SENATE STANDING COMMITTEE
ON ACADEMIC PLANNING AND PRIORITIES

Friday, December 7, 2018
9:00 a.m. - 12:00 p.m.
Surrey, Cedar Board Room 2110

AGENDA

SENATE STANDING COMMITTEE ON ACADEMIC PLANNING AND PRIORITIES

MINUTES OF REGULAR MEETING
Friday, November 23, 2018
9:00 a.m. – 12:00 p.m.
Surrey Campus Boardroom, Cedar 2110

SENATE STANDING COMMITTEE ON ACADEMIC PLANNING AND PRIORITIES		
Present: (Quorum: 7 voting members)		**Ex-Officio / Non-voting**
David Florkowski Lincoln Saugstad Carolyn Robertson	Allyson Rozell Peter Warren Tom Westgate Lindsay Wood	David Burns Stephanie Chu Jane Fee (Chair) Sal Ferreras Zena Mitchell Lori McElroy
		Ex-Officio / Voting
		Alan Davis
Regrets:	**Senate Office**	**Guests:**
Steve Cardwell Richelle Hughes Sharon Leitch Xing Liu Ann-Marie McLellan Sholto Scruton	Rita Zamluk, Administrative Assistant	Faith Auton-Cuff Josephine Chan Jon Harding

1. **Call to Order**

   The Chair called the meeting to order at 9:12 a.m.

2. **Approval of Agenda**

   Due to a lack of quorum, the agenda was not approved.

3. **Chair's Report**

   The Chair, Jane Fee, introduced Jon Harding, Vice-President, Finance and Administration. The Chair and Jon Harding, provided an update on development of a theoretical budget model for 2019_2020 to start refining revenue generation data and matching expenses. In response to the Committee's request, Jon Harding provided an overview of the budget development process.

4. **New Business**

   4.1. Policy Review: AC14 *KPU Credential Framework*

   Zena Mitchell opened the discussion by providing background and context. Faith Auton-Cuff provided a history of the policy framework. She updated the Committee on the process of consultation and the feedback received. She discussed total credit and residency requirements for

credentials. Josephine Chan provided an update on the steps to move the policy forward. The current target date for Senate approval is fall 2019 and for implementation is fall 2020.

The Committee discussed Cumulative Grade Point Average (CGPA) requirements for good academic standing and graduation, clarifying approval of substitutions and exceptions, courses that meet the requirement for writing-intensive course, the credits required to complete a degree, ensuring that KPU can deliver the courses needed to meet the requirements, the intent of the post-baccalaureate degree, standardization of credit hours, and the considerations needed when defining a credit.

5. **Adjournment**

Due to a lack of quorum, items 4.2, 4.3 and 4.4 of the agenda were postponed to December 7, 2018.

The meeting adjourned at 10:30 a.m.

SENATE STANDING COMMITTEE ON ACADEMIC PLANNING AND PRIORITIES

Agenda Item: 5.1
Meeting Date: December 7, 2018
Presenter: Zena Mitchell

Agenda Item:	**Policy Review: AR17 *Academic Schedule and Course Timetables***

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

Context & Background:	The Class Scheduling Audit Report produced by Business Performance and Advisory Services (BPAS) earlier this year recommended KPU implement a strategy to better optimize Faculty, room and course offerings. In response it was noted, "*Management recognizes the urgency of adopting an optimized course scheduling regime and the advantages inherent in establishing a framework for optimization.*" The first associated recommendation was the development of a university-wide scheduling policy to serve as a framework for optimizing the use of instructional space. As a result, Policy AR17 has been revised to incorporate the recommendations of the BPAS report, along with a name change to better reflect the revisions: AR17 *Academic Schedule and Course Timetables.* The proposed revised policy and newly drafted procedures are currently posted on the KPU Policy Blog for a 6-week public commenting period from October 19 to November 30, 2018, and are being presented to the Senate Standing Committee on Policy Review for feedback during the public commenting period as per KPU's Policy Protocol (Policy GV2). As per Section 35.2(6)(h) of the *University Act*, this proposed policy and procedures requires approval from the Board, with Senate's advice.
Key Messages:	1. The proposed changes have been designed to better meet student demand while ensuring KPU optimize student access to courses, maximize student choice, and increase the potential for students to create conflict-free course schedules. 2. Context, Purpose and Scope have been broadened to set standards for the creation of the Academic Schedule *and* the associated Course Timetables for all of KPU's instructional cycles, instructional activities and space. 3. The policy and associated procedures are meant to better complement **Policy BP7: *University Space*** so there is a clear distinction that Policy BP7 helps determine how space is allocated and assigned whereas Policy

AR17 helps determine how the assigned space is used for academic purposes.

4. Procedures associated with Course Scheduling and the production of corresponding Course Timetables are now made transparent through this policy, with the aim to bring greater standardization to Scheduling practices across Faculties to ultimately improve space utilization. A variety of standard meeting patterns have been identified in recognition of appropriate pedagogy.

5. The Academic Schedule will be presented to the Senate Standing Committee on Academic Planning and Priorities (SSCAPP) annually, and subsequently reported to Senate and the Board of Governors. This is in alignment with SSCAPP's mandate to advise Senate on the objectives, strategies and academic priorities of the University.

6. Continuing Professional Studies (CPS) and Apprentice Services have been identified as out of scope as they do not provide Senate approved curriculum under the umbrella of KPU's standard timetable production timelines, instructional cycles or standard meeting patterns. The Office of the Registrar is working with these units to develop a separate timetable production schedule that works for their unique scheduling needs.

Implications / Risks:	Lack of a university-wide strategy and policy framework to optimize Faculty, room and course offerings.
Consultations:	The following stakeholders were consulted in the development of draft Policy and Procedures for AR17, *Academic Schedule and Course Timetables*: • Polytechnic University Executive (PUE) • Provost & Vice President Academic • Deans Council • Associate Deans • Office of the Registrar (Associate Registrars and Scheduling unit) • Director, University Space Administration • Timetable Advisory Committee
Attachments:	1. Draft Policy AR17 *Academic Schedule and Course Timetables* 2. Draft Procedure AR17 *Academic Schedule and Course Timetables* 3. Policy Timeline AR17 *Academic Schedule and Course Timetables* 4. Draft Policy AR17 *Academic Schedule and Course Timetables*: SSC on Policy Review Discussion November 7 2018
Submitted by:	*Zena Mitchell, University Registrar*
Date submitted:	*October 30, 2018*

Policy History	
Policy No.	
AR17	
Approving Jurisdiction:	
Board of Governors, with Senate advice	
Administrative Responsibility:	
Provost and Vice President Academic	
Effective Date:	

Academic Schedule and Course Timetables Policy

A. CONTEXT AND PURPOSE

The purpose of this policy is to assist in the establishment of an Academic Schedule that meets the educational programming priorities of Kwantlen Polytechnic University (KPU). The Academic Schedule serves as the framework for course timetabling and scheduling of Senate-approved instructional activities. Both the Academic Schedule and the Course Timetable will maximize the utilization of campus space and provide students with the ability to complete their studies in a timely fashion.

The *University Act* Section 35.2(6)(h) states that '*The senate of a special purpose teaching university must advise the board, and the board must seek advice from the senate, on the development of educational policy for the setting of the academic schedule.*'

B. SCOPE AND LIMITS

1. KPU has three distinct instructional cycles:
    a. standard terms,
    b. fixed-terms, and
    c. continuous intake studies.

2. This policy sets standards for the creation of the Academic Schedule and the associated Course Timetables for all three instructional cycles, instructional activities and space.

3. University instructional activities include KPU's Senate-approved course offerings at all academic levels.

4. Scheduling of space for Continuing / Professional Studies, Apprenticeship offerings, non-instructional activities and campus events is outside the scope of this policy.

C. STATEMENT OF POLICY PRINCIPLES

1. Classes will be scheduled to optimize student access to courses so they are able to complete their studies in a timely fashion.

2. Classes will be scheduled to maximize student choice while minimizing individual schedule conflicts.

3. Classes will be scheduled to make the best possible use of teaching facilities and resources, which reflect student demand. Spaces utilized for instructional activities will therefore be assigned on the basis of room capacity, resource requirements and room characteristics.

