



AGENDA

1. Call to Order Alan Davis 4:00
 2. Approval of Agenda
 3. Approval of Minutes, April 29, 2019
 4. Chair's Report
 - 4.1. President's Report to Senate Alan Davis 4:05
 - 4.1.1. Dimensions: Equity, Diversity and Inclusion Canada Charter
 - 4.2. Provost's Report to Senate..... Salvador Ferreras 4:10
 - 4.2.1. GV9 Task Force Full Proposal for the Discontinuance of the Faculty of Academic and Career Advancement
 - 4.2.2. RS5 *Intellectual Property*
 5. Senate Standing Committee on Curriculum (no report) David Burns
 6. Senate Executive Committee Alan Davis 4:20
 7. Senate Governance and Nominating Committee David Florkowski 4:25
 - 7.1. AC13 Qualifications for Faculty Members: Faculty of Health
 - 7.2. Election of Representatives to the University Board and Senate Rules and Regulations
 - 7.3. Senate Standing Committees: Nominations
 - 7.4. Proposed Committee Compositions and Senate Nominations Protocol
 - 7.5. Procedures to Fill Vacancies on Senate Standing Committees
 8. Senate Standing Committees on Academic Planning and Priorities
and on University Budget Jane Fee 4:50
 - 8.1. 2020/21 Senate Budget Assessment Process
 9. Senate Standing Committee on the Library (no report) Chris Traynor
 10. Senate Standing Committee on Policy Review (no report) David Burns
 11. Senate Standing Committee on Program Review (no report) Chris Traynor
 12. Senate Standing Committee on Research (no report) David Burns
 13. Senate Standing Committee on Teaching and Learning David Burns 5:00
 - 13.1. Natural Space as Teaching and Learning Space
 14. Office of the Registrar Zena Mitchell 5:10
-

14.1. Approval of Graduates to May 27, 2019	
15. Items for Discussion	Alan Davis 5:15
16. Adjournment	



SENATE

MINUTES OF REGULAR MEETING

Monday, April 29, 2019

4:00 p.m. – 7:00 p.m.

Surrey Campus Boardroom, Cedar 2110

Present: Quorum 17 members		Non-voting Members
Marti Alger Herbie Atwal Aimee Begalka David Burns (Vice-Chair) Alan Davis (Chair) Bob Davis Robert Dearle Harleen Deol Jane Fee Sal Ferreras David Florkowski Paola Gavilanez Rebecca Harbut	Stephanie Howes Andre Iwanchuk Tahir Joseph Amy Jeon Brian Moukperian Todd Mundle Diane Purvey Carolyn Robertson Waheed Taiwo Randal Thiessen Chris Traynor Tom Westgate Christina Wilcox Elizabeth Worobec	Zena Mitchell (Secretary)
Regrets:	Senate Office	Guests:
Rawan Ali Carlos Calao Natasha Campbell Murdoch De Mooy George Melville (Chancellor) Lincoln Saugstad	Meredith Laird Rita Zamluk	Sandy Vanderburgh

1. Call to Order

The Chair called the meeting to order at 4:00 p.m.

2. Approval of Agenda

Carolyn Robertson moved the agenda be confirmed as circulated.

The motion carried.

3. Approval of Minutes, March 25, 2019

Marti Alger moved the minutes be accepted as circulated.

The motion carried.

4. Chair's Report

4.1. President's Report to Senate

The President presented his report.

4.2. Provost's Report to Senate

The Provost presented his report. He reported on the Teaching and Learning Symposium, recognized Steve Cardwell for his work on the South Fraser Partnership and highlighted the event, Open Doors, Open Minds.

4.2.1. GV 9 Task Force Extension

The Provost, Sal Ferreras, overviewed progress achieved by the GV 9 Task Force. To complete the consultations and analysis, another month is needed to develop the recommendations. He thanked the task force for their work and report. Senate discussed next steps.

Sal Ferreras moved that Senate delay the consideration of the Provost's GV9 Full Proposal on the Discontinuance of the Faculty of Academic and Career Advancement until the May 27, 2019 Senate meeting.

The motion carried.

5. Senate Standing Committee on Curriculum

The Chair, David Burns, provided a report. He noted that the "Teaching Modes Table" is included in course outlines for clerical, rather than governance, purposes.

