



Senate Standing Committee on Academic Planning and Priorities

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

AGENDA

1. Call to OrderJane Fee 9:00
2. Confirmation of Agenda
3. Approval of Minutes, December 1, 2017
4. Chair's Report 9:05
 - 4.1 Declaration of Committee Vacancies
5. New Business
 - 5.1 Institutional Recognition – Stenberg David Florkowski 9:10
6. Standing Items
 - 6.1 VPTL-AVPR Report..... Stephanie Chu 9:25
 - 6.2 Vision 2023 Ken Stark 9:45
 - 6.3 Initial High Level Draft on Academic Plan 2023 (for comment).....Sal Ferreras 10:00
7. Items for Discussion
 - 7.1 2019 / 20 University Budget Development ProcessJane Fee 11:00
8. Adjournment



**MINUTES OF REGULAR MEETING
Senate Standing Committee on
Academic Planning and Priorities**

Friday, December 1 2017

10:00 a.m. – 12:00 p.m.

Surrey Campus Boardroom, Cedar 2110

Present: (Quorum: 7 voting members)		Ex-Officio / Non-voting
Jennifer Au Chamkaur Cheema Rahil Faruqi David Florkowski Amanda Grey	Carolyn Robertson Angela Ryan Tom Westgate	Stephanie Chu Jane Fee (Chair) Sal Ferreras Nadia Henwood
		Ex-Officio / Voting
Regrets:	Senate Office	Guests:
David Burns Angelina Desjarlais Sharon Leitch Denise Nielson Lori McElroy Alan Davis Ann-Marie McLellan	Rita Zamluk, Administrative Assistant	Ron Murray Joanne Massey Diane Purvey

1. Call to Order

The Chair called the meeting to order at 9:01 a.m.

2. Approval of Agenda

Add: Traditional Chinese Medicine update for discussion

Amanda Grey moved the agenda be confirmed as amended.

The motion carried.

3. Approval of Minutes, November 10, 2017

Carolyn Robertson moved the minutes be confirmed as circulated

The motion carried.

4. Chair's Report

The Chair reported Senate has approved changes in mandate regarding institutional recognition. The February, 2018 meeting will be on February 23, 2018. She welcomed guests.

5. Pending Business

No pending business

6. New Business

6.1. Institutional Recognition: Native Education College

Diane Purvey, Dean of the Faculty of Arts, introduced the topic. Nadia Henwood, Associate Registrar, advised the committee on the policy and reasons for providing institutional recognition.

Jennifer Au moved the Senate Standing Committee on Academic Planning and Priorities review the request for institutional recognition of the Native Education College (NEC) and recommend approval to Senate.

The motion carried.

6.2. Mechatronics and Advanced Manufacturing Technology Program

The Chair introduced the guest presenters Joanne Massey, Ron Murray, and David Florkowski. David Florkowski, Acting Dean for the Faculty of Trades and Technology, spoke of the demand for and uniqueness of the program, the breadth of topics covered in the curriculum, and the job opportunities for graduates.

The committee discussed the structure of the program, delivery of the program, advanced placement, the program fit with KPU mandate and academic plan, and the value of bridging trades programs to academic programs

The committee discussed the obstacles for students to move between Red Seal programs and academic programs, such as granting credit with Prior Learning Assessment.

Sal Ferreras provided strategic contextual for the program. He spoke of developing a seamless pathway from Red Seal programs to undergraduate programs. He outlined obstacles to overcome to create the pathway.

Comments:

Pg 14 Section C2: the bottom should say Diploma, not Certificate.

Carolyn Robertson moved the THAT the Senate Standing Committee on Academic Planning and Priorities review the proposal for the Mechatronics and Advanced Manufacturing Technology (MAMT) program and recommend approval to Senate for implementation September, 2018.

The motion carried.

7. Standing Items

7.1. VPTL-AVPR Report

Stephanie Chu presented her report. She updated the committee on the Creative Capital Fund, and the Catalyst Fund. She encouraged members to submit a proposal to the BC Festival of Learning. The dates for the KPU Symposium are May 2 – 4, 2018.

7.2. Vision 2023

No report.

7.3. Academic Plan 2018 / 2023

No report.

8. Items for Discussion

8.1. Update on Traditional Chinese Medicine

David Florkowski, Dean of the Faculty of Medicine, informed the committee of the revival of the Traditional Chinese Medicine degree. The Faculty is currently working with the Provost on preliminary steps.

9. Adjournment

The meeting adjourned at 10:08 a.m.



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

Agenda Item: 4.1

Meeting Date: March 9, 2018

Presenter: Jane Fee

Agenda Item: Declaration of Committee Vacancies

Action Requested:	<input type="checkbox"/> Motion to Approve <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Information <input type="checkbox"/> Education
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Context & Background: On January 5, 2018, Angelina Desjarlais, the Professional Support Staff member resigned from the Committee.
On March 1, 2018, Jennifer Au, the faculty Member for the Faculty of Science and Horticulture resigned from Senate.

Key Messages:

1. The Committee requires one professional support staff member, and one faculty Member from the Faculty of Science and Horticulture.
2. The Chair will inform the Senate Nominating Committee of the vacancy.

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

Date submitted: *March 2, 2018*



Senate Standing Committee on Academic Planning and Priorities

Agenda Item: 5.1

Meeting Date: March 9, 2018

Presenter: David Florkowski

Agenda Item: Institutional Recognition: Stenberg College

Action Requested:	<input checked="" type="checkbox"/> Motion to Approve <input type="checkbox"/> Discussion <input type="checkbox"/> Information <input type="checkbox"/> Education
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Recommended Resolution:	THAT the Senate Standing Committee on Academic Planning and Priorities recommends Senate approves institutional recognition of Stenberg College, effective May 1, 2018.
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**Senate Standing
Committee Report:**

For Senate Office Use Only

**Context &
Background:**

Stenberg College offers a range of healthcare and human services programs in Nursing, Psychiatric Nursing and other healthcare related fields. Faculty of Health Psychiatric Nursing faculty have reviewed the Stenberg College Psychiatric Nursing diploma program and have identified potential areas of transferability from Stenberg to KPU. As Stenberg College is a private post-secondary institution in BC, in order to develop admission and transfer agreements between Stenberg College and KPU, Stenberg must go through a recognition process at KPU.