4. The University will establish multiple standard meeting patterns in recognition of appropriate pedagogy.

5. When establishing Course Timetables, the University will endeavor to provide all instructional faculty the ability to engage in teaching, scholarly activity and service.

6. Decisions about Course Timetables are based on ongoing assessment and evaluation of space utilization.

D. DEFINITIONS

Refer to Section A in the related Procedures document for definitions which will enhance the reader's interpretation of this Policy.

E. RELATED POLICIES & LEGISLATION

University Act Section 35.2(6)(h)
Policy BP7 *University Space*

F. RELATED PROCEDURES

Refer to Procedure AR17 *Academic Schedule and Course Timetables.*

Policy History	
Policy No.	
AR17	
Approving Jurisdiction:	
Board of Governors, with Senate advice	
Administrative Responsibility:	
Provost and Vice President Academic	
Effective Date:	

Academic Schedule and Course Timetables Procedure

A. DEFINITIONS

1. **Academic Schedule:**   The major dates and deadlines associated within the academic year.

2. **Course Timetables:**   The lists of Senate-approved courses and the times they are offered in a particular instructional cycle.

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

4. **Instructional Activities:**   Classes, lectures, laboratories, tutorials, seminars, studios, examinations, clinicals, simulation labs, theory, mentorship, supervised practice, and praxis.

5. **Instructional Days:**   Monday to Saturday inclusive.

6. **Instructional Cycles:**   The period during which instructional activities occur. There are three instructional cycles at KPU:

    a. Standard Term
       i. Instructional activities delivered during a standard term. At KPU, standard terms are defined as Fall (September-December), Spring (January - April) and Summer (May - August). The standard terms also include intersessions. Each intersession is half the length of the full standard term.

    b. Fixed Term
       i. Instructional activities delivered with a fixed start date and end date that are typically different from standard term-based dates.

    c. Continuous Intake Studies
       i. Instructional activities that utilize rolling admission/registration whereby each student starts and ends courses on an individual basis. Continuous intake offerings have a limited number of seats that are filled as space becomes available.

| 7. | **Instructional Hours:** | Monday through Friday 7:00am to 10:00pm and Saturday 8:30am to 7:00pm. |

		a. **Daytime Hours:** 7:00am to 4:00pm.
		b. **Evening Hours:** 4:00pm to 10:00pm.
		c. **Peak Hours**: 10:00am to 2:30pm.

8.	**Room Regions:**	Rooms that may be assigned to particular Faculty for the purpose of establishing Course Timetables.
9.	**Standard Meeting Pattern:**	The weekly pattern for the scheduling of a course. This will include the time blocks along with the frequency of meeting times in a given week.
10.	**Student:**	An individual who is registered in credit courses or has commenced studies in non-credit courses and has maintained his/her eligibility to register.
11.	**Instructional Space:**	Space used for instructional activities.
12.	**Service Course:**	A course required for programs that doesn't reside in the program's Department and/or Faculty.

B. PROCEDURES

1. Academic Schedule

a. The Academic Schedule will be produced by the Office of the Registrar.

b. Standard terms are established as 13 instructional weeks in duration, plus the formal final examination period. The number of instructional days of the week (Monday to Saturday, inclusive) will be maximized at 13 per term where possible.

c. A non-instructional day each January will precede the start of the Spring term for Student Orientation activities.

d. The impact of statutory holidays will be considered when establishing the length of the term.

e. When a statutory holiday falls on a weekend, the following work day is observed as the statutory holiday. As such, observing Labour Day, Thanksgiving and Remembrance Day on a Monday will result in a fall term with 11 instructional Mondays. Observing Victoria Day, Canada Day and BC Day on a Monday will result in a summer term with 11 instructional Mondays.

f. Voluntary withdrawal dates will be consistently established at 66% of the way into the instructional cycle.

g. A reading break does not reduce the number of weeks within a term. The Spring reading break will align with BC Family Day to minimize the loss of instructional Mondays.

h. The Academic Schedule will be published for the upcoming and subsequent academic year.

i. The Academic Schedule will be presented each September to the Senate Standing Committee on Academic Planning and Priorities and subsequently reported to Senate and the Board of Governors.

2. **Final Exams / Assessments**

   a. A formal final examination / assessment period will be scheduled at the end of each instructional cycle and is the only time at which final examinations / assessments may be scheduled.

   b. The scheduling of final examinations / assessments is centrally managed by the Scheduling unit within the Office of the Registrar. Faculties and/or instructors may not schedule their own final examinations / assessments or change the days / time / rooms of their examinations / assessments as posted.

   c. Standard final examination / assessment meeting patterns are established through this policy.

   d. Faculty requests for final examinations / assessments will accompany the submission of the Course Timetable for that instructional cycle.

   e. Final examination / assessment dates will be published in the online Course Timetable.

   f. The final examination / assessment period for academic term-based courses will be scheduled to start after a one instructional day break between the last scheduled day of classes and the start of the final examination / assessment period and will run for eight instructional days. The final examination / assessment period for non-term-based programs or courses will be scheduled according to program requirements.

   g. Final examinations / assessments for classes offered in the daytime will normally be scheduled during the day from Monday to Saturday and evenings from Monday to Friday.

   h. Final examinations / assessments for evening classes will, where possible, be scheduled on the same night that the class is held.

3. **Rescheduling of Final Exams / Assessments**

   If there is a campus-wide cancellation of final examinations / assessments, the cancellation will be communicated to affected students and faculty via KPU-issued email. Notices will be placed on the KPU website homepage and through official KPU social media channels.

   a. The Provost and Vice President Academic will confirm any rescheduling with the University Registrar and notify the Deans' offices. The Office of the Registrar will notify affected students and faculty.

   b. The University Registrar will delay the end-of-term and academic standing process and the release of final grades, if necessary.

   c. Final examinations / assessments will be rescheduled as follows:

      i. If an entire day of final examinations / assessments is to be rescheduled, that day will be moved to the end of the examination / assessment period. If necessary, the examination / assessment period will be extended by one day.

      ii. If a 3 hour block of final examinations / assessments is to be rescheduled, the portion of the day to be rescheduled will be added to the last day of the

examination / assessment period, or if space does not permit, the examination / assessment period will be extended by one day.

    iii. If two or more days of final examinations / assessments are to be rescheduled, they will be moved to the end of the examination / assessment period in the same sequence as originally scheduled.

  d. Students with pre-scheduled travel plans should contact their course instructor for approval to make alternate examination / assessment arrangements. Proof of travel will be required. All other students are expected to attend their rescheduled examination(s) / assessment(s) on the rescheduled date. Students, who received approval to not attend the rescheduled examination / assessment will be assigned an Incomplete (I) grade for the course until the final grade can be submitted.

4. Allocation and Assignment of Space

  a. Allocation of University Space

    i. The Office of University Space Administration, operating under the authority of the Vice President Finance and Administration, is responsible for strategic space planning related to the allocation and reallocation of university space in consultation with the Provost and Vice President Academic.

  b. Assignment of Instructional Space

    i. The assignment of instructional space is centrally managed by the Scheduling unit within the Office of the Registrar, based upon the allocation of space as determined by the Office of University Space Administration.

    ii. A course that is not using its assigned room to its capacity may be reassigned to a smaller room by the Scheduling unit.

    iii. A Faculty's allocated room region(s) are given first priority to the Faculty to schedule their instructional activities.

    iv. Unassigned instructional space within a region reverts to the Scheduling unit in order to maximize its use for instructional activities.

    v. Any unassigned instructional space that remains available after completion of timetabling for the term reverts to Facilities Services to allow for room bookings of non-instructional activities.

5. Course Timetable

  a. Courses that have not received Senate approval will not be scheduled as part of Course Timetables.

  b. Course Timetables will be established and published by the Office of the Registrar based on the University's standard meeting patterns.

  c. Courses and Final examinations will be held at times and locations noted in the Course Timetable.

  d. The Course Timetable will be published prior to the start of registration for each instructional cycle.

e. The Office of the Registrar will produce an annual Timetable Production Schedule to aid academic units in the timely establishment of the Course Timetable.

f. Every effort will be made to equally distribute classes across all days of the week.

g. No more than 60% of a Faculty's instructional activities should be scheduled during peak times.

h. The Office of the Registrar may require that departments change the times of classes as room scheduling complexities warrant.

i. Changes to the Course Timetable after the publication must be kept to a minimum to provide certainty to students. After the schedule is published, all schedule changes, including section cancellations, must be approved by the appropriate Dean or designate.