5.1. Consent Agenda

David Burns moved that Senate approve the attached list of new, revised and discontinued courses.

The motion carried.

5.1.1. Courses for Inactivation for fall 2019

Senate discussed the reasons for courses not being offered, the possibility of reactivating courses, and ways to proactively inactivate courses.

David Burns moved that Senate inactivate the attached courses.

The motion carried.

5.2. Program Changes:

5.2.1. Horticulture Technology Diploma in Landscape Horticulture Systems

Waheed Taiwo noted that a correction is needed on the D-7 Change Form. In Year 1, under the new program, the ENGL 1100 title needed to be changed to read, *Introduction of University Writing*.

David Burns moved that Senate approve the program changes to the Horticulture Technology Diploma in Landscape Horticulture Systems, effective September 1, 2019.

The motion carried.

5.2.2. Horticulture Technology Diploma in Sustainable Production

David Burns moved that Senate approve the program changes to the Horticulture Technology Diploma in Sustainable Production, effective September 1, 2019.

The motion carried.

5.2.3. Horticulture Technology Diploma in Turf Management

David Burns moved that Senate approve the program changes to the Horticulture Technology Diploma in Turf Management, effective September 1, 2019.

The motion carried.

5.2.4. Traditional Chinese Medicine, Diploma in Acupuncture

David Burns moved that Senate approve the change to the CPR Admission requirements for the Traditional Chinese Medicine, Diploma in Acupuncture, effective September 1, 2020.

The motion carried.

5.2.5. Health Unit Coordinator Certificate

David Burns highlighted the use of the word “Aboriginal”. David Florkowski, Dean of Health, provided background and context for the discussion. Zena Mitchell, University Registrar, discussed the terminology used by the Province of British Columbia.

David Burns moved that Senate approve the change to reserve 3 seats for self-declared Aboriginal Students in the Health Unit Coordinator Certificate program, effective September 1, 2020.

The motion carried.

5.2.6. Bachelor of Music in Musical Arts

David Burns moved that Senate approve the proposed changes to the Bachelor of Music in Musical Arts and associated courses, effective September 1, 2019.

The motion carried.

5.2.7. Bachelor of Applied Arts in Psychology

David Burns moved that Senate approve the program changes to the Bachelor of Applied Arts in Psychology, effective September 1, 2019.

The motion carried.

5.2.8. Bachelor of Science in Applied Psychology

David Burns moved that Senate approve the program changes to the Bachelor of Science in Psychology, effective September 1, 2019.

The motion carried.

5.2.8.1. PYSC D-7 Courses

David Burns moved that Senate approve the attached list of new, revised and discontinued courses.

The motion carried.

5.3. Full Program Proposal: Graduate Certificate in Sustainable Food Systems and Security

Senate discussed the fees being charged to ensure the program costs are recovered, and a possible review of library fees in the future.

David Burns moved that Senate recommend that the Board of Governors approve the courses and full program proposal for the Graduate Certificate in Sustainable Food Systems and Security effective in the summer term of 2020.

The motion carried.

6. Senate Executive Committee

Alan Davis, the Chair of the Senate Executive Committee gave a brief report.

7. Senate Governance Committee

No report

8. Senate Standing Committee on University Budget

No report.

9. Senate Standing Committee on Academic Planning and Priorities

No report.

10. Senate Standing Committee on Library

No report.

11. Senate Standing Committee on Policy Review

David Burns highlighted the work showing the responses to comments made on the policy blog. Senate discussed the different patterns available now and in the future for scheduling classrooms and purpose-built space.

David Burns moved that Senate recommend that the Board of Governors approve AR17 *Academic Schedule and Course Timetables* policy and procedure.

The motion carried.

12. Senate Standing Committee on Program Review

No report.

13. Senate Standing Committee on Research

No report.

14. Senate Standing Committee on Teaching and Learning

No report.

15. Senate Standing Committee on Tributes

Alan Davis reported that the committee met.

16. Office of the Registrar

16.1. Approval of Graduates to April 29, 2019

Jane Fee moved that Senate approve the list of graduates to April 29, 2019.

The motion carried.

16.2. Election of Vice-Chair of Senate

The term of office is from September 1, 2019 to August 31, 2020.