Key Messages:

1. Specifically for KPU's Bachelor of Psychiatric Nursing program, Stenberg College only provides a Psychiatric Nursing diploma. In the past these students have come to KPU to complete their degree. Many of KPU's Psychiatric Nursing faculty have taught or still continue to teach in the Psychiatric Nursing program at Stenberg College. Their faculty criteria at least match KPU's criteria and our Psychiatric Nursing program was consulted by Stenberg College to help develop their Psychiatric Nursing diploma program. Recognition of Stenberg College would enable KPU to develop articulation agreements to provide credit for previous learning as well as evaluate admission to KPU.
2. Both KPU and Stenberg College are governed by the Ministry of Advanced Education, Skills, and Training.



Senate Standing Committee on Academic Planning and Priorities

Agenda Item: 5.1

Meeting Date: March 9, 2018

Presenter: David Florkowski

3. Thompson Rivers University, a BC public post-secondary institution, already has a formal recognition/transfer agreement with Stenberg College (Health Science Degree and Cardio Technologist program).

Resource Requirements: No anticipated resource requirements associated with this institution recognition request

Implications / Risks: No anticipated resource requirements associated with this institution recognition request

Consultations:

1. KPU Deans and/or Associate Deans,
2. Office of the Registrar - Associate Registrar, Nadia Henwood,
3. Stenberg College Psychiatric Nursing Faculty,
4. Faculty of Health Curriculum Committee,
5. Faculty of Health Faculty Council.

Attachments:

1. Request for Recognition of Institutions or Organizations form,
2. Stenberg College Quality Assurance Policy,
3. Stenberg Instructor Qualification Requirements for RDPN.

Submitted by: *Jacquelyne Keath*

Date submitted: *January 25, 2018*

Request for Recognition of Institutions or Organizations

Request for institution/organization recognition is probationary for 3 years. After 3 years, a review of the organization and student performance will be presented to SSCAPP to determine if full recognition should be granted.

Presenter: Dr. David Florkowski

Institution/Organization: Stenberg College

Criteria for recognition of institutions or organizations

Effective Date:

May 1, 2018

Rationale for KPU recognition:

Specifically for KPU's BPN program, Stenberg College only provides a Psychiatric Nursing diploma. In the past these students have come to KPU to complete their degree. Many of KPU's BPN faculty have taught or still teach in the psychiatric nursing program at Stenberg College. Their faculty criteria at least match KPU's criteria and our BPN program was consulted by Stenberg College to help develop their psychiatric nursing diploma program. Recognition of Stenberg College would enable KPU to develop articulation agreements to provide credit for previous learning as well as evaluate admission to KPU.

Origins: What is the length of time the organization has been operating?

Recommendation: An organization should have cycled through at least one graduation cycle plus 2 years.

Stenberg College was originally established in 1990 by Mary Jane Stenberg. In 2003, The Education Company Inc. (TEC) acquired Stenberg College and has been offering a wide range of healthcare and human services programs since that time.

Accreditation: What accreditation/recognition does the organization have in place?

Stenberg College is registered and accredited with the Private Training Institutions Branch of the Ministry of Advanced Education, Skills, and Training. The PTIB institution number is 3147. PTIB is given its' authority by the Province of British Columbia's Ministry of Advanced Education under the Private Training Act, Regulations and Bylaws.

Private educational institution accreditation was initiated in 1996. Stenberg College was one of the first institutions in British Columbia to be accredited under this very rigorous quality assurance process. The current accreditation status is valid until April 30, 2018.

At the program level, the Stenberg College Regional Diploma Psychiatric Nursing Program has been accorded a 3-year accreditation status by the College of Registered Psychiatric Nurses of British Columbia (CRPNBC). This accreditation is in place until December 2017.

Recognition: What other institutions does the organization have formal recognition/ transfer agreements with? Provide active articulations in place with any of the following:

Stenberg College has an articulation agreement in place with Thompson Rivers University – Open Learning for graduates of our Psychiatric Nursing Program. Graduates who enroll in the Bachelor of Health Sciences at TRU-OL may be granted a maximum of 72 PLAR credits (51 lower level; 21 upper level).

Quality Assurance: What type of institutional quality assurance/program quality is in place? How does this compare to KPU? What formal assurances are in place for curriculum development? What formal review processes are in place for ongoing program/curriculum review?

Stenberg College holds the BC Government's Education Quality Assurance (EQA) designation and has a rigorous internal quality assurance process in place for all programs. The attached Quality Assurance Policy explains the process in detail. The Psychiatric Nursing Program is also reviewed externally by the College of Registered Psychiatric Nurses of BC.

The *Stenberg College Quality Assurance Policy* (attached) is similar to KPU's Program Review Policy AC3 in that the programs are reviewed both internally and through an external review. Stenberg College does, however, review the program on a yearly and/or cohort basis as opposed to the five-year program review stated in KPU's Program Review Policy.

Assessment: What types of assessments are used to evaluate student success?

Students are evaluated in the following ways:

- Class assignments
- Online conference participation
- Quizzes
- Course Final Exams
- Lab Skills Testing
- Clinical Evaluation using [CRPNBC's Entry Level Competencies \(2014\)](#)

Admission: What are the undergraduate admission requirements and how do they compare to KPU?

- Successful completion of online essay
- Up-to-date resume
- 2 professional references
- High School Graduates (under 19 years of age)
 - Graduation from Grade 12 with a C+ average
 - English 12 (with a minimum grade of B+)
 - Biology 12 (with a minimum grade of C)
 - Math 11 Principles, Foundations of Pre-Calculus (with a minimum grade of C)
 - One additional Science 10 course (with a minimum grade of C)
- Letter of acceptance
- Clear Criminal Record Check through the Ministry of Public Safety and Solicitor General's Criminal Records Review Program

- Current, up to date immunizations
- English Equivalency Test (if required) such as the TOEFL, TSE, IELTS, LPI

The admission requirements for Stenberg College are similar to the requirements for KPU, including testing for students that do not have English as their first language.

