The meeting adjourned at 10:56 a.m.

SENATE STANDING COMMITTEE ON ACADEMIC PLANNING AND PRIORITIES

Agenda Item: 5
Meeting Date: April 13, 2018
Presenter: David Burns

Agenda Item:	**Notice of Election of Chair**

Action Requested:	☐Motion to Approve ☐Discussion ☒Information ☐Education

Context & Background:	The term for Jane Fee as Chair of the Senate Standing Committee on Academic Planning and Priorities will end August 31, 2018.
Key Messages:	1. All Senators who are members of the committee are eligible to be elected as committee Chair. 2. The Chairs of Senate standing committees are normally elected for a 2-year term beginning in September. The term of office will be from September 1, 2018 to August 31, 2020. 3. The nominations will be from the floor at the next meeting. If there is only one person nominated, then that person may be acclaimed. If more than one person is nominated, then there will be an election by secret ballot. 4. The Vice Chair of Senate will conduct the election of committee Chair.
Submitted by:	*David Burns, Vice-Chair, Senate*
Date submitted:	*March 22, 2018*

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

Agenda Item:	**6.1**
Meeting Date:	**April 13, 2018**
Presenter:	**Steve Cardwell**

Agenda Item:	**Proposal for the Administration of Graduate Studies at Kwantlen Polytechnic University**

Action Requested:	☒Motion to Approve ☐Discussion ☐Information ☐Education

Recommended Resolution:	**THAT the Senate Standing Committee on Academic Planning and Priorities recommends that Senate endorses the recommendations of the Graduate Studies Task Force contained in the *Proposal for the Administration of Graduate Studies at Kwantlen Polytechnic University (March 8, 2018).***

Senate Standing Committee Report:	For Senate Office Use Only

Context & Background:	In February 2017, the Provost and Vice President Academic established the *Graduate Studies Advisory Committee* to make preliminary recommendations on establishing a structure to administer Graduate Studies at the University. At the outset, the Advisory Committee consulted on the concept of establishing a Faculty of Graduate Studies. In accordance with Policy GV9 Establishment and/or Discontinuance of Faculties and Departments and Procedures, a *Preliminary Proposal to Establish a Faculty of Graduate Studies* was presented to and endorsed by the Senate Standing Committee on Academic Planning and Priorities (SSCAPP) on November 10, 2017, and presented to Senate for information and discussion on November 27, 2017. Subsequently, *a Graduate Studies Task Force* (Task Force), headed by the Associate Vice President Academic, was established to develop a full written proposal and to carry out an extensive stakeholder consultation process that included internal stakeholder consultations, a review of administrative structures at other post-secondary institutions in BC, as well as discussions with representatives from other institutions who provided oversight and leadership on graduate studies.

Senate Standing Committee on Academic Planning and Priorities

Agenda Item: 6.1

Meeting Date: April 13, 2018

Presenter: Steve Cardwell

The Task Force considered and deliberated on all internal and external input received. The Task Force heard comments such as 'start small', and 'go slow'. This resulted in a shift from the initial consideration of a Faculty of Graduate Studies to a smaller administrative unit. The Task Force developed a *Proposal for the Administration of Graduate Studies at KPU* (attached) recommending the establishment of an Office of Graduate Studies, an administrative unit that will provide oversight and leadership on graduate studies at KPU and, as a result, the initial request to establish a Faculty of Graduate Studies is withdrawn.

Key Messages:

1. The Task Force recommends that the University should continue to encourage the development of graduate programs, including Graduate Certificates, Graduate Diplomas, and Master's Degrees.

2. The Task Force recommends that the University should establish an Office of Graduate Studies initially operating within the Office of the Associate Vice President, Research.

3. The Task Force recommends that the Senate Standing Committee on Research (SSCR) should be expanded to include Graduate Studies with representation from all Faculties.

Consultations:

- Polytechnic University Executive
- Provost and Vice President Academic
- Graduate Studies Task Force
- Faculty Councils
- Faculty Departments
- Open Meetings about Graduate Studies with the Provost
- Kwantlen Student Association
- External stakeholders including Ministry of AEST, SFU, UVic, UFV, VIU, TRU, and BCIT

(See Appendix C in *Proposal for the Administration of Graduate Studies* for a detailed list of internal and external stakeholder consultations.)

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

Agenda Item: 6.1

Meeting Date: April 13, 2018

Presenter: Steve Cardwell

Attachments:	Proposal for the Administration of Graduate Studies at Kwantlen Polytechnic University (March 8, 2018)
Submitted by:	*Dr. Steve Cardwell* *Associate Vice President, Academic* *Chairperson, Graduate Studies Task Force*
Date submitted:	*March 29, 2018*

PROPOSAL FOR THE

ADMINISTRATION OF

GRADUATE STUDIES AT

KWANTLEN POLYTECHNIC UNIVERSITY

Prepared by: Graduate Studies Task Force

Steve Cardwell, Associate Vice President, Academic (Chairperson)
Josephine Chan, Special Assistant to the Provost on Policy and Academic Affairs
Stephanie Chu, Vice Provost, Teaching & Learning and Interim Associate Vice President, Research
Patrick Donahoe, Dean, Faculty of Academic and Career Advancement
Jane Fee, Vice Provost, Students and Dean, Faculty of Educational Supports and Development
David Florkowski, Dean, Faculty of Health and Interim Dean, Faculty of Trades and Technology
Maryam Garrecht, Confidential Assistant, Office of the Provost
Lori McElroy, Executive Director, Institutional Analysis and Planning
Louella Mathias, Special Advisor to the Provost, Innovation and Strategic Initiatives
Zena Mitchell, University Registrar
Todd Mundle, University Librarian
Diane Purvey, Dean, Faculty of Arts
Carolyn Robertson, Dean, Wilson School of Design
Wayne Tebb, Dean, School of Business
Elizabeth Worobec, Dean, Faculty of Science and Horticulture

Submitted to:

Salvador Ferreras, Vice President, Academic and Provost, Kwantlen Polytechnic University

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SUMMARY OF RECOMMENDATIONS

The *Graduate Studies Task Force* was appointed by the Provost and Vice President Academic to make recommendations on establishing graduate studies at the University.

The Task Force recommends that:

1. The University should continue to encourage the development of graduate programs, including Graduate Certificates, Graduate Diplomas and Master's Degrees.

2. The University should establish an Office of Graduate Studies initially operating within the Office of the Associate Vice President, Research.

3. The University should expand the Senate Standing Committee on Research to include Graduate Studies with representation from all Faculties.

CONTEXT AND RATIONALE

Several factors have provided the impetus to consider expanding teaching, learning and research to the graduate level at KPU. Within the terms of the University Act section 47.1 Special Purpose Teaching Universities are to provide academic programs leading to certificates, diplomas, baccalaureate and master's degrees that meet the needs of the region and beyond.

Of all the mandated Special Purpose Teaching Universities, KPU is the only one which does not offer graduate programs. Increasingly, faculty are engaging with other universities to pursue higher learning and expanded research efforts. For example, there is a proposed Master of Arts in Integrated Studies with Emphasis in Sustainable Agriculture and Food Systems between Royal Roads University and KPU, and the School of Business has recently received Board approval for two graduate diplomas as a response to increased demand for higher level courses and programs.

Discussions with industry leaders and Ministry staff have indicated growing labour market demands for trained professionals in nursing, sustainable agriculture and other fields. The 2018-2019 ministerial mandate letter to the university indicates KPU is expected to support the provincial commitment towards building a strong sustainable innovative economy. Locally, 'Growing Surrey's Innovation Economy' is a key strategic priority for the City of Surrey. Other local communities have similar strategies. As a major post-secondary university in the region, KPU can play a larger role in the region's future knowledge and creative economies.

In February 2017, an Advisory Committee was established to make preliminary recommendations on the development of graduate studies at the university. Over the past year, the Task Force has been consulting extensively, listening, learning, discussing, soliciting input and exploring the best way to administer Graduate Studies at KPU. The aim of the consultations was to share information about the work of the Advisory Committee, increase transparency of decision-making, engage faculty and staff to inform the development of Graduate Studies and to identify key areas of opportunity and challenge. Some important perspectives on our strengths and associated risks were gained. Collectively, these perspectives have helped shape the structure of this proposed administrative unit.

In November 2017, a preliminary proposal to establish a new Faculty of Graduate Studies was endorsed by the Senate Standing Committee on Academic Planning and Priorities (SSCAPP). Since then, the Graduate Studies Task Force headed by the Associate Vice President, Academic has reviewed a range of administrative structures at other

universities[1] for the administration of graduate programs. Guest speakers from several other BC universities shared their experiences and lessons learned.

An Options Paper[2] was developed to assess the best approach for KPU and to guide decision-making. Based on information from the guest speakers and from KPU's internal consultation process, the Task Force was advised to 'start small' and then incrementally grow the administrative unit. Accordingly, there has been a shift away from considering the establishment of a Faculty of Graduate Studies to a smaller administrative unit.

The naming of the administrative unit was challenging. The name was to convey distinctiveness and appeal to both faculty and students.   Names such as 'School' and 'Institute' were considered. However, as they have different and confusing connotations within KPU, they did not resonate. The Task Force instead opted for a structure and name that is similar to Thompson Rivers University, the establishment of an Office of Graduate Studies under the responsibility of the Associate Vice President, Research.

GRADUATE PROGRAMS

> **Recommendation #1:** The University should continue to encourage the development of graduate programs, including Graduate Certificates, Graduate Diplomas and Master's Degrees.

The University is already moving towards offering graduate programs, including Graduate Diplomas and Master's Degrees.

Benefits of Graduate Programs:

- Graduate programs offer current students a continuation of learning experience at a higher level.
- Graduate programs will generate advanced research and scholarship opportunities through their respective Faculties for students and faculty members.
- Graduate students will help meet the evolving provincial and international labour market demands and contribute to the province's growing knowledge economy.
- Delivering graduate studies will raise the profile of KPU in British Columbia, Canada, and globally.
- Introducing graduate-level programming will be an important signal to external communities of KPU's evolution.
- Offering graduate programs is seen as a way to enhance our commitment to our students and the communities we serve.

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[1] See Appendix B: Review of related Faculty structures at other Universities
[2] See Appendix A: Options for the Administration of Graduate Studies at KPU

- Establishing graduate level programs and the administrative support structure will attract faculty and students. This will also enhance the visibility and brand of the university.

What we heard from the consultations[3]:

- Programs offered must be unique and reflect the polytechnic mandate of learn-by-doing and the belief that a combination of theoretical learning and applied problem solving better prepares graduates for employment and drives economic growth in the province.
- Programs offered must be able to translate into employment.

ADMINISTRATIVE STRUCTURE

Recommendation #2: The University should establish an Office of Graduate Studies operating within the Office of the Associate Vice President, Research.

The Office of Graduate Studies will provide the structure and necessary administrative supports needed to build and sustain graduate studies at the University. The Task Force proposes a model that is similar to Thompson Rivers University.

Establishing the infrastructure to offer graduate programs will enable the university to develop the necessary administrative requirements for the delivery of graduate programs.

The Office of Graduate Studies will work with other departments in support of graduate studies and will be responsible for quality control, leadership, policies, well-being of graduate students, intellectual space for faculty and graduate students for dialogue and debate, and physical space for faculty and graduate students gathering as needed.

Operational Functions of the Office of Graduate Studies:

- The Office of Graduate Studies will be responsible for the overall administration, policies, and procedures associated with graduate studies.
- In conjunction with the Faculties, the Office of Graduate Studies will be responsible for establishing criteria for teaching at the graduate level.

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[3] See Appendix C: Record of consultations. Comments from consultations are reflected in this document.

- Graduate students have different needs from undergraduate students. The Office of Graduate Studies will provide the infrastructure to ensure that graduate students have appropriate supervision and other supports that they require.
- The Office of Graduate Studies will help create a sense of community among graduate students and provide opportunities and physical space for them to convene and connect in a variety of forms and venues.
- The Office of Graduate Studies will provide opportunities for discussion sessions and scholastic dialogue at a high level.
- The Office of Graduate Studies will enhance the ability of KPU to collaborate and partner with other institutions in developing and offering joint graduate programs.
- The Office of Graduate Studies will provide the infrastructure to strengthen and inform policies and procedures for graduate students.