6. **Section Reserves and Restrictions**

   a. Section Reserves
   Section reserves are temporary registration limitations placed on designated sections. Reserved capacities are approved by both the department and Office of the Registrar. Reserves are used to manage enrolment to ensure specific groups of students are given registration access for a specific period of time during the registration cycle for the term.

      i. Reserves are used to assist with enrolment management and can be added or removed throughout the registration period.

      ii. Reserves must be established prior to the publication of the Course Timetable.

      iii. Reserve information must be provided to the Scheduling unit no later than three weeks in advance of the formal registration period.

      iv. Reserve removal dates are chosen from a list of predetermined dates established by the Scheduling unit and must be selected no later than three weeks in advance to the formal registration period. A request for a removal date not on the list would need to be approved by the Scheduling unit.

      v. If there are multiple reserves on a section, only one removal date is allowed for the group of reserves.

      vi. Reserves cannot be overridden for students who do not meet the reserve criteria.

      vii. A waitlist can be set up for students who do not meet the reserve criteria; those students on the waitlist will get first priority for open seats once the reserves are removed.

   b. Section Restrictions
   Section restrictions are limitations placed on designated sections for the duration of the registration cycle for the term. Examples include restrictions for students in particular programs, students who have declared, students in a particular field of study (e.g. majors or minors).

      i. Restrictions are pedagogical and cannot be removed for enrolment purposes.

ii. Restriction information must be provided to the Scheduling unit no later than three weeks in advance to the formal registration period.

iii. Restrictions can be overridden on a student by student basis.

7. Standard Meeting Patterns

a. Standard meeting patterns are established through this policy. KPU's standard meeting patterns are as follows:

i. <u>Full-term Patterns:</u>

- One-and-a-half hour time blocks, offered as:
  a) 1.5 hours, twice per week as follows: Mon/Wed, or Tues/Thurs, or Wed/Fri
  b) 1.5 hour duration classes will start at 7:00, 8:30, 10:00, 11:30, 13:00, 14:30, 16:00, 17:30, 19:00 or 20:30

- Two hour time blocks, offered as:
  a) 2 hours, twice per week as follows: Mon/Wed, or Tues/Thurs, or Wed/Fri
  b) 2 hour duration classes will start at 8:00, 10:00, 12:00, 14:00, 16:00,18:00 or 20:00

- Three hour time blocks, offered as:
  a) 3 hours, once per week
  b) 3 hour duration classes will start at 7:00, 10:00, 13:00, 16:00 or 19:00
  c) Three hour classes on Mondays will be minimized, due to the frequent occurrence of statutory holidays.

- Four hour time blocks, offered as:
  a) 4 hours, once per week
  b) 4 hour duration classes will start at 8:00, 10:00, 12:00, 14:00, 16:00 or 18:00

- Six hour time blocks, offered as:
  a) 6 hours, once per week, or
  b) 6 hours bi-weekly
  c) 6 hour duration classes will start at 7:00, 10:00, 13:00 or 16:00
  d) Six hour classes on Mondays will be minimized, due to the frequent occurrence of statutory holidays.

ii. <u>Intersession Patterns:</u>

- One-and-a-half hour time blocks, offered as:
  a) 1.5 hours, four times per week as follows: Tues/Wed/Thurs/Fri
  b) 1.5 hour duration classes will start at 7:00, 8:30, 10:00, 11:30, 13:00, 14:30, 16:00, 17:30, 19:00 or 20:30

- Two hour time blocks, offered as:
  a) 2 hours, four times per week as follows: : Tues/Wed/Thurs/Fri

b) 2 hour duration classes will start at 8:00, 10:00, 12:00, 14:00, 16:00, 18:00, 20:00

- Three hour time blocks, offered as:
    a) 3 hours, twice per week as follows: Mon/Wed, or Tues/Thurs, or Wed/Fri
    b) 3 hour duration classes will start at 7:00, 10:00, 13:00, 16:00 or 19:00
    c) Three hour classes on Mondays will be minimized, due to the frequent occurrence of statutory holidays.

    iii. <u>Fixed-term Patterns:</u>
- Trades instructional activities scheduled on a fixed term instructional cycle are established on a program-by-program basis, based on the length and delivery requirements of the program.

    iv. <u>Meeting patterns for purpose-built spaces:</u>
- Instructional activities scheduled in purpose-built spaces (such as labs, studios, trades workshops, etc.) may establish meeting times outside of the patterns listed above, in accordance with pedagogical needs. Such purpose-built spaces must be identified within KPU's scheduling software rooming inventory.

b. Exceptions to the use of standard meeting patterns will only be made upon approval of the Provost and Vice President Academic or designate. The Scheduling unit will provide guidance as to where exceptions could best be accommodated in the Course Timetable.

8. Responsibility of Academic Units

a. Academic units have the responsibility to:

    i. Provide a term of course offerings to the Office of the Registrar in accordance with the published Timetable Production Schedule.

    ii. Initiate service course requests with relevant department two weeks prior to the deadline for submission of the term's course offerings to the Office of the Registrar.

9. Accommodations and/or Modifications to Instructional Spaces

a. Instructional employees with a verified accommodation who require modification or reallocation of space may liaise with the Dean's office to:

    i. Work with Human Resources to identify an appropriate room to modify within a Faculty's assigned region of rooms.

    ii. Engage Facilities and Information Technology regarding requirements for accommodation modifications. Facilities and IT will implement the required modifications to the room.

    iii. Inform the Scheduling unit to ensure the scheduling software maintains an inventory of temporary and/or permanent instructional space modifications.

The Dean's office may request that Scheduling create a rule within the software that pairs the instructional employee with the modified room on an ongoing basis.

b. In cases where courses are moved to accommodate classroom maintenance or upgrades, every effort will be made to find a suitable replacement space.
Class scheduling will not accommodate requests submitted in order to allow external teaching opportunities for said faculty members. This will apply to all NR1, NR2 or full time and part time regularized faculty.

C. RELATED POLICY

Refer to Policy AR17 *Academic Schedule and Course Timetables Policy.*

Policy Sponsor: Provost & Vice President Academic
Approving Jurisdiction: Board of Governors, with Senate advice
Policy Developers: Zena Mitchell, University Registrar

	Step(s)	Action(s)	Date(s)	Submission Deadline
1	Provost (Policy Sponsor)	Seek endorsement from the Provost to proceed to 6-week public posting.	**September 2018**	
		• PUE	**October 17, 2018**	*October 11, 2018*
2	6-week public posting period	Post finalized draft policy and procedures on the KPU Policy Blog for a 6-week public commenting period.	**October 19 – November 30, 2018**	
		• To SSC on Policy Review for discussion/feedback.	*November 7, 2018*	*October 31, 2018*
		• To SSC on Academic Planning & Priorities for discussion/feedback	*November 23, 2018*	*November 9, 2018*
3	Review feedback and finalize drafts	Review and respond to all posted public comments (if any), finalize draft policy and procedures.	**November 30 – December 7, 2018**	
4	Provost (Policy Sponsor)	Seek endorsement from the Provost to proceed to approval process.	**December 10 – December 21, 2018**	
		• PUE	**January 16, 2019**	*January 9, 2019*
5	Senate Standing Committee on Policy Review	For endorsement and recommendation to Senate.	**February 6, 2019**	*January 30, 2019*
		• To SSC on Academic Planning & Priorities for information	*February 8, 2019*	*January 25, 2019*
6	Senate	For endorsement and recommendation to the Board.	**February 25, 2019**	*February 15, 2019*
7	Board Governance Committee	For recommendation to the Board.	**May 1, 2019**	*April 18, 2019*
8	Board of Governors	For final approval.	**May 22, 2019**	*May 10, 2019*

The following is a summary of the Senate Standing Committee on Policy Review's discussion of the draft policy revisions.