Faculty Qualification: What are the minimum faculty qualifications and how do they compare to KPU?

The minimum faculty qualifications are detailed in the attached *Instructor Qualification Requirements for Registered Psychiatric Nursing* document. The Stenberg College requirements for faculty are similar to the requirements of KPU with the exception of KPU requiring a Master's Degree with a PhD preferred and Stenberg requiring a Bachelor's Degree with a Master's preferred.

Programs: What blend of programs/credentials does the organization offer?

Stenberg College offers accredited certificate and diploma programs in healthcare, nursing, education, professional studies and human services ranging in duration from 6 months to 2.5 years.

Levels of instruction: What academic levels are offered (e.g. graduate, undergraduate, vocational, preparatory)?

Levels of instruction are vocational in nature and some programs provide diploma credentials that can be articulated with post-secondary institutions for bachelor's credentials.

Grading Scale: What type of grading system, credit hours, and GPA calculations are used?

Stenberg College Academic Policies & Procedures:

Stenberg College has a minimum passing grade of 70% on final examinations and Mastery on lab skills and practice education assessments. A student **must** obtain a minimum grade of 70% or Mastery in a course in order to pass it. All courses **must** be successfully passed in order to complete the program and receive a diploma.

At any point in the program, the Program Instructor (or designate), may refer the student to complete additional skills study sessions, one-to-one support, coaching sessions, ESL support sessions, academic support sessions, personal or professional support sessions.

All grading of examinations are done by the Instructor or designate.

The Stenberg College Grading System:

<u>Grade</u>	<u>Percentage</u>	<u>Description</u>
A+	97 – 100	Above average
A	93 – 96	
A-	90 – 92	

B+	87 – 89	Average
B	83 – 86	
B-	80 – 82	
C+	77 – 79	Low average
C	73 – 76	
C-	70 – 72	
D	65 – 69	Not satisfactory / may not proceed
F	0 – 64	Not satisfactory / failed
Mastered		Signifies successful completion
Not Mastered		Unsuccessful / failed
In Progress		Course in progress, final grade not yet determined

Consultation:

Internal Consultation(s): Dean/Director to provide comments regarding recognition request. Please provide all comments, date of consultation and name of representative.

Chip & Shannon Wilson School of Design: November 16, 2017 (at Council of Deans) - Andhra Goundrey, Associate Dean, in support.
Faculty of Arts: November 16, 2017 (at Council of Deans) - Diane Purvey, Dean, in support.
Faculty of Academic & Career Advancement: November 16, 2017 (at Council of Deans) - Aimee Begalka, Associate Dean, in support.
Faculty of Health Curriculum Committee: September 15, 2017 – Committee members in support Faculty of Health Faculty Council: January 26, 2018 – Information sharing, committee members in support.
Faculty of Science & Horticulture: November 16, 2017 (at Council of Deans) - Joel Murray, Associate Dean, in support.
Faculty of Trades & Technology: November 16, 2017 (at Council of Deans) - David Wright, Associate Dean, in support.
School of Business: November 16, 2017 (at Council of Deans) - Wayne Tebb, Dean, in support.
KPU International (for institutions outside of Canada): N/A
Office of the Registrar: November 28, 2017 - Nadia Henwood, Associate Registrar, in support.

Attachments: Stenberg College Quality Assurance Policy, Stenberg College Instructor Requirements for RDPN.

Quality Assurance Policy

Information gathered from our students, graduates and employers is the primary means of evaluating the quality of our classes and instruction. We respect this process and use the information in our decision making regarding changes and revisions. Information in course evaluations may also be shared for regulatory / accreditation body reporting. Our ongoing review and attention to outcomes-based measures ensures that we are fulfilling our mission. In this way, all Stenberg College programs are subject to on-going, regular internal review throughout the year with published program changes being made on an annual basis. Student, faculty, and industry feedback collected is regularly reviewed by the Education Team Members and their respective teams. Faculty Meetings and Program Advisory Committee Meetings are held to discuss trends that have emerged and discuss courses of action.

Instructional delivery issues that arise from this process will be discussed with the individual instructors to whom it is relevant. We utilize course evaluations to identify areas for growth and development. Evaluations form part of the instructor's permanent record. Curricular and program issues (i.e. equipment, space) that arise from the evaluations will also be brought forward and discussed as appropriate so that they may be addressed (i.e. at Faculty, PAC and/or Education Team meetings).

While not an exhaustive list, here is an overview of the mechanisms used to collect data and ensure instructional and program quality:

Course

*Evaluations**

Check-in Interviews

Practice Education Evaluations (Various)*

*End of Program Evaluations**

*Graduate Surveys**

PTIB Annual Enrollment Report (reporting on annual graduation / attrition / employment)

PTIB Annual Renewal of Registration Report (verification of program information, reporting of instructor qualifications, reporting of Program Advisory Committee meetings) & Annual Compliance Officer Audit)

Additional Regulated Program Approval Body Requirements

National Examination Statistics and Analysis / Comparison to National and Provincial Results

*Employer Surveys**

**Online Survey Completion*

Procedure for End of Course Evaluations:

- 1) The Office Administrator sends a URL to each of the students at the end of each course inviting them to complete a survey and anonymously provide their feedback. Students are provided a five-day time limit to respond.
- 2) The Office Administrator sends out a reminder email to the students regarding the deadline to submit their end of course feedback.