What we heard from the consultations:

1. Support for the Office of Graduate Studies
   - Faculties are excited about the direction as it presents opportunities for enhanced research, collaboration, and acceleration of professional education.
   - The Office of Graduate Studies is seen as strengthening the capacity for faculty and staff to access and achieve grants as well as raise external support from government, business, community, industry, foundations and private philanthropists.
2. Questions and comments about rank and tenure were frequently raised. The university should re-establish a committee to revisit 'Rank and Advancement'.[4]
3. Do not duplicate resources
   - Do not create additional administrative layers. Where possible, utilize existing resources for registration, admissions, finance, student services and space.
   - Additional resources may need to be added to existing units to support the infrastructure for graduate studies.

Staffing:
The Office of Graduate Studies will not offer its own programs and/or house its own students or faculty. It will operate in conjunction with other university administrative units and develop new processes only as necessary. Individual Faculties will be the academic units responsible for proposing and offering graduate programs.

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[4] See Appendix D: Executive Summary: Senate Task Force on Academic Rank and Advancement (June 2013)

It is recommended that the Office of Graduate Studies reside within the Office of the Associate Vice President, Research. The AVP Research will likely require additional staff (Executive Director or Director of Graduate Studies, a Divisional Business Manager, and an administrative assistant). This staffing might increase depending on how many graduate programs are established.

What we heard from the consultations:

- The University has limited resources. Where possible, draw on existing resources rather than duplicating efforts. It is wise to start small. Do not create a large administrative unit at the outset. Give this time to be established and develop.

GOVERNANCE STRUCTURES

> **Recommendation #3:** The University should expand the Senate Standing Committee on Research to include Graduate Studies with representation from all Faculties.

New graduate programs and courses will be reviewed jointly by the Senate Standing Committee on Curriculum (SSCC) and the newly expanded Senate Standing Committee on Research and Graduate Studies (SSCRGS). The SSCRGS will have responsibility for both governance and curriculum. The SSCRGS will also be responsible for vetting of faculty to teach at the graduate level.

What we heard from the consultations:

- Do not create additional administrative layers. Have a strategic shared use of current resources and facilities.

SERVICES FOR GRADUATE STUDENTS

The Office of Graduate Studies will work with Faculties and other service areas so as to not duplicate services. Student Services and Library Services are the departments that will provide the most support to graduate students.

Student Services:
Student Services will support graduate student needs in areas such as graduate admissions, registration, maintenance of student records, issuance of transcripts and credentials, student awards and financial aid, services for students with disabilities and counselling.

As such, there will likely be the need for additional resources in various areas of Student Services, in particular in the Offices of the Registrar, Student Awards and Financial Aid.

Prospective students will apply for admission to graduate studies through the Office of the Registrar in collaboration with the specific Faculty offering the program and with the Office of Graduate Studies.

Library Services:
Library Services will play a key role in accepting approved thesis submissions and provide a repository for students' graduating theses and capstone projects.

There will be an increased need for scholarly research journal subscriptions and access to other publications.

There may be a possible need to direct staffing resources to graduate students specifically towards support for thesis development, and helping students work with thesis templates.

APPENDICES

Appendix A: Options for the Administration of Graduate Studies at KPU

Appendix B: Review of related Faculty structures at other Universities

Appendix C: Record of Consultations

Appendix D**:** Senate Task Force Report on Academic Rank and Advancement (June 2013)

APPENDIX A

OPTIONS FOR THE

ADMINISTRATION OF

GRADUATE STUDIES AT

KWANTLEN POLYTECHNIC UNIVERSITY

PURPOSE

To review options for the administration of graduate studies at Kwantlen Polytechnic University.

BACKGROUND

Subject to Part 10 Section 47.1 (a) of the University Act and the Designation of Special Purpose, Teaching Universities Regulation:

A special purpose, teaching university must do all of the following:
  (a) in the case of a special purpose, teaching university that serves a geographic area or region of the province, provide adult basic education, career, technical, trade and academic programs leading to certificates, diplomas and baccalaureate and master's degrees, subject to and in accordance with regulations under section 71 (3) (c) (i).

A special purpose, teaching university has the mandate to provide graduate level programs. Within the terms of this legislation, KPU should continue to encourage the development of graduate programs, including Graduate Certificates, Graduate Diplomas and Master's Degrees.

In February 2017, a committee was established to make recommendations on the development of graduate studies at the university. The committee conducted its review and research on different models of delivery for graduate programs[5]. In November 2017, a preliminary proposal to establish a new Faculty of Graduate Studies was endorsed by the Senate Standing Committee on Academic Planning and Priorities (SSCAPP). Consistent with Policy GV9, the Task Force (previously Advisory Committee) was requested to proceed with the development of a full written proposal.

As the Task Force continued its work, consulting more widely, with guest presentations from other institutions, it became aware of various structures used at other institutions to administer graduate studies. This document discusses several models and examines the pros and cons of these structures for Kwantlen Polytechnic University.

DISCUSSION

There are various administrative models for graduate studies. These range from large fully staffed Faculties and Schools of Graduate Studies such as the one at the University of British Columbia, to medium sized administrative units such as the University of Victoria, to very small units such as at BCIT. The size of administrative support is driven by the number of programs offered. Through the consultations it was apparent that a primary requirement for graduate programs was the need for a clear identity externally and within the

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[5] See Appendix B. Review of related Faculty structures at other Universities.

university's structure to represent graduate research, student interests, and administrative support. The consultations also showed that to be effective, graduate programs needed to have a voice at the senior management level. Further graduate programs require an administrative structure that develops applicable policies, organizes admissions in conjunction with the Office of the Registrar, provides for transfer/exchange courses and seminars, collaborates internally and externally to secures graduate funding and research projects and takes responsibility for quality assurance.

The administrative units among institutions vary in name and structure – Office of Graduate Programs (UNBC), School of Graduate Studies (UFV), Faculty of Graduate Studies (UVic), Office of Research and Graduate Studies (TRU), Faculty of Graduate Studies & Research (URegina), Graduate and Post-Doctoral Graduate Studies – Graduate School (UBC). Similar to the Wilson School of Design at KPU, some administrative units reflect the names of individuals such as the Jake Kerr School of Graduate Study at Emily Carr University of Art and Design and the Yeates School of Graduate Studies at Ryerson University.

OPTIONS FOR THE ADMINISTRATION OF GRADUATE STUDIES

OPTION 1 – DECENTRALIZED MODEL

No separate administrative unit. Graduate programs are administered within existing Faculties using existing internal structures and resources.

DECENTRALIZED MODEL	
PROS	**CONS**
Using existing staff avoids costs associated with hiring and retaining of additional employees.	Could result in the need for more staff in each Faculty and therefore increased costs.
Faculties will have more control over administration of graduate students and programs	Pressures on existing staffing resources results in reduced time to complete core duties.
Perhaps faster to establish.	Inconsistencies in interpretation of policies, processes and procedures between the Faculties.
	Difficult to market the programs as the university has no clear graduate identity - graduate students have come to expect separate administrative units.
	Inability to provide guidance on matters that are important and relevant to graduate students at an institutional level.

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DECENTRALIZED MODEL	
PROS	CONS
	No clear policies for graduate programs and students and heavy reliance on existing policies/practices that do not meet graduate students' needs – still requires central policy development.
	Existing messaging to the university community has been about a separate Faculty. University administrators will need to manage expectations.
	Risks for graduate students related to inconsistencies in supervision

Financial Implications:
Minimal upfront costs to the university at the outset. Potential legal costs resulting from an inability to adequately deliver graduate programs, incorrect policy interpretation arising from lack of, or gaps in current policies.

Considerations:
It is difficult to implement new strategic initiatives without providing the appropriate policy and organizational framework and resources to promote it.

This option could result in significant work overload for existing staff, inconsistencies in practices between Faculties, and potential misinterpretation of policy language.

OPTION 2 – OFFICE OF GRADUATE STUDIES

Establish an Office of Graduate Studies initially operating within the Office of the Associate Vice President, Research. The mission will be to provide a structure with the necessary administrative supports needed to build and sustain graduate students at the university.

The AVP Research will likely require additional staff (Executive Director or Director of Graduate Studies, a Divisional Business Manager, and an administrative assistant). There will likely be the need for a senior level management person to be the university voice for graduate studies and provide leadership and managerial direction for the new office. Functions will include the development of graduate policy and governance structures, coordination, in conjunction with existing units and departments, processes related to quality control and assurance, admissions (with Office of the Registrar), graduate student support (seminars, courses), thesis defenses and submissions and convocation (with Office of the Registrar). A Senate Standing Committee on Graduate Studies (SCGS) would be established with representation from all Faculties. Any new graduate programs/courses would be reviewed by SSCC and the SCGS. The SCGS would have responsibility for both

governance and curriculum. The Task Force recommends combining the Senate Standing Committee on Research with this new function.

OFFICE OF GRADUATE STUDIES	
PROS	**CONS**
Provides an administrative identity within the university's structure to represent graduate student and research interests.	Resource requirements to establish a separate administrative unit with its own budget within the Office of the AVP Research
Assignment of appropriate administrative resources will allow for developmental work to take place without competing work demands.	Up-front costs – 3 FTEs.
Provides the opportunity for internal capacity building through participation in committees.	
Dedicated resources will enable graduate programs/students to have an advocate at the management level.	
An Office of Graduate Studies does not require the formal approval processes consistent with the University Act.	
Enables the university to respond administratively in a more nimble way.	
Might drive additional or new graduate student representation on Senate	
Furthers collaboration with existing units and departments.	
Possibility of shared resources with the Office of Research	

Financial Implications:
Required additional costs related to a new administrative unit including 2-3 FTEs.

Considerations:
This may appear to be a good initial option. It will allow the university to start small and refine processes until the number of graduate programs grow. Conversations with other universities indicate this is the emerging trend.

Existing messaging to the university community has been about a separate Faculty. Senior university administrators will need to message the rationale for the revised recommendations.

OPTION 3 – FACULTY OF GRADUATE STUDIES

Establish a Faculty of Graduate Studies.   The mission, governance structure and functions would be similar to Option 2. Note that the term "School" is used at KPU in a similar way as an academic Faculty.

Under the University Act, Part 7 Section 35.2(2) (d) and Part 8 Section 39(1) (2) a Faculty must be recommended by Senate and approved by the Board. A Faculty must have a Dean and representation at Senate and, Part 8 Section 40(b) provide for student representation at meetings and faculty proceedings.

The establishment and workings of a Faculty must be in compliance with the University Act.

The Dean will report directly to the Provost and VP Academic and have a seat on the Dean's Council and other leadership councils as appropriate (to ensure that the head of the new Faculty participates in strategy and policy development). The Dean would also be the public face of the Faculty to students, faculty and others. Supporting the Dean will be a senior level management person with roles and functions as outlined in Option 2. Administrative support staff will be required for this new Faculty.

FACULTY OF GRADUATE STUDIES	
PROS	**CONS**
Provides a clear identity within the university's structure that represents graduate student and faculty interests.	Higher up-front costs – 3 FTEs.
Higher visibility for graduate programs may enable us to stand out as Canada's first polytechnic with Master's programs.	Less flexibility to respond nimbly.

Financial Implications:
Higher operating budgets.

Considerations:
As KPU expands its graduate programming this option might become more necessary.