Policy intention
- Provide students more options for course offerings and conflict free schedules
- Increase transparency of the University's timetabling process
- Create more capacity for course offerings across our campuses
- Increase course options for mature students by introducing early morning classes
- Ensure compliance with the Board of Governor's requirement that KPU "*Develop a university-wide Scheduling policy to serve as a framework for optimizing the use of instructional space*

Consultation
Consultations are actively occurring until the end of the posting period (November 30). The policy blog is important in soliciting *student and faculty* feedback. In addition to those who have already been consulted, the SSC Policy Review and SSCAPP will be asked to provide feedback during the consultation phase. The KFA and KSA have also been advised of the policy revisions and each of the Faculty Councils have been invited to discuss/provide feedback at their upcoming meetings.

What's New
Policy AR 17's Procedures create transparency around how timetables are currently established across the University. There are four new changes being proposed, as follows:
1. A proposed 7am start time for classes.
   Goal: increase options for students.
2. Courses may be assigned smaller rooms based on historical capacity data.
   Goal: better utilization of classroom spaces.
3. No more than 60% of a Faculty's instructional activities should be scheduled during peak times. This refers to Faculty as a whole (not individual faculty members).
   Goal: Create timetables that increase student access to more course options and conflict-free timetables.
4. As an essential component of our growing student enrolments, time blocks during which courses will be scheduled throughout the day have been standardized.
   Goal: (1) better utilizes classroom space, (2) offer conflict free options for students taking courses across Faculties, (3) establish a timetable rubric as part of KPU's scheduling software implementation, (4) ease the administrative burden of course scheduling in the Dean's offices.

Student Data
The option for departments to offer 7am classes would be a way to extend current offerings in response to data reviewed as part of KPU's Fall 2017 student satisfaction surveys. Survey results indicate:
- A greater percentage of students *prefer morning classes over evening classes*:
  - 46% prefer 8-10am; 41% prefer 6-9pm; 33% prefer 7-10pm
    Note: surveys were conducted prior to the idea of potentially introducing 7am classes therefore data regarding 7am start time preferences is not currently available.
- Students do not have access to enough courses to facilitate timely graduation: 35% of students were unable to register in classes they needed (75% due to full sections and 50% due to timetable conflicts).
- KPU's student demographics indicate nearly 2,000 of our student body are above the age of 30. These are working professionals, parents, and mature learners for whom KPU would like to explore the option of early morning course options to better fit the personal / professional lifestyles of our growing mature student population.

Support Services
Discussions about the necessary additional supports that would be required if KPU were to move to a 7am start time have been taking place and there is support to extend service offerings if 7am classes were to be adopted.

SENATE STANDING COMMITTEE ON ACADEMIC PLANNING AND PRIORITIES

Agenda Item: 5.2
Meeting Date: December 7, 2018
Presenter: Stephanie Howes

Agenda Item:	**Establishment of a New Post-Baccalaureate Department**

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

Recommended Resolution:	**THAT the Senate Standing Committee on Academic Planning and Priorities recommends that Senate recommends that the Board of Governors approves the establishment of a new department: Technical Management & Services and Operations & Supply Chain Management by January 1, 2019.**

Senate Standing Committee Report:	For Senate Office Use Only
Context & Background:	As outlined in Policy GV9, Establishment and/or Discontinuance of Faculties and Departments, we are following the required consultative process. We have presented our recommendations to the School of Business (SoB) Faculty Council and have secured support for the development of a new Post-Baccalaureate department for the Post-Baccalaureate Diplomas in Operations & Supply Chain Management (OSCM) & Technical Management & Services (TMAS). Since Fall of 2017 the SoB has been offering Post-Baccalaureate programs; one in Technical Management & Services and Operations & Supply Chain Management. One of the SoB's Associate Dean's has been responsible for all administrative responsibilities for the delivery of these two programs. This includes developing the course schedule, hiring of faculty, on-boarding of faculty, orientation sessions for students and working closely with advising staff. The establishment of a formal department will provide the opportunity to elect a program Chair with a .50% course release to manage the appropriate administration of these two programs. The release would follow the guidelines as stated in the collective agreement.
Key Messages:	1. Establishment of a new department would improve the overall operations of the two Post-Baccalaureate programs. 2. Would follow the standard practice of other KPU academic departments

3. Will improve the student experience.

Resource Requirements:	50% faculty release for Chair starting January 2019.
Implications / Risks:	We do not anticipate any risks from the development of the Post-Baccalaureate department.
Consultations:	1. Vice President Academic 2. Faculty members teaching in the programs 3. School of Business Faculty Council
Attachments:	1. Decision Note with VP Academic & Provost approval 2. 5 year budget projection 3. Overview
Submitted by:	*Stephanie Howes*
Date submitted:	*November 2, 2018*

Decision/Information Note

Date submitted: *September 28th, 2018*
Submitted by: *Stephanie Howes*
Submitted to: *Sal Ferreras*
File Number: *N/A*
Confidentiality Rating: *Medium*

Purpose:	☒Decision Note
	☐Information Note

Topic **Establishment of a new department in the School of Business**

Context and Background:

The School of Business, proposes the establishment of a new department: Operations and Supply Chain (OSCM) and Technical Management (TMAS) Post Baccalaureate programs of a Target Date of January 31, 2019 to address efficiency and alignment with KPU Policy GV9 B-4(a).

The above-mentioned two new Post Baccalaureate programs were deployed in the Fall of 2017. The two programs have been running for four semesters now with three different intakes. The last intake was in the Fall of 2018.

The present Associate Dean of Business has been administratively responsible for coordinating the programs. Including regular chair responsibilities such as overseeing TMAS and OSCM faculty meetings, faculty scheduling and course scheduling, coordinating use of textbooks, on-boarding of new faculty on a one to one basis, coordinating orirentation sessions for students and working closely with advisors.

The hiring/vetting of faculty process to date has been that the Dean's Office will call for expressions of interest for teaching in the respective courses/programs. The Dean has been assigning faculty to courses without an official search committee.

The creation of a department will enable the programs to elect a Chair at a release of 50% for OSCM and TMAS. This additional time release would recognize the collective agreement provision for faculty time release for the program chair responsibilities assumed by the Dean's office presently. The original Full Program Proposal and Budget for all post baccalaureate programs included budget lines for coordination/chair.

Discussion:

As per Policy No. GV9 Procedure B-4(b), should the preliminary proposal be mutually agreed upon by the Provost VP Academic and the Interim- Dean, School of Business, the proposal will be presented at the School of Business Faculty Council for further consultation prior to submitting officially to the Senate Standing Committee on Academic Planning and Priorities for approval {see Policy No. AV9 Procedure B-4 (c)}.

The creation of the OSCM and TMAS department is necessary in order to vet faculty appropriately, assign members of the department to Curriculum Committee, and ensure representation at the SoB Chairs meetings as well as Faculty Council. The programs will benefit both from nurturing an academic culture led by academic administrators and a return to the original proposed structural leadership of the programs.

Resource Requirements: *50% faculty release for Chair starting January 2019.*

Implications / Risks: *At this point we do not anticipate the establishment of a Post-Baccalaureate department will have any registration implications for students in the School of Business*

Recommendation:	*That KPU establish a new department: Technical Management and Services and Operations Supply Management by January 1, 2019 including funding for Chair release position.*

Decision needed by: *October 22, 2018*

Response:	*The Provost has reviewed the decision note regarding the establishment of a department of Technical Management and Operations and Supply Management by January 1, 2019 including funding for Chair release position. This approval will allow this proposal to be brought to the School of Business Faculty Council meeting of October 15, 2018 for their consideration.*
	Dr. Sal Ferreras
Date:	*October 3, 2018*

Attachments:
[GV9: Establishment and/or Discontinuance of Faculties and Departments Procedures](#)

Row Labels	Number of Sections Offered	Number of Students
201730	**10**	**123**
ACCT	2	14
BUSM	6	80
OSCM	1	11
TMAS	1	18
201810	**18**	**301**
ACCT	5	57
BUSM	7	114
OSCM	3	47
TMAS	3	83
201820	**15**	**270**
ACCT	8	88
BUSM	2	72
OSCM	2	45
TMAS	3	65
201830	**22**	**502**
ACCT	8	151
BUSM	6	153
OSCM	4	83
TMAS	4	115
Grand Total	**65**	**1196**