- 3) Within one week of evaluation completion, data will be summarized and emailed out to the Manager of Educational Delivery as well as the Practice Education Manager (who takes the performance-related feedback up with faculty and the curriculum related feedback up with the Designated Curriculum Designer/Developer)

Process for Check-In Interviews:

Focus group interviews are conducted by the Student Success Coordinator (or Designate) with students at approximately 1/3 of the way through their program. This is as a means of getting qualitative feedback to inform continuous quality improvement. For verification of instructional quality / delivery, summarized student check-in interview results are forwarded via email to:

- a. The Director of Education (curriculum and instructional delivery)
- b. The Manager of Educational Delivery (instructional delivery)
- c. The Designated Curriculum Designer/Developer (curriculum quality)

In addition, a 'Keep, Stop, Start Doing' questionnaire is handed out to each student at approximately 2/3 of the way through their program. The summarized written feedback from these questionnaires is also submitted via email to the same Educational Delivery Team

Procedure for End of Program Evaluations:

The Office Administrator arranges for students to complete a comprehensive end of program evaluation on their final day of classes (typically on their practicum debriefing day). Summarized data is not sent to individual faculty as it is a broad measure of program quality and the students' overall educational experience. For verification of instructional quality / delivery, program evaluation results are forwarded to:

- a. The Director of Education
- b. The Designated Curriculum Designer/Developer

Procedure for Graduate Surveys*

The Career & Alumni Services Coordinator will send out an online **Graduate Survey** to each cohort of Alumni six months after their graduation date. The Career & Alumni Services Coordinator will review and share the results at Faculty and PAC meetings

Procedure for PTIB & Regulatory Body Reporting

The Stenberg College Regulatory Compliance Officer (under the direction of the Stenberg College President) is responsible for all PTIB and Regulatory Body reporting and looks after all necessary communication and documentation to ensure that submissions are made in a complete and timely manner.

Procedure for National Examination Results Review

The Director of Education receives and reviews national examination statistics to ensure graduate results are aligned with or above national and/or provincial averages. Results are discussed with relevant program personnel at Faculty Meetings as well as with external stakeholders at Program Advisory Committee (PAC) Meetings. If results indicate the need for program revisions or additional graduate support to prepare for re-writes, these items are brought forward at Faculty and PAC to be addressed / discussed as appropriate.

Procedure for Employer Surveys*

The Career & Alumni Services Coordinator will send out an online **Employer Survey** to all host partners (as per specific program host site list) and recruiters. The Career & Alumni Services Coordinator will review and share the results at Faculty and PAC meetings.

Practice Education – Host Site Surveys

On an annual basis, the program specific Student Placement Administrator conducts an electronic survey or survey via telephone with all relevant host site personnel involved with placements (CNE, preceptors, supervisors, and managers). Results are then compiled and sent for review to the Practice Education Manager, the Industry Relations Manager, and the Career, Alumni and Professional Studies Manager. If immediate attention is required to address items, it is sent to the Director of Practice Education and Industry Relations for review by the Education Team. Salient feedback is also brought forward as appropriate to Faculty and PAC members.

Practice Education – Student Surveys

After each practice education placement, the Office Administrator has students complete a survey to all relevant host site personnel involved in the placement (CNE, preceptors, supervisors and managers). Results are then compiled and sent for review to the Practice Education Manager, the Industry Relations Manager and the Director of Practice Education and Industry Relations. Salient feedback is also brought forward as appropriate to Faculty and PAC meetings.

Based on the action items to improve programs resulting from the program evaluation / review process, in addition to course curriculum, widely published program documents (Program Outline, Program Overview/Website, Program Pricelist, Program Booklist and Program Schedule) may also need to be modified. Changes to publicized documents must be approved by the Director of Education and, as appropriate, other Education Team members, prior to implementation. Accordingly, under the supervision of the Director, program changes will be made and communicated appropriately to ensure smooth implementation. Changes requiring Notification and/or Notification and Consent will be prepared and will be communicated to PTIB with sufficient notice (14 days for Notification only and 12 weeks for Notification and Consent) to ensure that these can be approved prior to implementation. In addition, Student Aid BC will be notified of changes that may impact funding. Program specific accrediting bodies are notified of changes prior to moving forward with implementation of program changes.

A formal program review taking into consideration all qualitative and quantitative feedback on the program will be completed after the first implementation of a new / substantially revised program.

As much as possible, Stenberg College looks to mitigate impact on current students while, at the same time trying to find a way for them to also derive the benefit of positive program changes. If a program change will impact their program in any way, the Director will issue a Memo that will be reviewed with students by the Student Success Coordinator. The Memo, provided with sufficient advanced notice of program changes is intended to clearly outline the changes and to provide a clear and detailed rationale for why the changes have been made.

Quality Assurance and Continuous Improvement Process - Practice Education

Quality Assurance:

Stenberg College assures quality work experiences by employing the following review processes;

1. Monitors submit weekly progress reports to the Practice Education Manager to ensure students are on track for successfully completing the work experience. A success plan, (which may include additional monitoring hours), will be put in place to support any student who is struggling to meet the competency requirements.
2. The Practice Education Manager performs random on-site audits to ensure students and hosts are receiving sufficient support throughout the placement.
3. The Practice Education Manager hosts informal debrief sessions with the students and monitors to receive feedback in relation to the work experiences.
4. Formal written feedback is also collected from students, host site staff, monitors and employers to gain insight into what is working well and where improvements can be made. This feedback is gained through the following surveys:
 - i. End of Placement Student Feedback Surveys
 - ii. End of Placement Host Site Feedback Surveys
 - iii. End of Placement Faculty Feedback Surveys
 - iv. Annual Employer Surveys
 - v. Annual Graduate Surveys

Continuous Improvement Process:

The following process outlines how the above feedback is gathered, reviewed and actioned.

Step One – Provision of Survey

PE Administrators provide Practice Education Host Sites, Faculty and Students with an opportunity to provide their feedback through a survey that is sent to them after each practice education experience. The results of the surveys are summarized and immediately reviewed by the Practice Education Manager and the Industry Relations Manager.

Step Two – Manager's Follow up

Practice Education Manager sends copies of the summarized surveys to each of the assigned faculty. Feedback is discussed and any responses received by the faculty are noted on a hardcopy of the summary which is then placed in the faculty member's employee file. Based on the feedback provided and as necessary, the Practice Education Manager will provide guidance and/or direction to the faculty member. If required, the Practice Education Manager will follow the steps for discipline as outlined in the *Progressive Discipline Process for Faculty*- found in the Faculty Handbook.

PEM follows up with sites if necessary for further clarification and discussion and if necessary act upon any complaint or concern.

Any feedback related to a specific instructor or program outcomes that requires immediate attention is acted upon without delay.



Step Three Annual Feedback and Collection

The Career and Alumni Services Administrator provide Employers and Alumni with an opportunity to provide their feedback through a survey that is sent to them annually. The results of the surveys are summarized and immediately reviewed by the Industry Relations Manager.