> **RECOMMENDATION:** The Task Force on the establishment of an administrative structure for graduate studies recommends that the University implement Option 2: Office of Graduate studies initially operating within the Office of the Associate Vice President (AVP) Research**.**

APPENDIX B: REVIEW OF RELATED FACULTY STRUCTURES AT OTHER UNIVERSITIES

Institution and Structure for Graduate Studies	Credentials Offered	Administration Details	Program Delivery Model	Staffing
BC SPECIAL PURPOSE TEACHING UNIVERSITIES				
Capilano University	• Graduate Diplomas and Master's degree delivered through a recognition agreement with University of Hertfordshire			
Emily Carr University of Art and Design - Jake Kerr Faculty of Graduate Studies	• MFA offered in Arts, Design and Media	Programs run by existing Faculties - faculty are assigned to the MFA program on a rotating basis	Full time, online and onsite instruction	Director of Graduate Studies
University of the Fraser Valley (UFV) School of Graduate Studies	• MA, MSW, Graduate Certificates and Graduate Diplomas offered • Several under development	Programs run by existing Faculties	Mixed delivery model - online, flexible evening and weekend classes	1 Graduate Assistant 1 AVP Research, Engagement and Graduate Studies
Vancouver Island University (VIU) VIU is looking at establishing a structure for its graduate programs	• MBA, MA, MCP, Med, MGIS, Graduate Diplomas, and dual degree programs offered	Programs are run by existing Faculties. The MBA is administered by a Director. The Assoc. Deans and Graduate Chairs within existing Faculties completed administrative work for graduate students	In class, weekends, evenings	No separate Faculty for graduate studies. A Graduate Studies Advisory Group is responsible for oversight of administrative functions
OTHER UNIVERSITIES				
University of Northern British Columbia (UNBC) Office of Graduate Programs	MBA, MSc, MA, MEd, MEng, MNRES, MScN, MSW, PhD Graduate Certificates	Programs run by existing Faculties. Each Faculty has a Graduate Enrollment and Scholarship Advisor for all Graduate	Full time, Part time, Fridays and weekends for the MBA programs;	Manager, Graduate Programs, Enrollment Services Representative for Graduate Programs, Graduate Enrollment and

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Institution and Structure for Graduate Studies	Credentials Offered	Administration Details	Program Delivery Model	Staffing
		Programs within the Faculty.		Scholarship Advisor, Enrolment Services Representative for Graduate Programs Graduate Programs Masters and PhD Defenses Administrator
Thompson Rivers University (TRU) Office of Research and Graduate Studies	• MBA, MSc, MN, Graduate Diploma, Graduate Certificates	Programs run by existing schools Graduate Advisors operate within existing Faculties	Part-time, Full-time, open learning	No separate Faculty for graduate studies. 1 AVP Research and Graduate Studies 1 Director, Graduate Studies 2 Administrative staff - 0.5 FTE each
University of Regina Faculty of Graduate Studies & Research	• PhD, MA, MSc, MEd, MBA, MFA, MMus, MPA, MSW, MAEd, MHRD, MIED, Post Graduate Diploma, and Masters Certificates offered	Administrative Faculty Programs reside in Academic Faculties	In class, evenings, weekends, in one-week blocks, and online	23 staff Dean and Assoc. Dean are the Academic liaisons Faculty Administrator - administrative liaison https://www.uregina.ca/gradstudies/about-us/Staff-List.html
University of Victoria (UVic) Faculty of Graduate Studies	• MA, MSc, MBA, JD, PhD, MSW, MFA, MPA, MPH, MEng, MMus, LLM, MEd, Graduate Diplomas, and Graduate Certificates offered • Specialized degree programs offered. Grad Co-op education provided	Administrative Faculty Programs reside in Academic Faculties. Faculty membership in FGS is based on membership categories – regular, associate, affiliate	Wide range	12 Staff (1) Dean and (3) Assoc. Deans, (4) Admin Assts., (1) Admin Coordinator, (3) Admin Fellowships https://www.uvic.ca/graduatestudies/resourcesfor/faculty/contact/index.php

Institution and Structure for Graduate Studies	Credentials Offered	Administration Details	Program Delivery Model	Staffing
University of British Columbia (UBC) Graduate and Post-Doctoral Graduate Studies – Graduate School	• PhD, Med, MEL, MSc, MA, MBA, MM, PharmD, MARCLA, MASA, MARCH, MAS, MASLIS, DMA, MFA, MET, MSCB, MFRE, MIF, MGEM, MHA, MJ, MKIN, MLWS, LLMCL, MLIS, MSN, MN, MOT, DMA, MPTPHD, MCRP, MPH, MPPGA, MHLP, MSW, MEL, DMA, Certificates and Diplomas	Administrative Faculty. Programs reside in Academic Faculties. The Graduate School administers the following: Awards, reconciliation of accounts, reporting and statistics, exam coordination, graduate pathways to success, funding, post-doctoral affairs, academic support, industry liaison, curriculum coordination,	On campus, distance, online, combination	45 Staff https://www.grad.ubc.ca/contact/directory
Ryerson University Yeates School of Graduate Studies (YSGS)	• MA, MSc, PM Dip, MEng, PhD, MArch, MSc, MBSc, MDM, MFA, MEIE, MScM, MBA/MTI, MN, MHSc, MPC, MSW, MSA, MPI	Administrative Faculty. Programs reside in Academic Faculties. Faculty membership in YSGS is based on membership categories – full, associate & emeritus	Wide range of delivery methods - Full time, Part-time, cohort models,	Vice-Provost and Dean, Associate Dean, Student Affairs, Associate Dean, Programs, Graduate Program Director
Yukon College (YC)	• Offered in partnership with other universities - M.Ed., MBA in CED, MPA	Degrees are taught by faculty from the partner institution	Cohort model - offered weekends through the fall and winter semester and more intensive courses in the spring/summer semester	Yukon College provides resources, classroom space and support
British Columbia Institute of Technology (BCIT)	• Masters degrees and Graduate Certificates offered • Masters degrees offered by BCIT, and in	Programs run by existing schools. Graduate Advisors operate within existing Faculties	Part-time, Full-time, In class, evenings, weekends	No separate Faculty for graduate studies

Institution and Structure for Graduate Studies	Credentials Offered	Administration Details	Program Delivery Model	Staffing
	partnership with SFU and UAS at Vienna			
Middlesex University	• MBA, MProf, DProf, MPhil, PhD MSc, MA, LLM, Post Graduate Diplomas, Post Graduate Certificates,	Program are retained in the Faculty. Courses are taught by professors who belong to that Faculty.	Full Time, Part Time, Distance Learning, in class, online, in the workplace through work-based learning	Graduate Advisors in each Faculty. 13 Faculties.
Hong Kong Polytechnic	• MA, MSc, MA, PhD, Post graduate diplomas (PgD), EngD	Courses are taught by professors who belong to that Faculty. Applications are processed on a rolling admissions basis for 'taught' degrees only.	Full Time. Programs are classified as "Taught post graduate programs" and "Research Post Graduate" programs. (only MPhil & PhD are research based.	Staff administering and teaching in all graduate programs are within existing academic Faculties
Melbourne Polytechnic	• Master of Professional and Practicing Accounting (MPPA), Master of Creative Industries (MCI)	courses are taught by faculty from the subject departments	In class	No Faculty of Graduate studies
University of Lethbridge (ULeth) School of Graduate Studies	• MA, MEd, MSC, PhD, MSC – MGT, MN, MFA, MED, MMUS, MC	Courses are taught by faculty from the subject departments	Full time, Part time, on campus, off campus.	Dean Each Faculty has an administrative representative aligned to the School of Graduate Studies.
Florida Polytechnic University	• MS Innovation & Technology (MI&T), MS (Engineering)	Courses are taught by faculty from the subject departments	In class	No separate Faculty for graduate studies

APPENDIX C: RECORD OF CONSULTATIONS

The Table below identifies the consultations held across the university campuses.

Consultations	Dates
Conversation with UFV- Graduate Studies Dr. Sylvie Murray – Louella Mathias	June 16, 2016
Discussion with Ministry AVED staff – Louella Mathias	April 5, 2017
Academic Council Meeting	June 2017
Faculty Council Meeting – Health	September 15, 2017
Faculty Council Meeting – Design	September 20, 2017
Faculty Council Meeting – Arts	September 22, 2017
Faculty Council Meeting – Science & Horticulture	September 26, 2017
Academic Plan 2023 Department Meeting Faculty of Arts – English	October 13, 2017
Academic Plan 2023 Department Meeting Faculty of Science & Horticulture – Chemistry	November 6, 2017
Academic Plan 2023 Department Meeting Faculty of Science & Horticulture – EPT	November 6, 2017
Academic Plan 2023 Department Meeting Faculty of Science & Horticulture – Math	November 6, 2017
Academic Plan 2023 Department Meeting Faculty of Health – BSN	November 6, 2017
Academic Plan 2023 Department Meeting Faculty of Science & Horticulture – Biology/Health Science	November 8, 2017
Academic Plan 2023 Department Meeting Faculty of Science & Horticulture – Horticulture	November 9, 2017
Academic Plan 2023 Department Meeting Faculty of Arts – Anthropology	November 10, 2017
Teaching & Learning – PDEC	November 16, 2017
Academic Plan 2023 Department Meeting Faculty of Health – GNIE	November 21, 2017
Academic Plan 2023 Department Meeting Faculty of Health – HCAP	November 21, 2017
Academic Plan 2023 Department Meeting Faculty of Trades & Technology – Building Construction and Electrical and Plumbing	November 22, 2017
Academic Plan 2023 Department Meeting Faculty of Health – BSN-AE	November 24, 2017
Academic Plan 2023 Department Meeting Faculty of Arts – Sociology	November 24, 2017
Academic Plan 2023 Department Meeting Faculty of Arts – Criminology	November 24, 2017
Academic Plan 2023 Department Meeting Faculty of Arts – Philosophy	December 1, 2017
Academic Plan 2023 Department Meeting Faculty of Science & Horticulture – Sustainable Agriculture	December 4, 2017
Academic Plan 2023 Department Meeting Faculty of Science & Horticulture – Physics (Astronomy and Applied Science)	December 7, 2017
Academic Plan 2023 Department Meeting School of Business – Accounting	December 11, 2017

Consultations	Dates
Academic Plan 2023 Department Meeting Faculty of Arts – Asian Studies	December 13, 2017
Discussion with Ministry staff – Sal Ferreras	December 20, 2017
BCIT, BC Ellen Scobie – Graduate Program Assistant	January 4, 2018
Academic Plan 2023 Department Meeting Faculty of Arts – Creative Writing	January 4, 2018
Academic Plan 2023 Department Meeting School of Business – Human Resources Management and Entrepreneurial Leadership	January 4, 2018
Academic Plan 2023 Department Meeting School of Business – Computer Business Systems	January 4, 2018
Academic Plan 2023 Department Meeting School of Business – Applied Communications	January 4, 2018
Academic Plan 2023 Department Meeting Faculty of Health – Traditional Chinese Medicine	January 5, 2018
Cape Breton University (CBU) – Anne Chaisson, Program Coordinator – Shannon School of Business	January 8, 2018
Academic Plan 2023 Department Meeting School of Business – Marketing	January 9, 2018
KPU International – Recruitment, Admissions, and Articulation and Global Engagement/Dev and Advising	January 9, 2018
Academic Plan 2023 Department Meeting Faculty of Arts - Psychology	January 12, 2018
University of Victoria (UVic)– Dr. Marsha Runtz, Associate Dean Faculty of Graduate Studies	January 12, 2018
Academic Plan 2023 Department Meeting Faculty of Arts – Language and Cultures	January 12, 2018
Academic Plan 2023 Department Meeting Faculty of Arts – Geography	January 15, 2018
Faculty Council Meeting – Science & Horticulture	January 16, 2018
Academic Plan 2023 Department Meeting Teaching & Learning – Research	January 16, 2018
Academic Plan 2023 Department Meeting Faculty of Education Support & Development – Co-operative Education and Career Services	January 16, 2018
Academic Plan 2023 Department Meeting Faculty of Education Support & Development – Services for Students with Disabilities	January 16, 2018
Academic Plan 2023 Department Meeting Faculty of Trades & Technology – Appliance Servicing	January 17, 2018
Academic Plan 2023 Department Meeting Faculty of Trades & Technology – Automotive Parts and Warehousing	January 17, 2018
Academic Plan 2023 Department Meeting Faculty of Trades & Technology – Millwright/Farrier	January 17, 2018
Academic Plan 2023 Department Meeting Faculty of Trades & Technology – Metal Fabrication/Welding	January 17, 2018
Academic Plan 2023 Department Meeting Faculty of Arts – Education Assistant	January 17, 2018