	FY2018/19	FY2019/20	FY2020/21	FY2021/22	FY2022/23
Headcount:					
Domestic	5	10	21	35	55
International	120	152	180	215	240
Total	125	162	201	250	295
Tuition Rates					
Domestic	$ 357.00	$ 364.14	$ 371.42	$ 378.85	$ 386.43
International	$ 615.12	$ 627.42	$ 639.97	$ 652.77	$ 665.83
Average number of credits per year	18	18	18	18	18
Sections Required	38	39	44	50	59
Revenues:					
Domestic	$ 32,130	$ 65,545	$ 140,397	$ 238,676	$ 382,566
International	$ 1,328,659	$ 1,716,621	$ 2,073,503	$ 2,526,220	$ 2,876,386
Total Revenue	$ 1,360,789	$ 1,782,166	$ 2,213,900	$ 2,764,895	$ 3,258,951
Expenses:					
Faculty Cost	$ 302,575	$ 310,538	$ 350,350	$ 398,125	$ 469,788
Program Coordinator Release	$ 46,850	$ 46,850	$ 46,850	$ 46,850	$ 46,850
Marketing	$ 60,000	$ 60,000	$ 60,000	$ 60,000	$ 60,000
Orientation	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 10,000
Student & Admin Support	$ 113,246	$ 113,246	$ 138,846	$ 138,846	$ 167,109
Instructional Material	$ 10,000	$ 10,000	$ 15,000	$ 15,000	$ 20,000
	$ 542,671	$ 550,634	$ 621,046	$ 668,821	$ 773,746
40% Overhead (Based on Revenue)	$ 544,316	$ 712,867	$ 885,560	$ 1,105,958	$ 1,303,581
Total Expenses	$ 1,086,987	$ 1,263,500	$ 1,506,606	$ 1,774,780	$ 2,077,327
Contribution	**$ 273,802**	**$ 518,666**	**$ 707,293**	**$ 990,116**	**$ 1,181,624**

Establishment and/or Discontinuance of Faculties and Departments - Procedure Overview

4. Establishment of a Department

c. The Senate Standing Committee on Academic Planning and Priorities is responsible for reviewing the proposal. The proposal must include the following:

 i. **Faculty to which the proposed new Department will belong**

 School of Business

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

 The Operations and Supply Chain Management and Technical Management department (OSCM/TMAS) will not be housing any other academic services at this time.

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

 The creation of the OSCM/TMAS department is necessary in order to run the said mentioned programs appropriately as well as to vet faculty in a manner aligned with the collective agreement and in order to assign members of the Department to Curriculum Committee, and ensure representation at the School of Business chair meetings as well as faculty council.

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

 It has been determined the merger will have no impact on students and/or delivery of courses. The course acronyms will remain the same for the respective courses. Course acronyms:

 v. **Proposed effective date for the new Department**

 Target date of January 31, 2019

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

 Please see attached document - Post Bacc 5 year projection

SENATE STANDING COMMITTEE ON ACADEMIC PLANNING AND PRIORITIES

Agenda Item: 5.3
Meeting Date: December 7, 2018
Presenter: Stephanie Howes

Agenda Item:	**Establishment of a New Department**

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

Recommended Resolution:	**THAT the Senate Standing Committee on Academic Planning and Priorities recommends that Senate recommends that the Board of Governors approves the creation of a new academic department called Applied Communications and Public Relations effective January 31, 2019.**

Senate Standing Committee Report:	For Senate Office Use Only

Context & Background:	PR program completed an internal review and a key recommendation of the Quality Assurance Plan is to change from a cohort only model to an open enrolment model. The open registration model is consistent with most other School of Business (SoB) programs. Furthermore, combining the Public Relations program with the Applied Communications department provides improved course access for students and unique short and long-term programming opportunities which will benefit students and meet the current industry standards. As outlined in Policy GV9, *Establishment and/or Discontinuance of Faculties and Departments*, we are following the required consultative process. In addition to meeting with both departments (see attachments 1 and 2) and securing approval of the SoB's Faculty Council we are presenting our recommendation to amalgamate the two departments to broader University governing bodies including Senate Standing Committees and Senate.

Key Messages:	1. Combining the departments will provide improved access to courses for students. 2. Create unique programming opportunities for faculty to work together. 3. Both students and the departments will benefit from scheduling efficiencies.

Resource Requirements: No additional resources are required for the creation of this department. The current 25% course release for the PR Coordinator position will transition to the current Applied CMNS, Chair position after curricular changes are completed for the PR Program. The Chair position would then be at a 50% release and would oversee scheduling/chair responsibilities for the combined department. The total cost to the university will remain the same. [budget attached]

Implications / Risks: There are no risks to the University.

Consultations:
1. Faculty in PR Program and Applied Communications Departments
2. SoB Faculty Council

Attachments:
1. Decision Note - VP Academic & Provost approval
2. Current and merged budget & 5 year projection
3. Memo of support from Public Relations Program
4. Memo of support from Applied Communications

Submitted by: *Stephanie Howes*

Date submitted: *November 2, 2018*

Decision/Information Note

Date submitted:	*July 11, 2018*
Submitted by:	*Wayne Tebb*
Submitted to:	*Sal Ferreras*
File Number:	*N/A*
Confidentiality Rating:	*Middle*

Purpose:	☒Decision Note
	☐Information Note

DECISION NOTE
Policy No. GV9 B-4(a) Preliminary Proposal for the Establishment of a New Department

Context and Background:

The Dean of the School of Business, would like to propose the establishment a new department created by the merging of the Applied Communications Department (CMNS) and the Public Relations (PR) Program by January 1, 2019 in the KPU School of Business (SoB).

Recently the PR program completed their internal program review. A key recommendation of the Quality Assurance Plan is to change from a cohort model to an open enrolment program. The open registration model for the PR program will be in line with CMNS open registration model, thereby fitting well with the service model delivery.

The PR program is currently a cohort model. It has a total faculty FTE budget of 2.875 FTE, insufficient to ensure requisite variety in its faculty staffing and operations for an open enrolment program. As has been the case for several years, there are a number of faculty members who are qualified to teach in both the PR program and in CMNS courses. The merging of the departments will create opportunities for faculty to continue to teach in both disciplines under one scheduling process.

The CMNS department has a chair with a 25% time release. The PR program is approved for a Program Coordinator with a 25% time release. Starting January 2020, I propose these time releases merge and the new department time release for the Chair be increased by 25% to facilitate the additional coordination responsibilities of an open registration model for the PR Program and to incorporate the Coordinator release, which will be discontinued.

Additionally, the Dean's office has been acting in lieu of the PR Program Coordinator since September of 2016. Therefore, in support of the transition from a cohort to an open model for the PR program, I propose providing temporary release for up to four courses to be assigned to selected members of the now merged department between January 2019

and December 2020. The release time would support the newly merged department to proceed with the necessary curriculum and delivery redesign of the PR program.   This additional time release recognizes the collective agreement provision for faculty time release for program coordinator responsibilities assumed by the Dean's office beginning in September 2016.

Discussion: As per Policy No. GV9 Procedure B-4(b), should the preliminary proposal be mutually agreed upon by you, VP Academic/Provost and myself, Dean of the School of Business, the proposal will be presented at the School of Business Faculty Council for further consultation prior to submitting officially to the Senate Standing Committee on Academic Planning and Priorities approval {see Policy No. AV9 Procedure B-4 (c)}.

To protect the collegiality and positive cultural integrity of both the PR Program and CMNS department, the mutually agreed upon draft proposal will also be presented to the faculty for their input to identify any issues and concerns. The consultation will help to ensure the successful merger and support a smooth transition as the PR Program moves from a cohort model to an open enrolment program which will be in-line with the delivery model of the CMNS department, an integral hub to the Business Education Framework.