Step Three Annual Program Review

The Practice Education Management Team summarizes the results of all surveys and provides a report at the Annual Program Review meeting for each program. Feedback related to curriculum, program design and industry changes or trends are submitted to the Education Team for review and follow up prior to the Annual Program Review meeting as necessary.



Instructor Qualification Requirements for RDPN

- Five years minimum practical experience in area of specialty
- Five years minimum experience in mental health nursing for all online educators
- RPN for all core psychiatric nursing courses (RN with relevant experience acceptable – relevant Bachelor's Degree required, Master's preferred)
- A **bachelor's degree in the assigned academic subject area** is required for instructors teaching general education and other academic courses that are part of a career-training program
- Proof of registration and/or licensing with applicable professional regulatory association is required at the time of recruitment and annual proof is required to remain in good employee standing. Acceptable annual proof is a photocopy of an updated card / certificate to be provided to Campus Reception for filing, (annual fees are the individual professional responsibility of faculty / staff members)
- Evidence provided that instructors/facilitators have current and relevant knowledge, skills and abilities necessary to deliver specific courses within the program. Note: Each faculty member will also be responsible for showing evidence that they have on an annual basis completed a minimum of 144 hours of practice per year that is directly related to the classes, labs or clinical courses that they are delivering; and
- Completion or working towards completion of a Stenberg College recognized Instructor Development Course (Online and/or In Class);
- Certification in on-line teaching, or previous experience in teaching online is preferred, but not required since Stenberg College requires all online or combined delivery faculty to complete a Stenberg College recognized Online Instructor Development Course before course delivery;
- Clear criminal record check;
- Excellent written and communication skills;
- Ability to perform moderate computer functions. Proficient in using email, managing files, recording and reporting grades electronically, and using computer applications including word processors, spreadsheets, internet browsers and web search engines.

COMPETENCIES & SKILLS REQUIRED:

- Excellent written and communication skills;
- Proficient time management skills for supporting students in both asynchronous and synchronous learning environments;
- Proficient in using Microsoft Outlook, Microsoft Excel, Microsoft Word, Internet browsers and web search engines.
- Attentive to detail when managing files, recording and reporting grades electronically
- Completion or working towards the completion of a Stenberg College recognized Instructor Development Course (Online or In Class); and,
- Bondable (i.e. cleared criminal record check)

SPECIAL CONDITIONS OF EMPLOYMENT FOR ONLINE/COMBINED DELIVERY FACULTY:

- Prior to course delivery, successful completion of Stenberg College's Online Instructor Development Course
- Faculty must provide their own hardware (PC or Mac Computer), software (including email), and Internet service. Stenberg College is not responsible for the purchase, upgrade, or maintenance of online instructor's telephone, computer and Internet service.
- Must conduct online live office hours (Hours TBA) - Training to occur during participation in Stenberg College's Online Instructor Development Course.
- Must attend faculty meetings either in person, via conference call, Skype or Adobe Connect – Training to occur during participation in Stenberg College's Online Instructor Development Course.



Instructor Qualification Requirements for RDPN

- Must set up a Skype Account, have a webcam, and headphones (including mic) for Adobe Connect Live Meeting Sessions and Skype Discussions – Training to occur during participation in Stenberg College's Online Instructor Development Course.
- For instructors located in the Lower Mainland, it is strongly recommended that all audio recording is done at the Stenberg College Broadcast/Recording Room. – Training to occur during participation in Stenberg College's Online Instructor Development Course.

VISION 2023 »»»

DRAFT 1
February 1st 2018

Vision 2023

KPU today



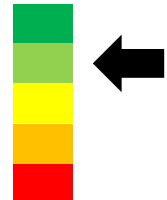
Where thought meets action



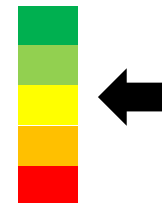
Our starting point

VISION 2023 builds on the progress made on the 3 themes and 9 goals of VISION 2018:

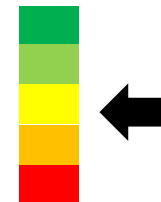
Quality:



Reputation:



Relevance:



The detailed report card is [here](#)



Gleanings

from our discussions within KPU and beyond

Vision 2023 focusses on:

- the **experience** of our students, our employees and our friends
- our **diversity** and **complexity** as a polytechnic university
- the **adaptability** needed to respond to opportunities and disruptions



Vision Architecture

- Mission
 - Our Values and Personality
- Vision 2023
 - Four themes, each with:
 - Goals
 - Significance
 - Metrics and Impact



Mission

*By thinking and acting together,
KPU transforms lives
and empowers positive change*



Values: what we stand for

Integrity

Inclusivity

Excellence

Authenticity



Where thought meets action

Individually and collectively we are:

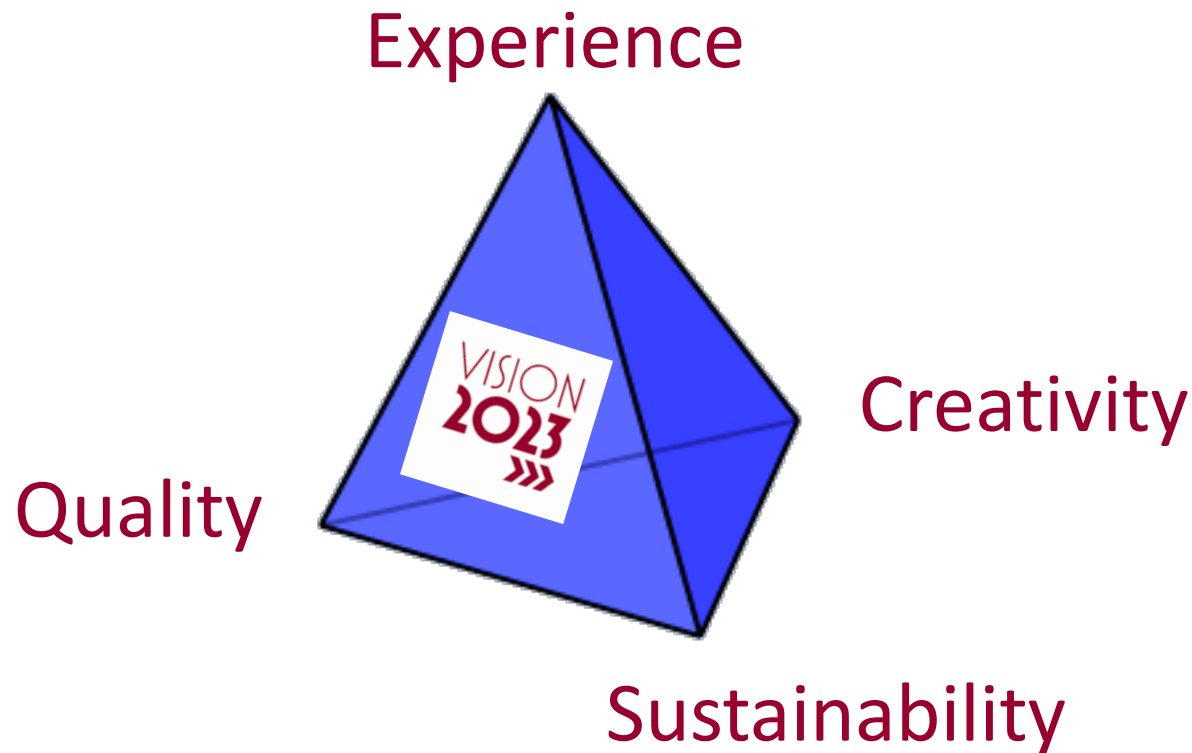
- Engaged
- Resilient
- Smart
- Brave
- Passionate
- Creative
- Enterprising
- Tireless
- Grounded
- Respectful
- Purposeful
- Reflective
- Supportive
- Enlightened



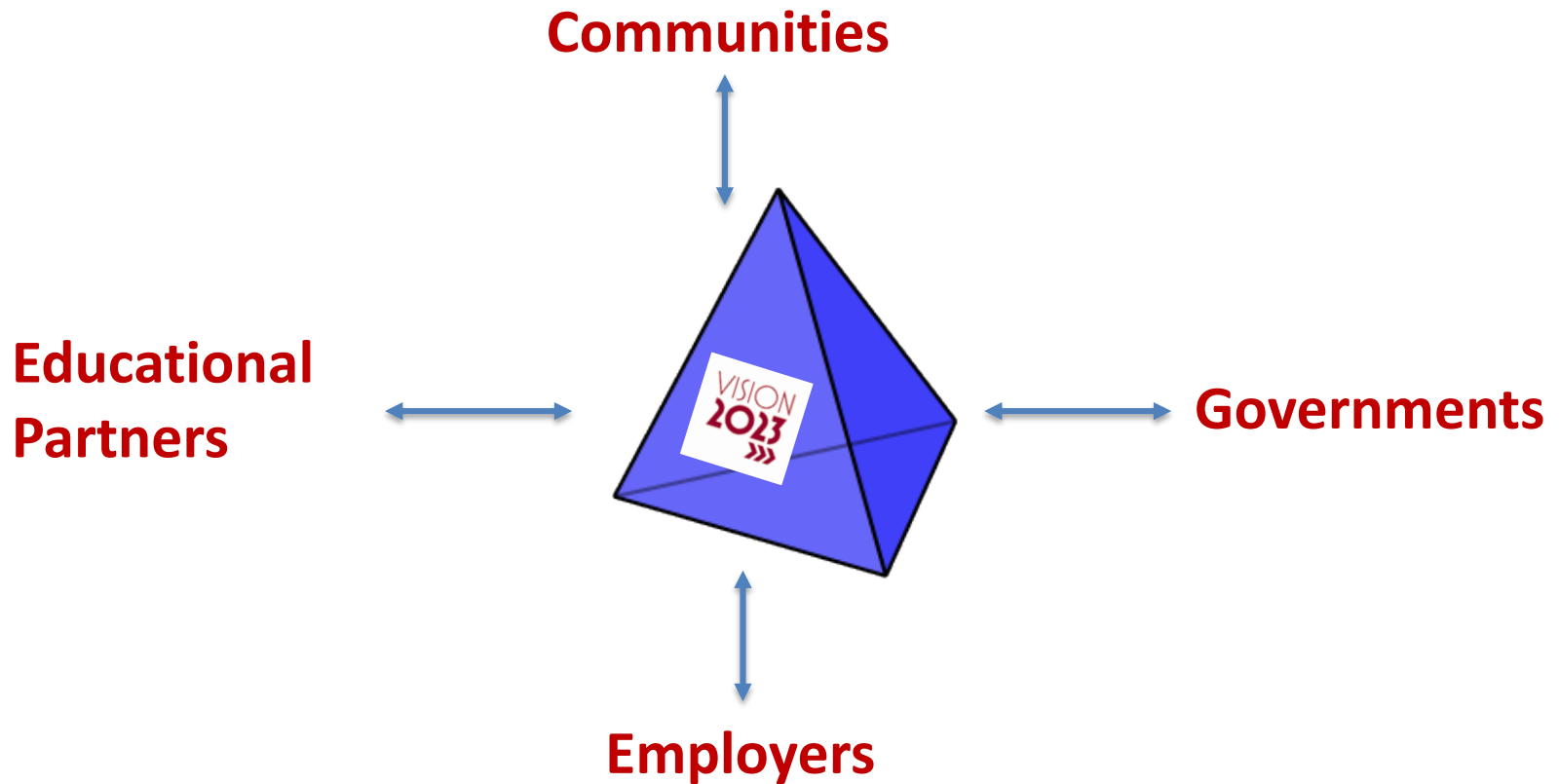
Vision 2023

*KPU is a learning ecosystem
rooted in a culture of
sustainability, creativity and
quality that inspires our
people and our communities*