Consultations	Dates
Faculty Council Meeting – Faculty of Trades and Technology	January 17, 2018
Faculty Council Meeting – Faculty of Academic and Career Planning	January 19, 2018
Academic Plan 2023 Department Meeting Wilson School of Design – Fashion and Technology and Fashion Marketing and Technical Apparel Design	January 19, 2018
Academic Plan 2023 Department Meeting Wilson School of Design – Foundation in Design and Product Design and Graphic Design for Marketing	January 19, 2018
Academic Plan 2023 Department Meeting Wilson School of Design – Interior Design	January 19, 2018
Academic Plan 2023 Department Meeting Faculty of Science & Horticulture – Brewery	January 19, 2018
Academic Plan 2023 Department Meeting Faculty of Science & Horticulture – CADD	January 19, 2018
Academic Plan 2023 Department Meeting Faculty of Arts – Music	January 19, 2018
Academic Plan 2023 Department Meeting Faculty of Arts – Fine Arts	January 22, 2018
Academic Plan 2023 Department Meeting Faculty of Arts – Political Science	January 22, 2018
School of Business – Computer Information Systems/Bachelor of Technology	January 22, 2018
Faculty Council Meeting – Faculty of Arts	January 26, 2018
Faculty Council Meeting – Faculty of Health	January 26, 2018
Academic Plan 2023 Department Meeting Faculty of Arts – Educational Studies	January 29, 2018
NAIT, Alberta	January 30, 2018
University of the Fraser Valley (UFV) presentation – Dr. Adrienne Chan	January 30, 2018
Vancouver Island University (VIU) presentation Dr. Nicole Vaugeois, AVP, Scholarship, Research, and Creative Activity	January 30, 2018
Thompson Rivers University (TRU) presentation Dr. W.F. Garrett-Petts, Associate Vice President Research & Graduate Studies. Troy Fuller, Director, Research and Graduate Studies	February 1, 2018
Academic Plan consultations Coffee with Sal – Graduate Programs (Langley)	February 1, 2018
Academic Plan consultations Coffee with Sal – Graduate Programs (Surrey)	February 1, 2018
Academic Plan 2023 Department Meeting Faculty of Academic & Career Advancement – English Language Studies	February 2, 2018
Academic Plan 2023 Department Meeting School of Business – Business and Quantitative Methods	February 5, 2018
Academic Plan 2023 Department Meeting Faculty of Academic & Career Advancement – APPD	February 5, 2018

Consultations	Dates
Academic Plan 2023 Department Meeting School of Business – Economics and Legal Administrative Studies and Public Relations Program	February 5, 2018
Academic Plan 2023 Department Meeting Continuing and Professional Studies	February 6, 2018
Academic Plan 2023 Department Meeting Faculty of Health – Bachelor of Psychiatric Nursing	February 6, 2018
Academic Plan 2023 Department Meeting Faculty of Health – HAUC	February 6, 2018
Faculty Council Meeting – Ed. Support & Development	February 6, 2018
University of Victoria (UVic) presentation – Dr. David Capson, Dean, Faculty of Graduate Studies	February 8, 2018
Academic Plan 2023 Department Meeting Faculty of Academic & Career Advancement – ACP	February 8, 2018
Academic Plan 2023 Department Meeting Student Services	February 13, 2018
Academic Plan consultations – Coffee with Sal – Graduate Programs (R)	February 14, 2018
Kwantlen Student Association	February 21, 2018
Dr. Gerald Fallon, Faculty of Education, University of British Columbia (EDST)	March 7, 2018
Dr. Kris Magnusson, Dean, Faculty of Education, SFU Dr. Allan MacKinnon, Associate Professor, Faculty of Education and Director of Graduate Programs (Education), SFU	March 7, 2018
Faculty Council Meeting – Wilson School of Design	March 19, 2018
Faculty Council Meeting – School of Business	March 19, 2018

APPENDIX D

Senate Task Force on Academic Rank and Advancement
Kwantlen Polytechnic University

Final Report

Report Submitted to Senate on June 24, 2013

Table of Contents

1. **Summary**

Task Force mandate

The mandate of the Senate Task Force on Academic Rank and Advancement [TFARA] has been to determine the rationale for investigating academic rank and advancement [ARA] at Kwantlen Polytechnic University [the University], and based on that rationale, to develop a framework.

What we have done

Over the course of its three-year existence, TFARA has accomplished several tasks. First, it has addressed the initial portion of its mandate – to establish the rationale for investigating ARA at Kwantlen. The Task Force has concluded that the rationale for ARA investigation is to determine whether Kwantlen's current system, or an alternative, best enables Kwantlen to achieve its mandate, mission, and vision. Second, the Task Force has gathered information, consulted widely, and explored alternative framework options with the intent of addressing the rationale. These efforts have impressed upon TFARA members the complex nature of their enterprise. Task Force members now recognize the importance of appropriate process and timing – as viewed by all parties affected by ARA.

What we have chosen not to do

TFARA has decided not to bring forward any specific ARA-framework recommendations to Senate. The Task Force has not uncovered evidence linking differences in ARA systems with differences in the capacities of institutions to achieve mission, mandate and vision. Individual Task Force members have expressed differing opinions on the pros and cons of ARA alternatives; however, all feel that the determination of what is best for Kwantlen – be it the present system or an alternative – would need to be determined using appropriate processes. Many Task Force members are concerned that recommendations brought forward within a Senate-based process could result in alternative working conditions being determined outside of collective bargaining. TFARA wishes to avoid this possibility.

What we recommend

The Task Force believes that any ARA framework recommendations – be it the present system or an alternative – must arise from discussions involving the Kwantlen Faculty Association [KFA] and representatives from University administration. The timing of these discussions should be consistent with [a] a period of tenure stability in senior administrative leadership combined with clear articulation of leadership vision, and [b] faculty-led interest in ARA discussions independent of University management. To be fruitful, such discussions must be founded on commitment to common objectives and the existence of trust.

2. Report style and content

To ensure readability, this report is intentionally brief. Wherever possible, detailed information is referred to appendices. TFARA has chosen to present content over which agreement has been established amongst members.

The report proceeds as follows. Section 3 provides background on the formation of the TFARA, and a chronological outline of work completed. Section 4 identifies lessons learned by TFARA and resulting shared perspectives. Section 5 presents TFARA recommendations. Report conclusions are found in Section 6.

3. Task Force creation and work accomplished

The decision to create a Senate task force

Senate passed a motion on January 25th, 2010 to create TFARA. TFARA's proposed mandate was to "develop a framework for ARA at Kwantlen Polytechnic University." Senate determined the Task Force would be exclusively composed of Kwantlen faculty – each of Kwantlen's eight existing Faculty Councils was to designate two faculty representatives. In addition, two representatives from faculty without a Faculty were to be identified[1], resulting in a Task Force composed of 18 members.[2] It took several months for Task Force representatives to be finalized – the composition of TFARA was ratified by Senate on May 31, 2010.

The initial meeting of TFARA occurred on June 18, 2010, at which members discussed the Task Force mandate. A motion was passed requesting Senate amend the original mandate to include a provision to "discuss, investigate, and determine the rationale for rank and advancement at Kwantlen." Senate agreed at a June 28 meeting, approving the following terms of reference for TFARA:

> *"To discuss, investigate, and determine the rationale for rank and advancement at Kwantlen Polytechnic University, and based on that rationale, to develop a framework."*

The Task Force was aware at the outset that a potential framework option was to maintain the status quo.

Activity and work accomplished

Over the course of its three-year existence, TFARA has held 28 internal meetings, conducted an informal survey of faculty, made numerous presentations to departments and Faculties, held

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[1] Following Kwantlen's designation as a SPTU, faculty in areas such as counseling and library services were not granted Faculty status by Senate.

[2] The subsequent amalgamation of Kwantlen's Faculty of Humanities and Faculty of Social Sciences into the Faculty of Arts resulted in a reduction of Task Force size to 16 members.

discussions with a number of university bodies and members [e.g. the KFA, the Vice President's Academic Council], created a SharePoint site[3] for ARA dialogue, sponsored 3 University-wide ARA forums, released 3 reports and a DVD presentation to the University community, and provided 4 progress updates to Senate.

All members have served without receiving significant time release from other University duties.[4] University financial support for research efforts [i.e. funding for research assistants] as well as university engagement [e.g. funding for ARA-related university forums] has been appreciated.

The following provides a chronological summary of work accomplished by the Task Force. TFARA views information gathered from this work as exploratory; it represents a snapshot of perspectives.

2010 - September through December

At the outset Task Force members conducted an informal survey of faculty constituents to investigate ARA perspectives.[5]   A summary of survey responses is provided in Appendix 1. The diversity of responses received by TFARA accentuated the need to discuss and determine the over-arching rationale for ARA investigation.

After discussion at a November 2010 meeting, the following rationale was ratified by TFARA at its December meeting:

The rationale for considering alternative ARA systems at Kwantlen is to determine whether an alternative system will enhance Kwantlen's capacity to achieve its mission [MS], mandate [MD], and vision [V].

Task force review of MS, MD[6], and V[7] yielded the following criteria for evaluating alternative ARA systems at Kwantlen:

While recognizing the central importance of teaching at Kwantlen, does a particular ARA system

[1]   increase scholarship[8] activity associated with MS, MD, and V?

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[3] See https://our.kwantlen.ca/sites/committees/senate/tfara/Minutes/Forms/AllItems.aspx. TFARA's meeting minutes, reports, and DVD presentation are all available through this site.

[4] TFARA wishes to recognize efforts by Kwantlen's Senate and Vice President Academic to ensure that, whenever possible, TFARA members would be provided release time to attend meetings.

[5] The response rate to survey questions from many Faculties was low [approximately 10 percent of all represented faculty].

[6] Kwantlen's mission and mandate statement can be found at http://www.kwantlen.ca/calendar/2012-13/introduction/mission.html.

[7] Kwantlen's vision statement can be found at http://www.kwantlen.ca/calendar/2012-13/introduction/vision.html.

[8] Scholarship is viewed here in the expansive form recognized at Kwantlen, that is, as the scholarship of discovery, application, teaching, integration, and creative artistry. See http://www.kwantlen.ca/research/Introduction.html.

That is, will a particular ARA system:

- *increase scholarly activities[9] that support Kwantlen programs[10] [MD]*
- *stimulate innovative education methods for learners from diverse backgrounds [MS][11]*

[2] yield a good fit across diverse program offerings?

That is, is the ARA system sufficiently flexible to:

- *account for college, trade, and university programs [MS][12]*

[3] inspire and support outstanding achievement?

That is, does it:

- *honour and reward scholarship[MS]; inspire, support, and celebrate outstanding achievement [V]*

[4] maintain important institutional values?

That is, does it maintain:

- *academic freedom [V]*
- *an attractive, vibrant workplace that inspires commitment and leadership [V]*
- *collegial, transparent, and collaborative decision-making processes [V]*

2011 - January through June

In January, 2011, TFARA embarked on a campaign of department and Faculty-wide presentations that would clarify the Task Force's mandate and intended activities. The result was 31 presentations conducted between February and June. Appendix 2 identifies presentation audiences.

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[9] I.e. stimulate innovative, transformative, ambitious activities, as noted in V.

[10] I.e. programs that address identified community, industry, and market needs [MS], programs centered on student excellence in career, community, and personal life [V], programs that integrate academic learning with civic responsibility, community engagement, and practical workplace experience [V], emerging programs in the areas of applied science and technology [V], programs that emphasize global perspective and environmental, social, and economic sustainability [V].

[11] Similarly, stimulate educational responses to non-traditional students and the needs of the workforce [V].

[12] Similarly, apply to a comprehensive range of university degrees, technical and trade, career and preparatory, and continuing and professional education [M].