Resource Requirements: *Increase 25% faculty release for chair starting January 2021. (as a result of the desolving the 25% coordinator role in the PR Program.)*

Implications / Risks: *At this point we do not anticipate any registration implications for students with this merger.*

Recommendation:	***To establish a new department created by the merging of the Applied Communications Department and the Public Relations Department by January 31, 2019.***

Attachments:

https://www.kpu.ca/sites/default/files/Policies/GV9%20Establishment%20andor%20Discontinuance%20of%20Faculties%20and%20Departments%20Procedure.pdf

Decision needed by: *September 4, 2018*

Response: Date:	*The Provost has examined the proposal and consulted the relevant policy GV9 and has determined to approve the proposed merging of departments referenced in this Decision Note. The proposal now has the Provost's approval to proceed and be considered by the School of Business Faculty Council in preparation for official consideration by the Senate Standing Committee on Academic Planning and Priorities.* *August 9, 2018*

Establishment and/or Discontinuance of Faculties and Departments - Procedure Overview

4. Establishment of a Department

c.   The Senate Standing Committee on Academic Planning and Priorities is responsible for reviewing the proposal. The proposal must include the following:

i.   **Faculty to which the proposed new Department will belong**

School of Business

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

Applied Communications and the Public Relations Diploma Program

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

Please refer to the proposal **Background** and **Discussion** headings

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

It has been determined the merger will have no impact on students and/or delivery of courses. The course acronyms will remain the same for the respective courses. Course acronyms: Applied Communications, (CMNS) and Public Relations, (PRLN). The two departments will be housed under one named department, but will continue to be considered two separate disciplines. Proposed new name: The Department of Applied Communications & Public Relations (ACPR)

v.   **Proposed effective date for the new Department**

Target date of January 31, 2019

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

Currently, the two departments are budgeted under the School of Business base budget. There will not be any additional funding requests as a result of the merger. As demonstrated below, there will be no revenue or operating costs changes.

Budget:

	CMNS	PRLN	New Department	Change
Operating Budget	$ 2,200	$ 1,900	$ 4,100	$ -
Chair/Coordinator	$ 29,200	$ 29,200	$ 58,400	$ -
Regular Faculty	$ 1,620,600	$ 335,800	$ 1,956,400	$ -
Total	$ 1,652,000	$ 366,900	$ 2,018,900	$ -
Chair/Coordinator Release	25%	25%	50%	0%
Reg FTE	13.875	2.875	16.75	0

	FY 2018/19	FY 2019/20	FY 2020/21	FY 2021/22	FY 2022/23
Enrolment (PRLN & CMNS courses)					
Domestic	1712	1780	1820	1850	1880
International	1105	1120	1135	1150	1160
Total	2817	2900	2955	3000	3040
Tuition Rate					
Domestic	$ 142	$ 145	$ 148	$ 150	$ 153
International	$ 615	$ 627	$ 640	$ 653	$ 666
Tuition Revenue					
Domestic	$ 728,182	$ 772,271	$ 805,405	$ 835,053	$ 865,571
International	$ 2,039,123	$ 2,108,131	$ 2,179,098	$ 2,252,057	$ 2,317,088
Total Revenue	$ 2,767,305	$ 2,880,402	$ 2,984,502	$ 3,087,110	$ 3,182,659
# of Sections Required	129	133	136	138	140
Budgeted Expenses	$ 62,500	$ 62,500	$ 63,700	$ 65,200	$ 65,700
Section Cost	$ 1,283,953	$ 1,323,766	$ 1,353,625	$ 1,373,531	$ 1,393,438
Overhead (40%)	$ 1,106,922	$ 1,152,161	$ 1,193,801	$ 1,234,844	$ 1,273,064
Total Expenses	$ 2,453,375	$ 2,538,426	$ 2,611,126	$ 2,673,575	$ 2,732,201
Contribution	$ 313,930	$ 341,976	$ 373,376	$ 413,534	$ 450,458

	CMNS	PRLN	New Department	Change
Operating Budget	$ 2,200	$ 1,900	$ 4,100	$ -
Chair/Coordinator	$ 29,200	$ 29,200	$ 58,400	$ -
Regular Faculty	$ 1,620,600	$ 335,800	$ 1,956,400	$ -
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Contribution	$ 313,930	$ 341,976	$ 373,376	$ 413,534	$ 450,458

TO: Stephanie Howes, Interim Dean, School of Business

CC: Darren Francis, Interim Associate Dean, School of Business; Luis Villalba, Associate Dean, School of Business

FROM: Andrew Frank, Coordinator, Public Relations Department, School of Business

DATE: November 2, 2018

RE: Support for Proposed Merger of the PRLN and CMNS Departments

----

I am writing to convey support for the proposed merging of the Public Relations (PRLN) and Applied Communications (CMNS) departments.

This proposed merger offers several benefits to our respective departments and the wider KPU learning community:

- New possibilities for collaborative teaching, learning, scholarship, professional development and credential development between faculty in related subject areas.

- Access to more resources and a larger potential instructor pool for the existing PR Diploma Program, which currently operates with only 2.4 FTE and is detrimentally impacted whenever faculty take leave or are unable to teach.

- Opportunities to expose students in both subject areas to our respective credentials and/or courses, allowing cross-pollination and richer introduction to professional communications for students across KPU.

Support for the proposed merger has been expressed during PRLN department meetings, and several of our faculty already teach and/or have taught in CMNS. Existing professional relationships between the two departments are strong.

As the Coordinator of the Public Relations department, I am excited to be part of this merger, and I look forward to collaborating with my colleagues in CMNS as we work to forge a new path together as a single department.

If you have any questions, please don't hesitate to contact me: andrew.frank@kpu.ca

TO: Stephanie Howes, Interim Dean, School of Business

CC: Darren Francis, Interim Associate Dean, School of Business

           Luis Villalba, Associate Dean, School of Business

FROM: Melissa Ashman, Interim Department Chair, Applied Communications Department, School of Business

DATE: November 1, 2018

SUBJECT: CMNS Department Support for Proposed Merger with PRLN Department

The Applied Communications (CMNS) Department supports the proposed merging of its department with the Public Relations (PRLN) Department.

The CMNS Department is invigorated by the possibilities this merger would facilitate for collaborations in teaching, learning, and scholarship, including credential development, course offerings, and instructional and professional development. Furthermore, several faculty in the CMNS Department already currently teach in the PRLN Department, and we see this proposed merger as an opportunity to support an improved scheduling process for both departments.

Our faculty's support of the proposed merger has been expressed through emails and during department meetings. Moreover, a CMNS faculty member recently suggested we organize an informal get-together with members of the PRLN Department. This idea was positively received by members of our department, and we've scheduled this meet-n-greet for November 16 on the Richmond campus.

In my role as Interim Department Chair, I am delighted to support the proposed merger of the CMNS and PRLN Departments. I have a productive working relationship with Andrew Frank, who is the Coordinator of the PRLN Department, and we have maintained open communication about how we can work together to support the proposed merger.

Please contact me at melissa.ashman@kpu.ca if you have any questions. Thank you.

SENATE STANDING COMMITTEE ON ACADEMIC PLANNING AND PRIORITIES

Agenda Item: 6.1
Meeting Date: December 7, 2018
Presenter: Alan Davis

Agenda Item:	**Contract for Services: KPU and Orient Education Services**

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

Attachments:	Kuwait Note to Senate Nov 5 Final

Submitted by:	*Rita Zamluk, Administrative Assistant, University Senate*
Date submitted:	*November 21, 2018*

A contract for services for KPU to consult, advise and ensure quality in degree programs offered at the Canadian University College of Kuwait (CANUCK) via its owner, Orient Education Services (OES)

Briefing Note to KPU Senate

November, 2018

Introduction

A contract is proposed between Orient Education Services (OES) and KPU which would advise OES's private higher education institution CANUCK on the design, delivery, governance, policies and quality assurance of its undergraduate degrees in specified areas. This will enhance KPU's international reputation and solidify its presence in the Middle East and the North African (MENA) region, and diversify KPU's revenue streams.

Since 2015, OES (operating in Kuwait as Algonquin College Kuwait (AC-K)) and Algonquin College in Ottawa, Ontario (AC-O) have successfully collaborated to launch 4 AC-O diploma programs in Business and Technology. AC-O has been developing this project with OES for 10 years and has paved the way for others to join in the opportunity.