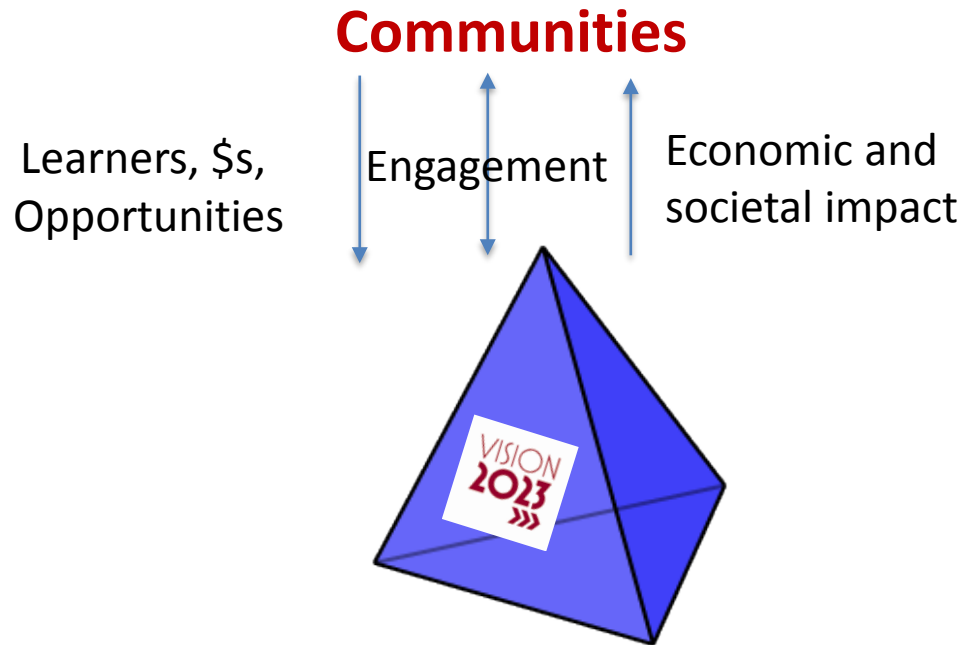
4 interconnected themes



Relationships with other eco-systems



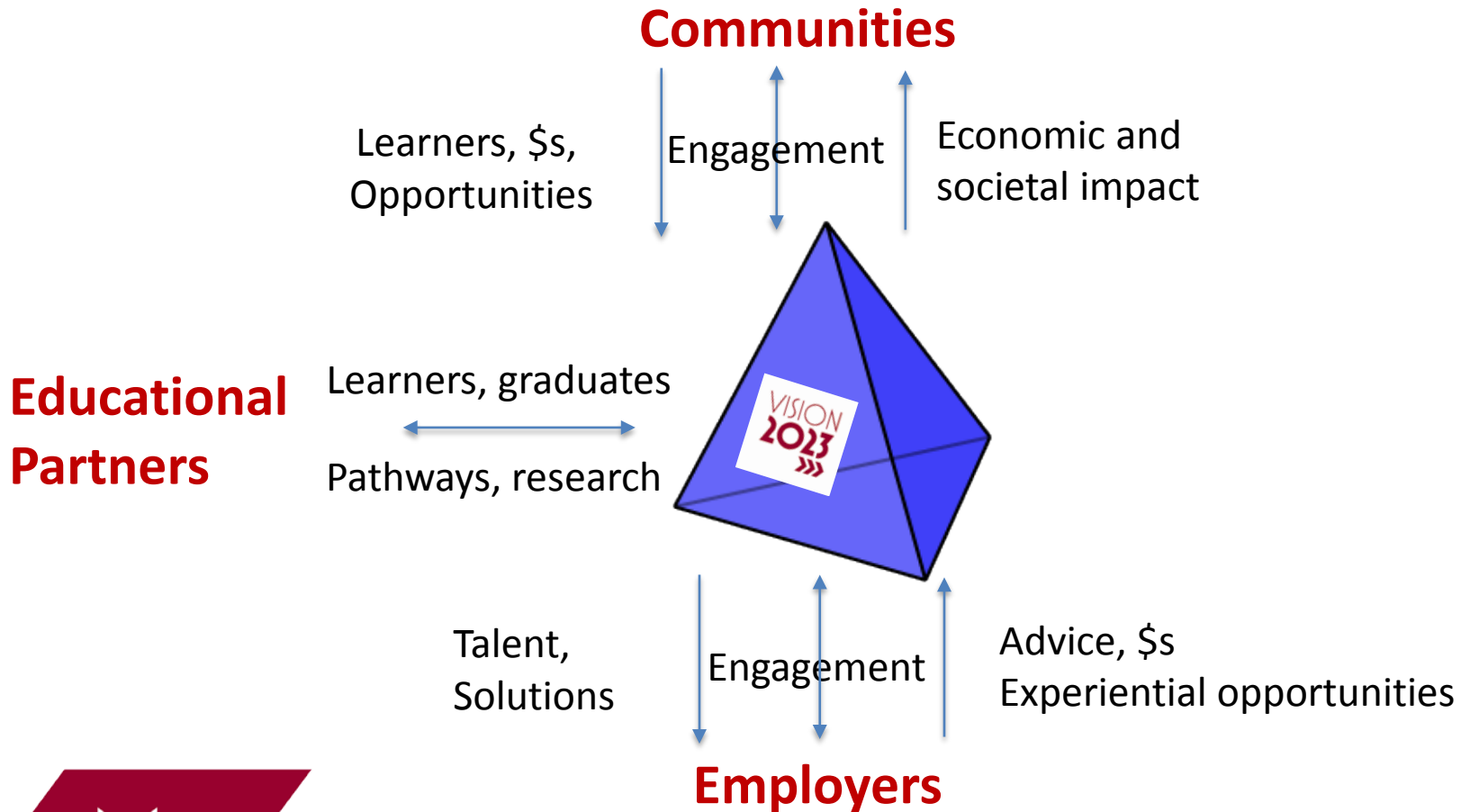
Relationships with other eco-systems



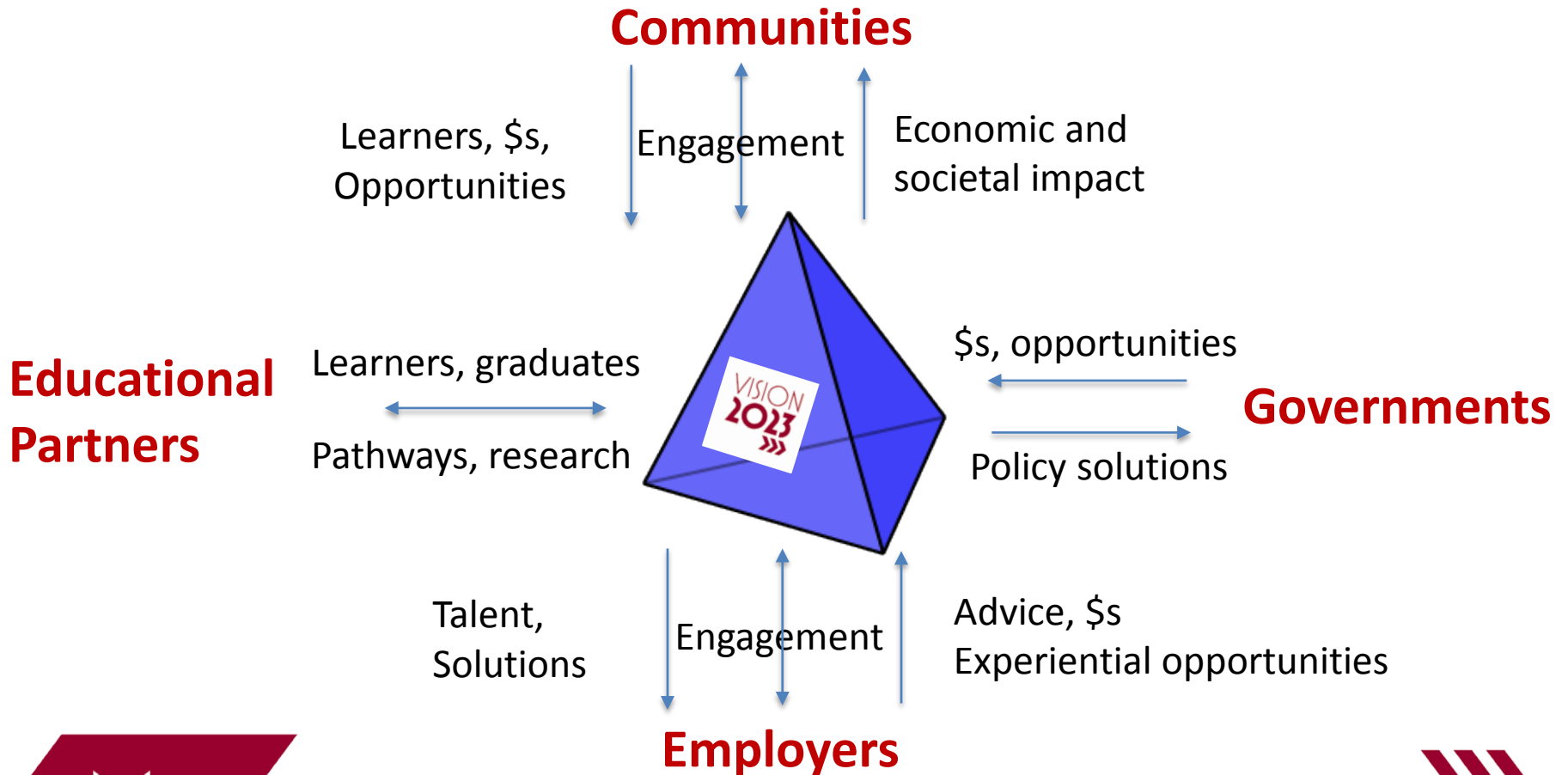
Relationships with other eco-systems



Relationships with other eco-systems



Relationships with other eco-systems



Experience

Students, employees and friends enjoy rich, engaging and supportive educational and working experiences

We will:

- Enrich the experience of our students
- Enhance the experience of our employees
- Delight our partners and friends in their KPU experience



Experience: what this means for KPU

By making the perspectives of students, employees and friends our priority, we will improve their experiences at KPU

KPU will be an inclusive and safe learning and working environment that values, supports, and benefits from the diversity of all its people.



Sustainability

Cultural, social, environmental and institutional sustainability are advanced

We will:

- Embrace all cultures and promote a renewed, authentic approach to Indigenization
- Be recognized externally for our environmental sustainability in our offerings, research and operations
- Integrate planning to ensure our operations are aligned with our resources, thus sustaining quality and institutional health



Sustainability: what this means to KPU

The 2015 Truth and Reconciliation Commission's Call for Action suggests how Indigenous communities and cultures can be sustained. KPU will meet its commitments to this Call. KPU's commitment to environmental sustainability through cross-university engagement and co-ordination will continue, and external validation will be sought.

Integrated planning will ensure that academic offerings and services are aligned with our resources so that quality, financial and institutional stability are sustained.