Zena Mitchell, University Registrar, conducted the election and called for nominations:

First call: Carolyn Robertson nominated David Burns. David Burns accepted the nomination.

Second call: no nominations

Third call: no nominations

David Burns was acclaimed as the Vice-Chair. He will continue his position as Vice-Chair of Senate for a one-year term ending August 31, 2020.

16.3. Senate and Board of Governors Election Report

Zena Mitchell reported the Senate Election results and confirmed a by-election in fall will be held for vacant seats.

FACULTY SENATORS

Faculty of Academic and Career Advancement

Randal Thiessen

Term: September 1, 2019 – August 31, 2022

School of Business

Robert Ironside

Term: September 1, 2019 – August 31, 2020

Faculty of Health

Catherine Schwichtenberg (acclaimed)

Term: September 1, 2019 – August 31, 2022

Faculty of Science and Horticulture

Rebecca Harbut (acclaimed)

Term: September 1, 2019 – August 31, 2022

Faculty of Trades and Technology

Bob Davis (acclaimed)

Term: September 1, 2019 – August 31, 2022

PROFESSIONAL SUPPORT STAFF SENATOR

Herbie Atwal

Term: September 1, 2019 – August 31, 2022

STUDENT SENATORS

Mansi

Term: September 1, 2019 – August 31, 2020

Gurpreet Sabharwal

Term: September 1, 2019 – August 31, 2020

17. Items for discussion

David Burns thanked Senate for their support in fielding candidates.

18. Adjournment to Closed Meeting

The meeting adjourned to a closed meeting at 5:00 p.m.



OFFICE OF THE PRESIDENT

President's Report to Senate

May 27, 2019

In addition to the usual rounds of administrative and governance meetings, there were several notable external and internal engagements in the period between Senate meetings.

May 3rd was KPU Day in Richmond, and it was a great day of learning and celebration of so much that KPU represents. From May 5th to 7th I attended the Colleges and Institutes Canada annual conference and attended some fine sessions on the future of work, innovative credentialing, and one on the experience on international students involving ACA interim Dean, Aimee Begalka.

May 9th was the spring leadership Forum at KPU Surrey, and on May 11th I was pleased to represent KPU in my best Western outfit at the Richmond Rotary annual gala. On May 11th I was pleased to provide a welcome to the Science Rendezvous event at KPU Langley, with the usual amazing participation of so many faculty and staff.

KPU hosted the annual conference of Polytechnics Canada on May 14th to 16th, and it was a huge success, with some outstanding speakers and plenty of engagement with our polytechnic partners from across the country.

I was pleased to attend the re-scheduled KPU Student Leadership awards dinner on May 23.



SENATE

Agenda Item: 4.1.1

Meeting Date: May 27, 2019

Presenter: Alan Davis

Agenda Item: Dimensions: Equity, Diversity and Inclusion Canada Charter

Action Requested:	<input checked="" type="checkbox"/> Motion to Approve <input type="checkbox"/> Discussion <input type="checkbox"/> Information
--------------------------	--

Recommended Resolution:	That Senate recommend to the President that he sign the attached Dimensions Charter on behalf of KPU.
--------------------------------	--

Context & Background:

On May 10, 2019, Kirsty Duncan, Minister of Science and Sport launched the pilot program Dimensions: Equity, Diversity and Inclusion Canada and invited postsecondary institutions to publicly endorse the program's Charter and its eight principles.

Key Messages:

On May 9th, the Government of Canada announced a new initiative to be called Diversity: Equity, Diversity and Inclusion Canada, inspired by the UK Athena SWAN program. It will seek to address systemic barriers experienced by underrepresented and disadvantaged groups including, but not limited to, woman, Indigenous peoples, persons with disabilities, members of visible minorities/radicalized groups and members of LGBTQ2+ communities.

A Dimension Charter is available to all research disciplines and fields of study at all post-secondary institutions which would commit to embed EDI principles into policies, practices, actions plans and culture.

Consultations:

It is my intention, after consultation with Senate, the Board and the President's Diversity and Equity Committee that KPU sign the charter.