OES is seeking to re-name its institution from Algonquin College Kuwait to the **Canadian University College of Kuwait**, offering applied, career-focused undergraduate degrees and diplomas. In so doing it will emulate the successful models used by Australian, UK and US institutions working in Kuwait.

It plans to establish agreements with various Canadian universities which have expertise in programs of interest: for KPU, the list currently includes Business, Information Technology and Design.

The licensing and regulatory body for private higher education in Kuwait, the Private Universities Council (PUC), would like to see a Canadian partner operating in Kuwait. Moreover, PUC is the main provider of state scholarships in Kuwait for private higher education; ventures approved by PUC tend to achieve enrolment projections, tuition costs, and the overall success of private higher education ventures. In fact, PUC scholarship students make up almost 50% of OES's current student body.

KPU's Role

As a consultant and academic auditor, KPU will share its expertise in program and course design, development and delivery; governance, academic policy, and quality assurance; along with teaching approaches that blend theory and practice and which include experiential learning.

KPU will also audit the implementation of this advice and attest accordingly. The intention will be to have CANUCK graduates meet the same overall learning outcomes as KPU graduates.

KPU will have a place on the CANUCK governing board, and will be required, under the terms of the consultancy, to undertake on-site visits, and prepare reports for the board and to the Private University Commission on aspects of the academic and governance implementation.

The parallels in the BC system would be the mentoring relationship between the established universities the new university colleges (including KUC) established in 1995, as well as the Degree Quality Assurance Audits now underway across the system (KPU's to be held in 2019).

In the longer term, options for faculty, staff and student exchanges can be explored, plus the potential for CANUCK students to complete their degrees at KPU.

Financials and Risk

This opportunity represents the possibility of a long-term and sustainable source of revenue for KPU. By 2029, it is anticipated that KPU will annually collect a minimum of CAD $1.3 million in fees. The costs to KPU will involve faculty, administrator and staff time, and any necessary travel, estimated to be about $350,000.

A full risk analysis and a legal review of a proposed agreement is underway, which will include explicit requirements on how KPU's name and logo is used in CANUCK marketing and related materials and press releases.

Additional Background and Context

1. Orient Education Services Co. of Kuwait (OES) and AC-K

OES is a privately owned company in Kuwait that was established in 2005 to manage the Algonquin College-Kuwait project and to explore other educationally related opportunities in the future. Its owners are well established and respected members of the Kuwait business community, several of whom are members of the Al-Shaya family, which is well-known and influential family in Kuwait and the Gulf Region.

OES and AC-O proposed the Establishment of OES (AC-Kuwait) to the PUC of Kuwait in 2007 through a joint submission. It was licensed to operate by Amiri Decree 419 in 2010 as a diploma-granting institution offering programs in business and technology and was allocated land in the community of Al-Naseem in the Governorate of Jahra.

A three-phased campus construction plan was initiated in 2013 and, upon successful completion of Phase 1, the college opened in Fall 2015 with an initial enrolment of 80 students. Built on 70, 000 square meters, the current facility has a capacity of approximately 2,000 students. Upon successful completion of Phases 2 and 3, the campus will be able to host 3,000 students. OES, operating as AC-Kuwait currently has PUC approval for eight Academic Schools:

School of Business   School of Advanced Technology

School of Police & Public Safety   School of Health & Community Studies

School of Construction   School of Languages

School of Media and Design   School of Hospitality & Tourism

English & Academic Foundations Program

The following degrees and diplomas are proposed under the initial scope of consultancy agreement being developed:
Accounting
Computer Studies and IT
Marketing
Entrepreneurship
Human Resources Management
Public Administration
Digital and Graphic Design
Product Design
Fashion Design
Interior Design

### *OES: Student Population (Spring 2017)*

- From 2015/16 to 2016/17, enrolment increased from 80 to 126 (+60%)
- 57.5% of new students were directly admitted to diploma programs
- 46% of students are supported by PUC scholarships
- Female : Male student ratio is approximately 30 : 70
- 50% of female students are from Al-Jahra, but only 13% of male students. Others mostly come from the Capital (32%) or Hawalli (24%)
- Student diversity is increasing - 8 different nationalities, including Canadian are represented on campus. Altogether, 26% of OES (AC-Kuwait)'s students are non-Kuwaitis.

OES: Campus location in Al Jahra

The OES (AC-Kuwait) campus is located in Al Jahra which is 32 kilometers (20 miles) west of Kuwait City in Kuwait. Since gaining its independence from Britain in 1961, Kuwait has been largely thought of as a city-state, since the vast majority of its population lives in Kuwait City. Since its liberation in 1991, more residential development has occurred along its eastern seaboard, which has made north-south travel in the eastern part of the country very common. As part of its economic development plan, Kuwait is looking to develop its western Governorates both commercially and residentially and this is going to have a dramatic effect in provinces such as Al Jahra.

Since 2009, the Boubyan Island Seaport Development Project has been underway in north-west Al Jahra and, for the past three years, the major route connecting downtown Kuwait City to Al Jahra – known as the Jahra Road – has been under redevelopment. Plans are also underway to develop two new residential communities in Al Jahra and, by 2025, these are expected to house approximately one million residents. In addition, the Kuwait Government is building a new 45,000-student public university campus in the community of Al-Shadadiya, which borders on Al-Jahra and it is expected to be open by 2020. All of these will positively contribute to continuous and significant increases in economic, commercial and educational activity in the Al-Jahra region for at least the next decade. For instance, in 2016, approximately 37,000 students graduated from public and private secondary schools in Kuwait, with about 7,000 graduating from schools located in or near Jahra.

Map and Location of Al-Jahra
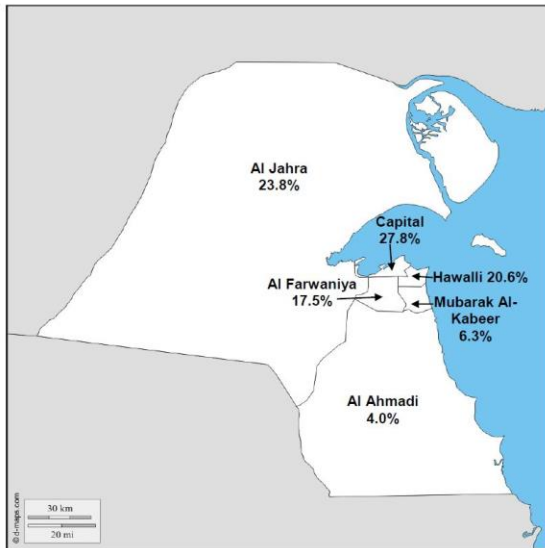
OES Board of Trustees, Suad A. Jafar MA, Chairman

Mr. Jafar has been with OES since its inception in the early 2000s and was officially appointed Chair of the OES Board of Trustees in 2010. He has extensive experience in both higher education teaching and administration and held the senior management position of Deputy Director General-Finance and Administration at the Public Authority for Applied Education and Training for over a decade.

Similarly, he acted as senior member of the Kuwait Embassy Cultural Office in London, UK for 5 years and spent 2 years in Denver, USA as a graduate student. He holds a MA in Economics from the University of Denver and a BA in Economics from Kuwait University.

AC-Kuwait President, Dr. R. David McHardy

Dr. McHardy is the College's inaugural President and has been with OES (AC-Kuwait) since 2014. He has over 40 years of management experience in higher education, including 30 years in public and private colleges in Canada and almost 8 years in the Gulf Region, with 6 years in Kuwait. He holds a DBA from the International Centre for Higher Education Management at the University of Bath (UK), an MA in Administrative Leadership in Education from Simon Fraser University (CAN), and a BSc in Biology from McMaster University. Dr. McHardy reports to the OES Board of Trustees

2. The State of Kuwait

Since the discovery of oil in Kuwait in the 1940s, the petrochemical industry has dominated and driven Kuwait's economy and currently represents 95% of its exports and 60% of its GDP. By tapping into its 100+Bn barrels of oil reserves, Kuwait has amassed approximately US$600Bn in financial reserves and provides its citizens with an excellent standard of living, as indicated by its

10th-place ranking in the world for Gross Domestic Product per capita (CIA World Fact book). In anticipation of major future changes in the market for oil, the Government of Kuwait has embarked on a 15-year plan to diversify its economy and enhance the country's role as a regional hub for banking and finance, trade, and services. In support of this plan, the Government's implementation strategies include:

- promoting and attracting increased foreign investment (including the creation of the Kuwait Direct Investment Promotion Authority (KDIPA),
- encouraging Kuwaitis to work in the private sector and to develop their own small and medium-sized enterprises (this strategy includes the creation of the National Fund for Small and Medium Enterprise Development (US$6.6Bn),
- workforce development, including significant primary and secondary school educational reform, and
- industrial, commercial, residential and infrastructure investment and development.