Creativity

KPU's innovation, research and scholarship benefit society

We will:

- Increase the levels of activity, funding and intensity of research and scholarship
- Increase innovation in teaching, learning and curriculum
- Increase diverse and creative problem-solving across KPU's operations



Creativity: what this means for KPU

KPU links thought to action, appreciating creativity and innovation in all forms, big and small.

KPU will do more to recognize and celebrate the innovation, research and scholarship already underway.

We will invest more in all types of creative activity, both formal and informal, especially in the context of the digital transformation in our society.



Quality

Continuous improvement builds confidence and reputation

We will:

- Successfully complete the BC Quality Assurance Process Audit and act on its recommendations
- Hold each other responsible for our promises and our expectations
- Be accountable to our partners, governments and communities



Quality: what this means to KPU

KPU's mandate is to add value by contributing to the social, economic and cultural life of our region and beyond.

We do this by providing the right mix of offerings and services, and undertaking research and innovation of many types. All of which can be improved through regular cycles of thoughtful and collegial reflection, evaluation and subsequent change.

This attention to continuous improvement is key to building the long term reputation of KPU and thus its ability to attract and retain motivated students and talented employees, and to increase respect within the community.



First steps

- Test these ideas widely
- Establish metrics and impacts for each goal and set targets for 2018/19
- Align the Academic and other planning with Vision 2023