During this period TFARA also sought to gather information regarding ARA systems employed by institutions having features in common with Kwantlen. A TFARA research subcommittee set about examining system features at 33 universities located in North America, Europe, and New Zealand. The subcommittee completed its work and released a report in November, 2011. The report is presented in Appendix 3.

TFARA decided in April 2011 to pursue a more comprehensive survey of faculty perspectives on Kwantlen's ARA system as well as system alternatives. A subcommittee was established to develop an online questionnaire. The work of the subcommittee ceased approximately one year later [June, 2012] following subsequent TFARA determination that data generated through a comprehensive faculty survey might inadvertently impact collective bargaining.

Beginning in Fall 2011, TFARA engaged the University in ARA discussions through the use of forums. The first forum was conducted at Kwantlen's Surrey Campus on November 23. Organized around facilitated, small group discussions, participants responded to pre-determined questions associated with Kwantlen's present ARA system, as well as questions regarding appropriate guiding principles for the evaluation of ARA alternatives. Approximately 70 participants – including both faculty and administrators - attended the forum. Responses are found in Appendix 4.

In January 2012 TFARA launched a SharePoint site to make Task Force reports available to University members, as well as to provide a location for faculty discussion of ARA issues.[13] Preparations also began for a second, faculty-only, TFARA-sponsored forum at Kwantlen's Richmond Campus. Designed to allow faculty to explore and determine the pros and cons of alternative specifications of ARA components such as "work pattern," "rank," and "title," the forum was held in April with approximately 40 faculty members in attendance. Outcomes from the April forum are presented in Appendix 5.

TFARA sponsored a third and final forum on June 8, 2012. This forum provided opportunity for all Kwantlen members to learn about experiences with ARA change at other institutions. Invited representatives from Mount Royal University [MRU] and Thompson Rivers University [TRU] addressed the following questions:

What was the main reason for changing the pre-existing system of ARA? Who proposed the change, and what were the desired outcomes?

What desired outcomes have been achieved? What objectives have not been achieved?

Are you satisfied with the ARA changes? If you could do it over again, what would you change?

Approximately 100 people attended the forum, with numerous questions posed to the panelists during a follow-up question and answer period. An edited, video version of the proceedings is available on the TFARA SharePoint site.

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[13] In the end, this initiative did not result in significant online ARA discussion amongst faculty.

Information-gatherings efforts continued through Fall 2012. These efforts included the creation of a literature review subcommittee, tasked in October 2012 to summarize findings from the existing academic literature on ARA outcomes. The subcommittee's findings are presented in Appendix 6.

TFARA representatives held separate November meetings with the KFA and Dr. Diane Purvey, Dean of Kwantlen's Faculty of Arts. TFARA requested the KFA meeting to foster dialogue about its mandate and upcoming final report, while the meeting with Dr. Purvey helped address specific questions about the TRU ARA system. Dr. Purvey had significant experience with the system due to previous TRU employment.

Drafting of TFARA's final report began in December 2012 and concluded in early June, 2013.

4. Lessons learned and resulting shared perspectives

ARA fundamentally influences faculty work and working conditions, things appropriately determined by collective bargaining between those elected by faculty [i.e. the KFA] and those appointed by the University administration [the Employer]. Collective bargaining is an appropriate arena because it ensures proper representation, as well as agreement determined by consensus.[14]

TFARA members recognize their efforts have occurred outside of collective bargaining, and that concerns about Task Force activities are held by a number of faculty.

The Task Force acknowledges it is not a body truly representative of faculty across the University. While members from each Faculty and faculty without a Faculty sit on TFARA, Faculty representatives were appointed by their respective Faculty Councils, and not necessarily elected by faculty constituents. In addition, some Faculties have not maintained representation on TFARA, and quorum has not always been achieved at meetings.

As indicated, TFARA acknowledges the concern that its work or recommendations might lead to changes in working conditions outside of collective bargaining. At the time TFARA was formed, the Employer and the KFA were involved in a related grievance regarding the statutory authority of Senate. On another front, the Employer introduced a proposal during the 2010-2012 bargaining round to discuss process for modifying the Collective Agreement should the Board/Senate approve an ARA system. These events caused concern that the Employer might use TFARA's work and/or recommendations to justify introducing unilateral ARA change. Faculty brought this concern to

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[14] It is noteworthy that recent ARA changes at both TRU and MRU were undertaken within a collective bargaining framework.

TFARA on numerous occasions, starting with the September 2010 informal ARA survey and subsequently in each of the three ARA forums.

Process concerns have had an important effect on discussions within TFARA. Task Force members have wrestled with a number of issues, including appropriate ARA definitions, perspectives on alternative systems, and determination of an ARA system best suited to Kwantlen. In the lead up to the creation of a final report, position papers on these issues were presented and debated during TFARA meetings. However, achieving consensus, or even a willingness to report alternative positions, was overshadowed by concern that any pronouncements might be inappropriately applied outside of collective bargaining. In the end, Task Force members felt it prudent to provide Senate with the information generated from its completed work, and to set aside value judgements regarding the implications of such work in terms of framework recommendations.

TFARA also acknowledges limitations regarding the information it has collected. Faculty participation in the informal September 2010 survey and the three University forums represents a small proportion of the overall University faculty. Some information [i.e. results from the November 2011 forum] was gathered from a mixed sample of faculty and administrators. Neither the Survey of Universities nor the ARA literature review can be considered definitive studies. These qualifications imply that information reported by the Task Force – especially on matters regarding faculty perceptions of ARA alternatives – should be viewed as exploratory.

TFARA has learned there are a variety of opinions on a number of difficult questions. These questions include:

> *How do we ensure quality teaching remains Kwantlen's primary focus?*
>
> *How do we recognize balanced expectations regarding scholarship and university service? Should scholarship and/or university service expectations become an explicit part of faculty workload?*
>
> *What specific forms of scholarship and/or university service should be most valued? How would levels of scholarship and/or university service be measured?*
>
> *If greater scholarship and/or university service levels are desired, how can greater levels be achieved without increasing faculty workloads?*
>
> *What are the appropriate processes for discussing and answering the above questions?*

To summarize, TFARA members conclude that the details of potentially profound institutional change cannot be arrived at without widespread agreement regarding [a] the criteria for determining whether change is needed, and [b] the process for implementing change if change to Kwantlen's current ARA system is indicated. Any process must be recognized as having appropriate representation and be based on the assurance that outcomes will be determined in a consensual

manner. To enable well-founded decisions, data collection efforts must be rigorous and inclusive of all faculty.

5. Recommendations

In recent years Kwantlen has experienced significant change. Since its designation as a Special Purpose Teaching University in 2008, re-evaluation of University life has been a constant theme. This theme is illustrated by exercises on numerous fronts, including the establishment of institutional mandate, mission, and vision, the creation of institutional strategic and academic plans, and the Senate request for ARA review. Moreover, throughout this period, there has been substantial change in senior administrative leadership at the University.

Changes in senior administration have been marked by differing leadership visions.   As a result, questions have arisen amongst faculty about University direction. Despite its teaching directive in provincial legislation and in the University's internal mandate, many faculty wonder if Kwantlen will become more research-intensive. Despite its designation as a regional institution, many faculty wonder if Kwantlen's commitment to community-based programs will be diminished, and many faculty wonder what the new polytechnic designation will mean in practice at Kwantlen. This uncertainty regarding institutional direction, when combined with a lack of trust toward senior administration – as evidenced during faculty forums – may have led to faculty disengagement with ARA review.

TFARA recommends that the continued investigation of appropriate ARA at Kwantlen be suspended until several conditions are met. First, tenure stability must be achieved within senior administration. Associated with this, the vision of senior leadership must be clearly articulated and demonstrated. Second, faculty desire for ARA review must be evidenced by greater faculty-initiated ARA discussion that is independent of University management. Former Task Force members could play a role in such discussions. Faculty appetite for ARA discussion may increase if the arena of discussion is perceived to be more legitimate. Should conditions at some point warrant further investigation of ARA alternatives, we affirm that such investigation should occur within a collective bargaining framework.

6. Conclusions

ARA review has led TFARA to consider broader questions relating to the subject of change. Can change bring progress? From whose eyes will progress be viewed? Can assurances be provided that no parties will be left behind? These questions are best answered in processes that encompass all interests, and in which decision-making is consensual. Such processes must ensure that gains are experienced by all.

Task Force members participated in a lengthy, arduous, and at times contentious endeavour. Through it all, members have maintained a focus on what they believe to be the best interests of both faculty and the institution. Comfort levels regarding the appropriateness of ARA change have varied within the TFARA group. As well, members have held widely varying views on how this report should be framed. In the end, members have decided to make recommendations on which all can agree. It is hoped that this spirit of collaboration will mark future discussions at Kwantlen.

SENATE STANDING COMMITTEE ON ACADEMIC PLANNING AND PRIORITIES

Agenda Item: 6.2
Meeting Date: April 13, 2018
Presenter: Jane Fee

Agenda Item:	**University Budget Development Process**

Action Requested:	☐Motion to Approve ☒Discussion ☐Information ☐Education

Context & Background:	**University Act, Section 62 (2):** *The president must prepare and submit to the board an annual budget in consultation with the appropriate standing committee of the senate.* **SSC Academic Planning and Priorities Mandate:** *Advise the Senate Standing Committee on the University Budget on the academic priorities for the allocation of funds.* **SSC University Budget Mandate:** *On behalf of Senate, and in consultation with the Senate Standing Committee on Academic Planning and Priorities, advise the President and Vice-Presidents on the review and development of academic budgetary priorities, major capital plans, and the allocation of funds.*
Key Messages:	1. On December 19, 2017, and March 2, 2018, a working group met to clarify the Senate budget development process. To aid the discussions, the group developed a generic budget cycle and a list of tentative dates and activities. 2. The working group is bringing this document forward to both the SSC Academic Planning and Priorities and the SSC University Budget for discussion and feedback.
Consultations:	**Working Group:** • David Burns, Interim Chair, SSC University Budget • Jane Fee, Chair, SSC Academic Planning and Priorities • Sal Ferreras, Provost and Vice-President, Academic • Wendy Ip, Director, Financial Planning, Reporting and Assurance • Joe Sass, Executive Director, Financial Services

SENATE STANDING COMMITTEE
ON ACADEMIC PLANNING AND PRIORITIES

Agenda Item: **6.2**
Meeting Date: **April 13, 2018**
Presenter: **Jane Fee**

- Stefanie Singer, Manage, Budgeting and Planning
- Rita Zamluk, Administrative Assistant, University Senate

Attachments: 2018 03 02 Generic Budget Cycle Draft V2

Submitted by: *Jane Fee, Chair, SSC Academic Planning Priorities*

Date submitted: *March 29, 2018*

	ROLE OF SENATE IN BUDGET DEVELOPMENT				
	KPU Executive	**SSCUB / SSCAPP**	**Senate**	**2018 / 2019 Dates**	**Notes**
April				April 13: SSCAPP April 20: SSCUB April 30: Senate	No Joint meeting
May	Sets initial priorities and sends to SSCUB / SSCAPP	1. a. SSCUB / SSCAPP receives Budget Key Dates and Development Process; b. principles and criteria c. identifies initial budget priorities for endorsement by Senate	2. SSCAPP / SSCUB Endorse initial budget priorities. Include other details in Chair's report. Senate submits its response to President.	May 11: SSCAPP May 18: Joint SSCAP / SSCUB meeting May 28: Senate	Keep May 18 Joint Meeting - will be imperfect this year as high level strategic planning is underway
June	3. President receives initial budget priorities from Senate			June 8: SSCAPP June 15: SSCUB June 25: Senate	No Joint meeting
July					
August					
September				September 28, 2018	Frame the budget presentations.
October		Receive Budget presentations		October 12, 2018 October 19, 2018 October 26, 2018	All SSCAPP and SSCUB members are at the presentations.
November	1. Set Budget Priorities before SSCAPP / SSCUB meets.	2.SSCUB / SSCAPP receives pro forma budget		November 16, 2018 Joint meeting November 26, 2018 Present at Senate?	Receives pro forma budget; (changed from Nov 23 to match schedule reviewed by Senate; also gives time to include in Senate agenda package for November) Is there enough time for Finance to prepare documents?
December	President receives list of priorities from Senate.				
January		SSCUB / SSCAPP collect feedback from members, form a writing group Joint meeting to review letter Send letter to Senate for endorsement	3. Senate creates a unified report and sends to Board of Govenors	January 11, 2019 Joint Meeting January 18, 2019 Joint Meeting January 25, 2019 Joint Meeting (Reserved - may not be needed) January 28, 2019 Senate	Put joint meeting on the second Friday of January to ensure work is done before going to Senate January 2019. The third week can be used if needed.