Politics

Kuwait is one of the few countries established with a parliamentary system in the Gulf region, as a constitutional emirate. The other is the Kingdom of Bahrain which is a constitutional monarchy. Kuwait's hybrid political system is divided between an elected parliament and an appointed government. Prior to Kuwait's independence on June 19, 1961, it had experienced periods of political instability. Turning into a state and adopting a constitution has served as a catalyst for Kuwait's development and political tranquility.

Kuwait is a wealthy country that allows the government to offer many benefits to its citizens, including generous provisions for housing, education and health care. The most recent census (2015) put the population of Kuwait at 4.1m, of which approximately 1.5m are Kuwaiti nationals with large minorities of migrant workers from all over the globe. Kuwait's political system is a hybrid of hereditary monarchy and democracy. The Head of State is HH the Amir, Sheikh Sabah Al Ahmed Al Jaber Al Sabah. HH Sheikh Sabah Al Ahmed has been in power since 2006.

Human Rights
Although concerns have been raised by human rights NGOs in the past about Kuwait's record on labour rights, Kuwait has a long history of democratic institutions, a proud tradition of freedom of speech, an independent judiciary and a free press. In fact, a recent Human Rights Watch report places Kuwait top for labour rights across the Gulf Cooperation Council (GCC).

Kuwaitis benefit from a generous public subsidy, are unionized, and have the right to strike. Expatriate workers comprise the majority of the labour force in Kuwait, and can become union members after working for five years. Kuwait's latest labour law, passed in 2010, limits the work week to 48 hours, provides for a minimum of 15 days of leave per year (21 days after five years of service), and has established a compensation scheme for industrial accidents.

Kuwait's Currency – the Dinar – and its Exchange Rates

For some time, the Kuwaiti Dinar has been recognized as a high-value, stable currency and it is generally regarded today as the most valuable currency in the world. Since 2007, it has been pegged to a "basket of currencies" and has, for the most part, been able to avoid the ups and downs of market trends and oil prices (IMF, 2016). In its November 2016 report on Kuwait, the International Monetary Fund praised the Government for its reform and development plans and the Central Bank of Kuwait for its management of the country's banking and finance industries and its currency. It described Kuwait as "well positioned to mitigate the impact of lower oil prices on the economy" and characterized the country's financial sector as "remaining sound" and its credit conditions as "favorable" (IMF, 2016).

The Supply of and Demand for Higher Education in Kuwait

Around the start of the new millennium, the Kuwait Government made the decision to meet its ever-increasing demand for in-country higher education by encouraging the development of a private post-secondary education sector. A year after its first private university – the Gulf University of Science & Technology – opened in 2003, it created the Private Universities Council (PUC) as the licensing and regulatory body for private higher education in Kuwait. In 2006, the PUC announced the launching of its domestic scholarship program for Kuwaiti citizen students, a program which has since grown from 1200 to 3600 scholarships awarded annually. An additional 4500 Kuwaiti citizens and students will have access to higher education each year through study-abroad scholarships.

In 2016, the Kuwait Ministry of Education announced that approximately 37,000 students would graduate from Kuwaiti secondary schools that year and that this number was expected to gradually increase for the foreseeable future. Concerns were expressed by the Ministry of Higher Education and the PUC regarding the public and private sector higher education institutions' ability to accommodate this many students, although the recent opening of four new private Higher Education Institutions should mean that, at least in the short term, all eligible students should be accommodated, although not necessarily by the institution of their first choice.

Canada-Kuwait Relations

Canada opened an Embassy in Kuwait in 1978, although its formal diplomatic relations dates back to 1965. The Canada-Kuwait relationship is founded in the two countries' common views and interests in several areas, including peace and security, humanitarian affairs, trade and investment and increased "people-to-people" links.

The friendship between Canada and Kuwait was never been better demonstrated than in 1991, when Canadian Armed Forces personnel served with those of the Armed Forces of Kuwait and coalition allies in the Gulf conflict and its aftermath. Of particular note was the major role played

by Canadian firefighters and well control specialists, who worked tirelessly with Kuwaitis in extinguishing massive oil well fires and blowouts (Government of Canada, 2017).

This strong bilateral relationship, forged in peace and war, continues to reinforce our common values, strengthen our economies and enhance our shared expertise in a wide range of areas. Today, more than 6000 Canadians live in Kuwait and are employed in key businesses such as the oil industry, academic institutions, government, health, financial services and engineering. Current benefits of bilateral agreements and arrangements include:

> •the Agreement on "Avoidance of Double Taxation and the Prevention of Fiscal Evasion" (2002)
> •the Air Transport Agreement (provisionally in force since 2007)
> •the Foreign Investment Promotion and Protection Agreement (2014)
> •the Memorandum of Understanding on Economic Cooperation (2009)
> •the Arrangement concerning the Establishment of a Support Base and Related Logistics Operations (2014)
> •the Defence Cooperation Arrangement (2014)
> •the Memorandum of Understanding between the Canadian Commercial Corporation and the Ministry of Health of the State of Kuwait (2016)

3. Market Overview

Benchmarking: The Gulf Region

The market of post-secondary institutions providing this type of service to the Gulf Region is relatively mature. The Gulf is home to two of the largest host countries for international branch campuses: United Arab Emirates and Qatar, while Kuwait is the third largest. The top originating country is the United States with the rise of American universities and campuses in the MENA region. The main attraction for this type of venture is the minimal financial overhead as local partners subsidize the cost of infrastructure. Transnational education opportunities in the Gulf region represent the number one investment option in the field of education, with specific reference to K-12 and post-secondary education offers. It is important to mention that post-secondary offers need to focus in offering four year undergraduate degrees in field such as Business, Information Technology, Marketing, Nursing, and Medicine (British Council, 2017).

On average, there have been thirteen international branch campuses established each year worldwide since 2005. As growth continues, the top five countries establishing these campuses are the U.S.A, the U.K., Russia, France, and Australia. On the other hand, the top five host countries are China, the United Arab Emirates, Singapore, Malaysia, and Qatar (hosting a total of 98 international branch campuses).

Benchmarking: The State of Kuwait

Locally, Kuwait recognizes the key role that education will play in diversifying its economy due to its heavy economic reliance on petrochemicals. As a result, since the mid-2000s, Kuwait has

encouraged private investment and ownership in higher education and PUC has overseen the rapid development of a vibrant, world-class private higher education system. Other initiatives include reforming its public K-12 education system and making marked improvements in areas such as teacher certification and educational technologies. Similarly, the State of Kuwait is investing US $3Bn in the development of a new University City, which will provide Kuwait University students with one of the newest, largest, and best-equipped campuses worldwide.

Other institutions operating in Kuwait include the Kuwait Maastricht Business School (KMBS), the Australian College of Kuwait (ACK), the Kuwait Institute for Medical Specialization (KIMS) recognized by 'The Royal College of Physicians and Surgeons of Canada,' and the Gulf University for Science and Technology (GUST) established in association with University of Missouri, USA.

• American University of Kuwait (AUK) • American University of the Middle East (AUM) • Arab Open University (AOU) • Gulf University of Science & Technology (GUST) • Kuwait College of Science & Technology (KCST)	• Dartmouth College (USA) • Purdue U (USA) • Open U (UK) • U of Missouri at St. Louis (USA) • Indian Institute of Technology (IND)
• Australian College of Kuwait (ACK)	• U. of Central Queensland (AUS) & others

An example of an agreement that includes consultancy plus faculty, staff and student exchanges is AUK and Dartmouth: http://wetvarabia.com/dartmouth-and-auk-extend-memorandum-of-understanding-for-5-more-years/ .