Attachments:

1. Univcan Press Release
2. Charter Endorsement

Submitted by:

Meredith Laird, Administrative Assistant, University Senate

Date submitted:

May 17, 2019

[La version française suit l'anglais](#)

A message to members on behalf of Paul Davidson

This morning, Kirsty Duncan, Minister of Science and Sport launched [the pilot program Dimensions: Equity, Diversity and Inclusion Canada](#) and invited postsecondary institutions to publicly endorse [the program's Charter and its eight principles](#).

Adapted from the UK's Athena SWAN program, *Dimensions* aims to enhance excellence, innovation and creativity at postsecondary institutions through increased EDI. The program includes all disciplines and seeks to address systemic barriers, particularly those experienced by members of underrepresented or disadvantaged groups, including, but not limited to, women, Indigenous Peoples, persons with disabilities, members of visible minority/racialized groups and members of the LGBTQ2+ communities.

The guidelines to join the pilot program will be available on NSERC's website on June 3, 2019. Participation in the pilot program is voluntary and the process for determining who will participate is still in development. Those who join will have up to two years to develop their application for a Bronze level award. Recognizing that advancing equity, diversity and inclusion looks different on campuses across the country, Universities Canada welcomes the pilot program approach so we can learn what works best in a variety of settings.

Also today, Minister Duncan announced the 15 recipients of the EDI institutional capacity building grants. A second competition may be launched in about two years.

During the last year, Universities Canada staff and members participated in the federal government's extensive cross-country consultations on the draft Charter and design of the pilot. We are pleased that the revised Charter largely reflects the community's feedback. For example, the preamble to the Charter has been expanded to: explain the goal and rationale for the program; define underrepresented groups; emphasize the importance of developing an intersectional understanding of contexts; and commit to engaging in meaningful, respectful, and continuous dialogue and collaboration with First Nations, Inuit and Métis Peoples. Additionally, the Charter identifies concrete actions to advance EDI and includes new principles that contribute to reconciliation, urge strong leadership at all levels and dedicated resources for EDI, and commit institutions to share challenges, successes and promising practices.

The Dimensions Charter, focussed on the research enterprise also builds on Universities Canada's [Inclusive Excellence Principles](#) endorsed by members in 2017 to advance EDI in research, teaching and learning, community engagement and governance.

We will further our dialogue on this new federal government initiative at Universities Canada's half-day workshop *Strengthening Equity, Diversity and Inclusion on Campus: Best practices for Canadian University leaders* in Vancouver on Monday, June 3, 2019. The workshop will feature a presentation of highlights from Universities Canada's EDI member survey, an opening panel discussion with senior leaders on cultivating an inclusive institutional environment, training by Ritu Bhasin on inclusive leadership and a discussion on the association's next steps to support members (including the development of an EDI toolkit).

EDI will continue to be a cross-cutting theme for Universities Canada's advocacy work in the lead up to the 2019 federal elections and our 2020 budget asks.

For more information, please contact Wendy Therrien, director, external relations and research at wtherrien@univcan.ca or at (613) 563-1236 ext. 278.

Message aux membres de la part de Paul Davidson

Ce matin, Kirsty Duncan, ministre des Sciences et des Sports, a annoncé le lancement du [programme pilote Dimensions : équité, diversité et inclusion Canada](#), et a invité les établissements postsecondaires à adopter publiquement [la charte Dimensions et ses huit principes](#).

Inspiré du programme Athena SWAN du Royaume-Uni, le programme Dimensions vise à favoriser l'excellence, l'innovation et la créativité dans les établissements postsecondaires en renforçant l'équité, la diversité et l'inclusion (EDI). Le programme s'applique à toutes les disciplines et vise à faire disparaître les obstacles systémiques, particulièrement ceux qui touchent les groupes sous-représentés ou désavantagés, notamment les femmes, les peuples autochtones, les personnes handicapées, les minorités visibles, les groupes racialisés et les membres de la communauté LGBTQ2+.

Les lignes directrices pour présenter une demande au programme pilote seront disponibles sur le site Web du Conseil de recherches en sciences naturelles et en génie (CRSNG) le 3 juin 2019. La participation au programme est volontaire et le processus servant à choisir les participants est en cours d'élaboration. Les participants auront jusqu'à deux ans pour élaborer une demande d'inscription pour une mention Bronze. Les universités canadiennes reconnaissent que les démarches à adopter sur les campus pour faire progresser l'équité, la diversité et l'inclusion varient à l'échelle du pays. Universités Canada accueille donc favorablement la version pilote du programme qui permettra de savoir ce qui fonctionne le mieux dans divers milieux. La ministre Duncan a également annoncé aujourd'hui les noms des 15 établissements qui reçoivent une subvention de renforcement de la capacité en matière d'EDI. Un deuxième concours pourrait être lancé dans environ deux ans.