Red = Notes added after March 2, 2018 meeting

<center>
Vice Provost, Teaching & Learning
and Interim Associate Vice President, Research Update
S. Chu
April 4, 2018
</center>

Teaching & Learning www.kpu.ca/tlcommons

Upcoming Events & Opportunities for KPU Community Members (free registration!)

Conversations about Accommodations – Group Work (April 10-11, Langley, Cloverdale, Richmond & Surrey respectively). Facilitated by Gina Buchanan, Teaching & Learning Commons and Ruth Fraser, Services for Students with Disabilities, this session touches on common questions around students using accommodations for group work. Participants will be provided the opportunity to share stories and have their questions answered. Info & registration

Developing Reflective Thinking and Communication: Classroom Strategies for Faculty (April 12, Richmond). Facilitators: Gina Buchanan, Teaching & Learning Commons and Christina Page, The Learning Centre. Session provides instructors with strategies to support the development of reflective thinking in their students. Info & registration

Assessment 101: More than multiple choice - Exploring assignment alternatives to assessment (April 23-26, each campus). Facilitator: Gina Buchanan, Teaching & Learning Commons. Learn about the connection between outcomes and assessments and tools to create alternative assessment strategies. Info & registration

What's New in Moodle 3.4? (April 30, Surrey & Online). Hosts: Learning Technology team, this "sneak preview" of Moodle 3.4 shows attendees new features and improvements, including a new base theme making Moodle more mobile friendly. Info & registration

Moodle Basics Summer 2018 (May 1, Surrey). Hosts: Learning Technology team, this hands-on session will review course setup and editing, communication basics and assignment/feedback basics. Info & registration

Kaltura and CaptureSpace (May 1, Surrey). Hosts: Learning Technology team, this session will teach participants about the options for creating and using video in Moodle using KPU's new video platform, Kaltura. Info & registration

2018 Teaching, Learning, Scholarship & Research Symposium: *Collaborate, Create & Connec*t (May 2-4, Surrey & Other Venues). Co-sponsors: Office of Research & Scholarship and Teaching & Learning Commons. Formats: workshops, field trips, poster presentations, roundtable discussions and more! Dr. Jo-Ann Archibald, KPU Honorary Degree recipient, will provide the keynote address on May 2nd. Info & registration

Past Events & Opportunities for KPU Community Members

Diversity 101: Techniques, tools and tips for creating welcoming and inclusive classrooms (March 26-29, each campus). Facilitator: Gina Buchanan, Teaching & Learning Commons, this workshop provided participants with the tools to enhance the engagement of a diverse group of students and create a welcoming and inclusive classroom.

Conversations about Accommodations – Audio Recording in the Classroom (March 6, Langley, Surrey & Richmond respectively. Facilitator: Gina Buchanan, Teaching & Learning Commons and Ruth Fraser, Services for Students with Disabilities. Session touched on common questions around audio recording in the classroom. Participants were given the opportunity to share stories and have their questions answered.

What's New in Moodle 3.4? (March 5-9, Tech, Richmond, Online, Surrey & Langley respectively -- 6, 12, 22, 6 & 6 attendees respectively). Hosted by the Learning Technology team, this "sneak preview" of Moodle 3.4 showed attendees new features and improvements, including a new base theme making Moodle more mobile friendly.

Disability Services Pop Up Session (March 1-2, Langley, Richmond & Surrey respectively). Facilitators: Ruth Fraser, Services for Students with Disabilities, the Disability Services team and Gina Buchanan, Teaching & Learning Commons. This session was an opportunity for faculty and staff to learn more about Disability Services, share thoughts and ideas and help shape plans for the future.

Engagement 101: Techniques, tools & tips to enhance student engagement (February 19-22, Surrey, Tech, Richmond and Langley respectively). As part of the Instructional Bootcamp series and facilitated by Gina Buchanan, Teaching & Learning Commons, this interactive session provided participants with an opportunity to explore common characteristics associated with millennial learners, discuss select research on student engagement in learning.

Conversations about Accommodations – Test Accommodations (February 19, 21 & 22, Surrey, Richmond and Langley respectively). Facilitated by Gina Buchanan, Teaching & Learning Commons and Ruth Fraser, Services for Students with Disabilities, this session touched on common questions around test accommodations for students. Participants were given the opportunity to share stories and have their questions answered.

K-12 Curriculum Transformation (February 16, Surrey, 73 registrants)
Co-hosts: Offices of the Associate Vice President, Academic & Vice-Provost Teaching & Learning, KPU faculty and staff were invited to participate in this interactive and hands-on session. Various speakers and facilitators attended from the Ministry, West Vancouver, Vancouver and Surrey school districts. Participants engaged in topics including what curriculum transformation means and new ways of teaching, learning and demonstrating learning.

Creating and Supporting Culturally Diverse and Inclusive Student Teams (February 14, Surrey, 13 attendees)
Facilitated by Lesley McCannell and Marla McMullen, School of Business and Gina Buchanan, Teaching & Learning Commons, this session explored how culture influences teamwork and provided strategies for instructors to build successful and inclusive teams.

Learning Technology Tinker Faire (February 14, Surrey, 20 attendees)
The Learning Technology team hosted a show-and-tell of cool tech tools presented by KPU faculty. Participants joined fellow colleagues in learning about 12 different tools being used in the classroom. Photos and handouts from this event can be found on the Learning Technology Community of Practice site (No Moodle account? Access by clicking the "Guest Access" button). Thank you to all 11 presenters for a successful event!

Learning with ePortfolios (January 30-31, Surrey, 4 participants)
Facilitated by Lesley McCannell, Teaching & Learning Commons Faculty Associate and faculty member in the School of Business, this two day hands-on workshop guided faculty through the development of their own eportfolio and through the process of introducing eportfolio learning to their students.

Vice Provost, Teaching & Learning Activities

- *January 29th* **Digital Badges Stakeholder Planning Meeting.** Chair.
- *January 30th* **Graduate Studies Program Presentations by Universities.** Attendee.
- *February 1st* **Faculty of Trades and Technology Awards Ceremony.** Attendee.
- *February 4th-6th.* **Review of a Canadian Teaching & Learning Centre.** Invited Reviewer.
- *February 8th* **Graduate Studies Program Presentations.** Attendee.

- *February 9th* **The Future of Teaching and Learning in Higher Education.** Attendee & Panelist.
- *February 14th* **Council of Vice-Provosts and Associate Vice-Presidents, T&L Annual Meeting.** Participant.
- *February 16th* **K-12 Curriculum Transformation**. Host & Participant.
- *February 20th-22nd* **Review of a Canadian teaching & learning centre**. Invited Reviewer.
- *February 26th* **Teaching, Learning, Scholarship & Research Symposium Planning Committee Meeting**. Chair.
- *March 12th* **Acetate Transition Working Group Meeting**. Chair.
- *March 15th* **KPU Deans' Council.** Presenter.
- *March 19th* **AVP, Research Search Advisory Committee Meeting**. Participant.

Highlight of current priorities
- KPU's 2nd Teaching, Learning, Scholarship & Research Symposium.
- Technologies & tools for KPU educators with IT (acetate replacement, Zoom, equipment, etc.)
- Faculty Orientation for new faculty and related handbook.
- Faculty performance guide: training and resources development for late summer/fall.
- Mentorship program and internationalization support with Business & Arts (pilots).
- Restructuring Learning Technology and finalizing other JDs for the Teaching & Learning Commons.
- New course evaluation project with IAP.
- Badges and Lynda.com proposals to Executive.
- External activities: publication on Centre reviews (editor & contributor) in progress, research on Centres post-reviews, COHERE directorship, and peer support/mentoring.

Educational Development
Gina Buchanan, Senior Manager of Educational Development

- Formed partnerships and deliverables: Ruth Fraser, Director of Services for Students with Disabilities (pop-up presentations), Christina Page, the Learning Centre (workshop on reflective tools), and 3 Teaching Fellows.
- Co-facilitated the *Creating and Supporting Culturally Diverse and Inclusive Student Teams* with Business faculty.
- Consultations: MAMT outlines and curriculum, Trades and Technology, Design departments.
- Participation/member: Faculty Learning Community on Open Education Practices, CCDC workshop for PDEC mandate and action planning, *The Future of Teaching and Learning in Higher Education* and *K-12 Curriculum Transformation* sessions.

Learning Technology
- **Digital Badge Stakeholder Group**
  Badge (micro-credentialing) stakeholder group met on Jan. 29 to discuss a digital badge plan for KPU. Topics discussed included the purpose and benefits of badges, gaps and challenges that badges would address and steps to ensure badge initiatives are aligned. More research has occurred. Report to Executive to come in April.
- **Moodle Upgrade.** Moodle will be upgraded to version 3.4 between the 2018 Spring and Summer semesters. The upgrade is proceeding as scheduled with the following updates:
  - User testing completed with the Steering Committee on Jan. 31, new theme development, information sessions: *What's New in Moodle 3.4?*, occurred the week of March 5 at all campuses. Next session: April 30 in Surrey and online.
  - Development to be upgraded by mid-March while the main course site upgraded between April 30th and May 3rd (tentative dates).

Teaching Fellows & Faculty Associate

K-12 Transformation: David Burns

- Participated in Vision 2023 event, *The Future of Teaching and Learning in Higher Education*, as a panelist.
- Met with representatives from Delta Schools and North Delta Secondary to solidify career capstone pilot project.
- Participated in planning group and completed MC duties at the *K-12 Curriculum Transformation* event.
- Delivered a session, with Anya Goldin, on the new curriculum for the Department of English Language Studies.
- Alongside student apprentice, Anya Goldin, delivered a guest lecture on assessment in the new curriculum to EDUC 3250 (Assessment in Education).
- Met with Jan Unwin, Ministry of Education, on future developments in implementation of the new curriculum.

K-12 Transformation: Nancy Norman
- Participated in planning group for *K-12 Curriculum Transformation* event held on February 16th.
- Planned a successful pilot field trip involving KPU's Physics department and Enver Creek Secondary School.
- Faculty recruitment and school placements for upcoming field trips to local high schools underway. 27 faculty members across four faculties (Arts, Business, Academic & Career Advancement and Science & Horticulture) expressed interested and will participate in visits to local high schools during April/May 2018.
- Outreach to faculty requests for support during the *K-12 Curriculum Transformation* event on February 16th.
- Submitted abstract proposal for the KPU Faculty of Heath *Teaching with Pizzazz* conference.
- Student assistant hired and currently working on literature reviews for two upcoming research studies (studies to begin Summer 2018): Study 1: KPU faculty/K-12 teacher experiences during field trips; Study 2: KPU faculty innovative teaching practices and connections to K-12 curriculum

Learning Environments: Leeann Waddington
- Presented to the Faculty of Health on Feb. 16 on blended learning basics.
- Working with MAMT team on course outline preparation and delivery planning.
- Wrote a blog post for the Commons on *A New Generation of Learners…How do we Teach Them*?
- Conducted three individual faculty meetings regarding blended strategies.
- Participated in a partnership meeting with The Learning Centre.

Experiential Learning: Farhad Dastur
- Presented at the Faculty of Arts Annual General Meeting and to the Bachelor of Science in Nursing, Advanced Entry program on "Online learning + experiential learning".
- Created the KPU Virtual Reality/Augmented Reality Early Adopters Group with the first meeting on Feb. 23.

ePortfolios: Lesley McCannell
- Conducted a two-part *Learning with ePortfolios* workshop on January 30th and 31st.
- Provided training for The Learning Centre tutors on how to deliver a Mahara Bootcamp.
- Consulted with four Faculty members to help them design ePortfolio assignments for their courses.
- Delivered an ePortfolio session to the Education Assistant Program department, an in-class orientation session for the Nursing program and designed and delivered two different ePortfolio workshops for the Faculty of Health.
- Delivered four classroom sessions to support Faculty using ePortfolios for the first time.
- Conducted two Faculty consultations on ePortfolio learning.

Research   www.kpu.ca/research

Researcher, Grant & Funding Activities

- Paul Adams, faculty member in the Biology department, was awarded $400,000 of funding for his project titled, *Genomic and Metabolomic Approaches to Improve Farming and Human Health*, from the Canada Foundation for

Innovation (CFI). He is now seeking matching funding from the B.C. Knowledge Development Fund.

- The Faculty Professional Development Fund Committee recommended 24 0.6% Faculty Professional Development Fund application awards totaling $106,595.00. A total of approximately $329,700.00 is available for this fiscal year. The Office of Research & Scholarship received 28 applications, representing a total funding request of $210,279.00.
- The deadline for Katalyst Research Grant applications was February 14th. Applications were reviewed by the Adjudication Committee on March 9th.

Teaching, Learning, Scholarship & Research 2018 Symposium

- Submitted proposals have now been reviewed by the Symposium Planning Committee and applicants have been informed. Registration for the Symposium opened on March 19th.

Research Ethics Board

- The REB Coordinator identified the importance of a central data management plan for KPU, as this will soon be required by the PRE-Secretariat. To address this imminent need, a meeting was organized comprised of the REB Chair, Interim AVPR, KPU librarians and two KPU researchers whose research involves accessing secondary data. Decision and resourcing pending the incoming AVPR.
- The REB has met three times this year and selected 3 new members to join the board from a total of ten applications received, 3 current members applied to stay on the board.
- The Board selected a Community member from two candidates that applied at their March 23rd meeting.
- The Board continues to review REB applications and advise on ethical issues.

Interim, AVP Research Activities

- *March 9th* **Katalyst Research Grant Committee Meeting**. Chair. Letters in progress via ORS.
- *March:* With the go-ahead from the Provost, enlisted external counsel to develop a draft Intellectual Property Policy for KPU.
- *March/April*: Participation on the AVP Research search committee.

Highlight of current priorities
- KPU IP policy
- ORS restructuring with Provost
- Day-to-day operations based on expectations of ORS and future directions

SENATE STANDING COMMITTEE
ON ACADEMIC PLANNING AND PRIORITIES

Agenda Item: 7.2
Meeting Date: April 13, 2018
Presenter: Salvador Ferreras

Agenda Item:	**KPU Academic Plan 2023 Draft**
Senate Standing Committee Report:	On March 5, March 9, and March 26, 2018 the Provost presented an initial high-level draft of the Academic Plan 2023 to the Senate Governance Committee, the Senate Standing Committee on Academic Planning and Priorities and to Senate.
Context & Background:	The Provost and Vice-President, Academic is responsible for the academic direction and stewardship of KPU's programs. Reporting to the KPU President, the Provost has a mandate to facilitate exceptional learning experiences for KPU students by providing leadership in the development and implementation of a comprehensive education plan that is relevant to students' needs as well as KPU's external communities.
	KPU's Academic Plan will define the character of our institution's mandate and direct the enactment of KPU's VISION 2023 Strategic Plan.
Key Messages:	1. Timeline for the Academic Plan 2023:
	• April, 2018: Second draft
	• May, 2018: Final approval
	2. Current version is available through the link below.
Attachments:	Academic Plan 2023 (you will need to sign into SharePoint to access)
Submitted by:	*Rita Zamluk, Administrative Assistant, University Senate*
Date submitted:	*March 27, 2018*

Academic Plan Draft 1 Version 1d (April 11, 2018)

Pre-format version 11-4-18

Words from the Provost and Vice President Academic

I am excited to launch this new KPU Academic Plan 2023. Over the past five years we have worked hard to craft our unique identity as a polytechnic university. We have transformed our governance and policy framework to ensure student success and a collegial and collaborative working environment. We have connected with our neighbours and sought the advice and wisdom of our peers, our regional partners and our alumni.

As an institution of higher learning our contemporary reality compels us to leverage our programming base and intellectual capital to address the major issues of our day. In a world where the rate of change compels us to continually review, renew and improve our programs we embrace innovation and the digital transformation of our society. This we will do through multi-dimensional approaches and policy shifts while ensuring we maintain our focus on innovation as a tool for the betterment of life itself.

The world is more dynamic, more intricately connected, more interdependent and more capable of change than ever before. While our distances shrink, our access expands. The more we explore our possibilities, the more we find our innovators creating new ways to connect, new ways to enjoy life, new ways to make the inaccessible accessible and new ways to make sure we all get a chance to participate in a more prosperous environment.

Over the past five years we have turned our attention to a few key themes that form the basis of this Academic Plan 2023. These themes have been drawn from extensive consultations, careful listening and from the aspirational voices of our internal and external communities. We group these themes under the umbrella of our most important goal, student success.
As a special purpose teaching university, we foreground Teaching Excellence in its myriad forms. As a regional Trades training hub, we highlight an evolving Technical Convergence approach. We propose a renewed emphasis on an inclusive definition of Research and how it relates to outreach, undergraduate and graduate studies. As a relatively new teaching university and one that has reached a comfortable level of institutional and governance maturity, we feel confident about embarking on the establishment of Graduate Studies. In addition to those emergent themes we have ventured into new education territory as evident in the myriad Open Education initiatives presently in place and under development. We have pioneered Open Education Resources access and blazed a bold trail in Open Textbooks. On the enrolment side we have commissioned studies that will help us address the rapidly changing demographic of our learners. Driven by a much more robust approach to enrolment management we are cultivating new approaches to mature learners and to learners to have come in and out of their educational journey. In essence we want to serve the widest group of students in the most effective, meaningful way.

Through the implementation of this plan we seek to launch a generation of expert and resourceful learners whose knowledge is purposeful and directed to social and economic well-being.

Our mandate to serve the South of the Fraser region will be realized with an eye to creating doers and thinkers whose aspirations transcend regional boundaries and whose intercultural capacity will allow them to operate at a global level.

We boldly propose to become an inclusive institution where all types of learners can find a welcoming, inspiring environment within which to unleash their potential and carve out their special place in our collective environment. Our accessibility embraces learners of all types. As we find new ways to address the needs of Indigenous students, students with disabilities, international students and mature learners we do so recognizing they encounter multiple obstacles we must attenuate and social exclusion we must mitigate.

Canadian residents enjoy the luxury of living in a place where people are all worthy of respect not because of title, land or privilege but because they are people. At KPU we are that community of knowledge-driven people bent on leveraging our knowledge and experience to have a positive impact on our lives, the lives of our families and that of our greater communities.

Sal Ferreras
Provost and Vice President Academic

Student Success

Student success is deeply embedded in the ethos of our KPU community. It is a natural outcome of our collective passion for learning and purpose. Student success is a driving force that inspires us to connect with the individual, and to outline and design a way towards possibility, hope and a meaningful future. Universities are places where ideas collide, where personal or virtual interactions generate further connections and catalyze new approaches to address the local and the global, the personal and the collective.

At KPU our quest for student success strengthens our resolve and validates our mission to offer all learners ample opportunities to nurture good citizenship and authentic community engagement.

We achieve this by supporting the student through the various stages of the learner's path. In doing so we aim to provide as wide a range of valuable classroom, laboratory, workshop, online, workplace and experiential learning opportunities to ensure success. We strive to look at the KPU experience through the lens of the student and use that perspective to work with what they bring to that path of exploration.

Success has many meanings. We endeavor to provide a holistic approach to higher education success that recognizes a range of definitions including educational choice, career aspiration, life skills, mental health and spiritual well-being. We escort the student through a learning pathway from admission, progression, completion, graduation, employment and the fulfillment of becoming a participant citizen.

We essentially help students learn how to learn. We engage students in a holistic learning environment with embedded support systems and diverse mentorship opportunities.

Student success at KPU is the responsibility of all of us. The student's experience will be shaped and influenced by the actions, voices and interactions of the many dedicated KPU employees they will encounter in their quest to completion.

We collectively commit to the inspiration and formation of our learners and to their success through transformative curriculum, genuine mentorship, sharing our experiences, and creating a safe and welcoming environment for the realization of the self. To do so we will mobilize the themes and strategies contained in the Academic Plan 2023 in the service of that success.

> "With smaller class sizes run by teachers that care about their students, KPU prepared me well for a successful entrepreneurial journey"
> KPU Alumni Ankit Sharma

Teaching Excellence

Time are changing. Today's learning environments are extending substantially beyond the traditional classroom. Students seek a wider range of options for their post-secondary education that recognizes their diverse life and professional circumstances. As the global digital transformation and economic integration unfolds universities must shift perspective and approaches to address present and future student and faculty needs.

KPU has the opportunity to strategically plan the learning environments we would like for our students in conjunction with the professional development of teaching. By providing effective networks of support and aligning institutional plans to integrate with teaching and learning, students and academic staff can experience and exhibit greater success.

Expert teachers actively work on their teaching through various forms of professional development including participating in professional learning communities of peers that are research-informed.

Educational research has proven that student achievement and success improve when integrated approaches to program planning, teaching and assessment are explicitly linked to teaching quality, enriched curriculum and program currency.

Perhaps most importantly, there is currently a desire and energy by KPU educators to participate in advancing KPU and our students' experiences and work along-side with current administrative and grassroots leadership at KPU.

KPU's approach to teaching excellence will be infused with corresponding plans and strategies developed to address Teaching and Learning, Internationalization, Indigenization and the evolving transformation of the British Columbia K-12 curriculum.

Teaching and Learning

We will pursue and activate our unique polytechnic university identity and teaching goals via four central areas of focus:

Diversity

> Diversity recognizes the range of considerations educators have today to excel in teaching; diversity of our student population and their needs to succeed; variety of learning environments to best meet learning outcomes, access and expectations about curricular options; and KPU infrastructure and procedures that need to embrace and support the aforementioned diversity.

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Quality

Quality aligns with continuous enrichment towards teaching excellence; KPU's metrics for student success (e.g. completion, satisfaction, research impact, etc.); and relies on integrated, institution-wide strategic planning and development of standards to effectively and efficiently resource and establish appropriate learning environments for our students' experience.

Connection

Connection pertains to interactions with others, recognizing that to excel in blending theory and practice and providing relevant learning experiences for our students, members of our community require interaction within and outside of KPU. Intentional connections will be sought to provide students with more learning opportunities, educators to advance their teaching excellence and scholarship and students, educators and staff to showcase their efforts and enhance KPU's reputation.

Distinctiveness

Distinctiveness builds on KPU's status as the only polytechnic university in Canada and our programs, experiences and people. This consists of equipping the range of educators with training and opportunities to advance their teaching practice and leadership, specialized programs (e.g. Advanced Manufacturing, Traditional Chinese Medicine, Brewing, Sustainable Agriculture) and the unique opportunity we provide learners to engage in scholarship and faculty-led research, for more holistic experiences.

These areas of focus will be integrated through strategies connected and in relation to:

- *Educators*
- *Students*
- *Learning Environments*
- *Infrastructure*

"There is, I think, no point in the philosophy of progressive education which is sounder than its emphasis upon the importance of the participation of the learner in the formation of the purposes which direct their activities in the learning process…"
John Dewey

Internationalization

KPU's Internationalization Plan serves to enrich the university's global learning environment by furthering cross-cultural engagement for all students, staff, faculty, external partners, and communities.

The foundation for the support and success of international students at KPU is built on four pillars:

- o Community engagement and support
- o Creating global citizens
- o Partnerships and pathways
- o Recruitment and retention

These pillars will be activated through carefully designed plans that will allow the strategic deployment of our KPU programmatic, pedagogical and facility target capacity. Our approach will further integrate supports for students and faculty, enhance and streamline admission procedures and expand articulation agreements with international partners. This will enable KPU to diversify its international student body while enriching the educational experience of our international students.

KPU International will work with academic leaders to increase the awareness of global perspectives in all current and new curriculum as well as in enhanced teaching and learning methodologies. We will expand our global competencies offerings to encompass wider networks of academic, developmental and trades/technology areas of interest.

The development of new and unique academic pathways and program offerings including post-baccalaureate and graduate diplomas will ensure KPU becomes a priority destination for international students.

International experiences can be transformational for students. KPU will double its efforts to create powerful experiences for domestic students via field schools, exchanges, and international internships.

At the same time the university will seek to establish new ways to increase faculty participation in international exchanges and visiting scholar opportunities so as to enrich our teaching and learning with new energy, knowledge and diverse global perspectives.

Indigenization

Indigenization is deeply intertwined with our approach to teaching excellence. Over the past four years KPU has expanded both the scope and the depth of its involvement with the local and regional Indigenous communities. We have sought to honour the Calls to Action from the Truth and Reconciliation Commission and have actively sought the wisdom and experience of our local leaders and Indigenous communities to help direct our attention towards authentic ways to increase Indigenous participation at KPU. We have sought to communicate our genuine intention to interact with those communities for the benefit of all. We have produced online modules to promote an understanding of Indigenous cultures to orient faculty and staff and to enhance our capacity to provide appropriate support to Indigenous students.

KPU is committed to post-secondary education being fully accessible to Indigenous learners and to jointly explore how the university can play a significant role in the development of local Indigenous communities. We strive to develop a new generation of citizens and community leaders whose work will enhance local, national and international partnerships, organizations and various Indigenous and non-Indigenous cultural communities. KPU learners will have access to programs and courses that explore and critically examine power and social justice in Indigenous and local/global contexts.
Through genuine consultation and rigorous development KPU will become the destination of choice for Indigenous learners in our region. The university will be a supportive and comfortable place connecting with and learning from Indigenous peoples and their respective ways of knowing.

Our Indigenous strategy will be focused on three key areas that will enhance current practices and identify new actions which will:

- Create a systemic Indigenous awareness and perspective among all members of the university community.
- Significantly increase enrolment and participation of Indigenous students at KPU.
- Enhance services and support for Indigenous learners at the university.

British Columbia K-12 Curriculum Transformation

Post-secondary institutions in British Columbia are immersed in an exercise aimed at being in a state of preparedness for the arrival of graduates of the BC new high school curriculum in 2020. Over the next two years KPU will develop orientation modules and training to prepare faculty and to familiarize them with the changes in the new curriculum. While the content of that curriculum does not deviate from standard content the manner in which young students engage with that content may be new pedagogical territory for post-secondary instructors across the Province.

Our opportunity is to devise and enable a seamless transition from high school to university. This will require an understanding of the manner in which students coming out of this curriculum will have had an opportunity to be agents of their own learning paths and able to have more of a say in what they wish to explore in their educational journey.

The new curriculum aligns well with university methods and standards that nurture an ability to research, analyze, synthesize and communicate. Theoretical, technical, social and personal competencies, core elements of our overall polytechnic university learning approach, are central to the new K-12 curriculum. We must build bridges across the educational transition to university while providing a framework and pedagogical tools to allow for a smooth transition that may well elevate our own delivery models.

Our Teaching and Learning office will continue its active program of professional development with a special emphasis on reinforcing faculty capacity for BC's new pedagogical realities with a special emphasis on the core subject areas of English, Math, Science and Social Science.

Technical Convergence

KPU Tech has a long history of innovation in teaching and programs. The Faculty of Trades and Technology now stands poised to reap the benefits of an economy built around STEM specializations and other advances in technical systems and digitization. As industries and municipal policies evolve to more advanced and dynamic processes, employers will need more people, talented people, especially those grounded in the wide array of digital skills, to mobilize a rapid transformation. Industry leaders have clearly signaled a desire to engage with post-secondary institutions in the development of emerging curriculum content and currency.

KPU Tech will meet these labour market challenges of innovation through an expansion of its trades and technology offerings. We will continue to build a solid core of Red Seal trades but enhance the employability of learners through bridging programs that recognize vocational credit within an academic credit framework. In short KPU Tech will train a well-prepared workforce with enhanced technical skills to match an equally dynamic industry innovation agenda.

This transformation will feature:

- an ability to ladder from apprenticeship trades training to undergraduate programs
- the renewal of pedagogical techniques to address a wider base of competencies
- a leap forward in providing hybrid, online, micro-credential delivery
- harnessing KPU's digital transformation and technological data literacy
- a direct connection to the outside world through Professional Advisory Committees and professional/trades associations
- a revitalized approach to developing applied research across all trades and technology disciplines

KPU will deliver learners who:
- can think on their feet and act independently
- have more IT know-how and are ready for rapidly changing IT knowledge
- are able to collaborate across different areas of expertise, and with other departments, companies, and clients
- can acquire a capacity for systemic thinking.

Research at KPU

Scholars at our polytechnic university have expressed a clear intention to engage in all kinds of research to pursue their subject expertise, publications and further inform and enrich their teaching.

The newly restructured Office of Research and Research Services will provide enhanced orientation, mentoring and other research services that will raise KPU's profile and capacity in the area of applied and basic research as well as all other applicable forms of scholarship including the scholarship of teaching and learning.

An essential hub and portal for research at KPU, the ORRS is well positioned to showcase the talent of the researchers and scholars, as well as to support their efforts to produce creative work at the intersection of teaching/ learning and discovery/innovation. The ORRS is a place that encourages, facilitates and supports creativity and action; it is set up to be a catalyst for dialogue, strategic planning and collegial exchange around contemporary issues and research questions.

KPU has focused its research efforts in four main areas of expertise:

- o Sustainable Futures
- o Clean Technology
- o Healthy Communities
- o Purposeful Innovation

Our vision for an effective and engaged ORRS rests on several cumulative propositions:

- o Research and scholarship is critical to KPU's credibility as a legitimate university
- o Research at KPU will encompass applied research, basic research, other forms of scholarship including the scholarship of teaching and learning
- o KPU is unequivocally committed to upholding the principle of academic freedom
- o The optimum role of the ORRS is to showcase, promote, and support KPU's faculty and students in the pursuit of research, scholarship, and creative artistry.
- o Research strengthens KPU
- o Research expands students' ways of learning by integrating undergraduate students into faculty-led research

While specifics of the university's research endeavor are best determined and implemented through discussion among our community of scholars, the ORRS has a strategic role to play in shaping answers to the question: *What is distinctive about KPU's contributions to solving complex human problems?*

Graduate Studies at KPU

Building on the successful and solid foundation of our undergraduate programs we will pursue graduate programs that will transform KPU into a more comprehensive institution and expand the level of higher education learning available in our region. Master's degree offerings will provide undergraduate students an opportunity to continue their career journey across our campuses and fields of expertise. Graduate programs will offer many members of our own workforce a path to upgrade their credentials through innovative new master's degrees at KPU.

Over the tenure of this Academic Plan 2023, the university will consult, plan and implement the establishment of a central office to administer graduate programs and work with all Faculties to develop and launch new unique graduate programming capable of further differentiating our unique offerings in the regional post-secondary sector.

Graduate programs will be informed by our proposed developments in Research and by our advances in Teaching and Learning. Graduate programs, including Master's degrees and Graduate Diplomas will fuse research and learning in a symbiotic relationship unique to our special purpose teaching university mandate.

There is ample evidence that there is a growing market for specialized trained professionals in a variety of disciplines taught at KPU. By embarking on the establishment of KPU-made Graduate studies, we consolidate our position as a full-service, rigorous, post-secondary capable of delivering a well-rounded, highly trained, and globally competent graduate.

Inclusion

At KPU we take our accessibility to heart. This new Academic Plan 2023 reaffirms our commitment to our greater community by promoting an expanded definition of inclusion. We expand our definition of our mandated regional focus to reflect the global reach of our educational delivery and the rich demographic reality of our campus life. By inclusion we mean that there is no such thing as an average learner. We cultivate flexibility in programs, policies and systems alike to increase choice and to serve a wide variety of learners in a wider number of ways. In a world where variability is the real norm, we strive to reflect the central and the marginal and to reach the many through exemplary progressive practices.

Open Education

How else can we support student success? Open Education at KPU encompasses diverse activities that support program areas and develop initiatives that directly supports students. Significant actions include the creation, adaptation, and adoption of open textbooks and other open educational resources that make paying for an education a little less challenging and a lot more affordable. Our Open Education activities also promote the design of renewable assignments and other open pedagogies, the sustainable growth of the popular Zed Cred, and the development of courses and programs related to KPU's partnership in the Open Education Resources network. KPU maintains essential links within the internal community that include the Open Education Working Group, the KPU Library, and Deans Council among others. Our external outreach and collaboration with organizations such as BC Campus and the international OERu network helps guide our growing reputation as a leader in this sector. This internal and external momentum sends a clear message to the higher learning community that we are committed to affordable education and to crafting new ways to enable learners to realize their ambition and career plans.

Well Being

We all recognize that the pace of contemporary life, continual change and the complexities of our jobs, families and obligations can have a direct effect on our ability to cope well and to carry out our everyday duties. Acknowledging that we can play a positive role in helping to attenuate those pressures, KPU commits to supporting a healthy university initiative focused on student and employee mental health and safety.

The university will expand the scope and reach of its support activities in the areas of sport and recreation, counselling, mental health support, social engagements and by the establishment of student champions to look after our more vulnerable learners. Our approach features initiatives such as Wellness in Action, Thrive Week, the Pieces of Mind Health Conferences. Additionally, through our regular seminars on work/life balance, emotional intelligence and the Health 101 e-zine we send a clear message to our internal community that we value their well-being and stand behind their efforts to reach out and seek solace within our community.

KPU's Guarantee

We stand firmly behind our educational output and commit to program delivery with a particular focus on:

•*Quality* – programs will maintain currency, exhibit high standards of academic rigor and feature educational evaluation standards fully accountable to the learning community and funders
•*Integrity* – Our classroom, lab, shop and online offerings will be carried out in a respectful, coherent, and fair manner
•*A people-first approach* – academic, developmental and trades/technology training will be centered on the individual and her/his potential. Our dealings commence at the level of the person and follow through to their integration into our community
•*Pragmatism* – our programming will evolve with the changing times, programs will feature outcomes that speak to future-focused thinking, teaching methodologies will reflect the very best of the external and internal dynamic learning environment
•*A forward-thinking frame-of-mind* – at KPU innovation and creativity will remain embedded in our ethos.
•*Accountability* – our programs will aim towards the most efficient use of our capacity, will be answerable to government, industry, NGOs, taxpayers and the general community
•*The student of the future* – we will be an institution where new and emerging learning methods are matched by an emphasis on delivering in multiple modes on multiple platforms and in multiple time frames.

*The Academic Plan 2023 will be produced in multiple formats:
•The standard printed document seen in Academic Plan 2018
•A new accessible braille format
•An online fully accessible version containing hyperlinks to other embedded plans (see Rajiv re language on hyperlink and LMS integration)
•Update-able links to stories and supporting documents
•Update-able links that allow readers to track the plan's progress and provide ongoing evidence of implementation (also add progress report element for followers to comment and post)
•Links to KPU's Vision 2023 online document

•Message from the Provost (see above on page 1)
•Welcome from the KPU Elder
•Short statements from a faculty member, a staff member, a current student, an alumni and some community members distributed throughout the document

Timeline

In order to maintain our commitment to a full and well-laid-out implementation the Academic Plan 2023 will feature a visually attractive timeline with animated elements embedded in the online version

Map of the campuses
Graphic illustration indicating:
- KPU's five campuses
- Local municipalities and cities,
- Regional First Nation neighbours
- Regional centres delivering KPU programming
- Graphic on students, nationalities,