Au cours de la dernière année, les membres et le personnel d'Universités Canada ont participé aux vastes consultations pancanadiennes du gouvernement fédéral au sujet du projet de charte et du programme pilote. Nous sommes heureux de constater que la charte tient compte des commentaires du milieu. Par exemple, le préambule de la charte a été étoffé afin d'expliquer l'objectif et la raison d'être du programme; de définir les groupes sous-représentés; de souligner l'importance d'avoir une compréhension intersectionnelle des contextes; et d'établir une collaboration et un dialogue constructifs, respectueux et continus avec les peuples des Premières Nations, les Inuits et les Métis. De plus, la charte présente des moyens concrets de faire progresser l'EDI ainsi que des principes mis à jour, entre autres un nouveau principe pour favoriser la réconciliation, un principe incitant à exercer un leadership fort à tous les échelons et des ressources consacrées à l'EDI, et un autre qui engage les établissements à discuter de leurs difficultés, réussites et pratiques exemplaires.

La charte Dimensions, qui vise à faire progresser l'EDI en recherche, s'inspire des [*Principes d'excellence en matière d'inclusion*](#) d'Universités Canada adoptés par les membres en 2017 pour faire progresser l'EDI dans les activités de recherche, d'enseignement et d'apprentissage, d'engagement communautaire et de gouvernance.

Les discussions sur cette nouvelle initiative du gouvernement fédéral se poursuivront lors de l'atelier d'Universités Canada intitulé « Renforcer l'équité, la diversité et l'inclusion sur les campus : pratiques exemplaires pour les dirigeants des universités canadiennes » qui se tiendra le lundi 3 juin 2019 à Vancouver. L'atelier proposera un exposé sur les faits saillants du sondage d'Universités Canada sur l'EDI mené auprès des membres, une discussion entre dirigeants universitaires sur la manière de favoriser l'inclusion sur les campus, une formation par Ritu Bhasin sur le leadership inclusif, et une discussion au sujet des prochaines étapes de l'association pour appuyer les membres (y compris l'élaboration d'une trousse d'outils sur l'EDI).

L'EDI demeurera un thème transversal dans les activités de promotion d'intérêts d'Universités Canada en prévision des élections fédérales de 2019 et du budget de 2020.

Pour obtenir un complément d'information, veuillez communiquer avec Wendy Therrien, directrice, Relations extérieures et recherche, à wtherrien@univcan.ca ou au 613 563-1236, poste 278.

Alison Evans
Director of Communications
Universities Canada | Universités Canada
350 Albert St., suite 1710 | 350, rue Albert, bureau 1710
Ottawa, ON K1R 1B1

613 563-1236 (238)
aevans@univcan.ca

www.univcan.ca
@univcan



Dimensions Charter Endorsement

GENERAL INFORMATION	
Name of institution	
Name and contact information of President or equivalent	
Name	
Title	
Email	Telephone
Link to institution's relevant webpage to be used in public Tri-Agency posting of Charter Endorsement	
Link	
DIMENSIONS CHARTER PRINCIPLES	
By voluntarily choosing to endorse this charter, institutions commit to adopting these principles throughout their practices and culture to achieve greater equity, diversity and inclusion (EDI). Institutional commitment is understood to reflect ongoing and productive engagement with their community.	
<ol style="list-style-type: none"> 1. The post-secondary research community has the greatest potential to thrive when members experience equitable, inclusive and unbiased systems and practices. 2. To advance institutional equity, diversity and inclusion, specific, measurable and sustainable actions are needed to counter systemic barriers, explicit and unconscious biases, and inequities. This includes addressing obstacles faced by, but not limited to, women, Indigenous Peoples, persons with disabilities, members of visible minority or racialized groups, and members of LGBTQ2+ communities. 3. Institutions require qualitative and quantitative data to measure, monitor, understand and publicly report on challenges and progress made. The analysis of the data should inform a comprehensive, in-depth, intersectional understanding of the contexts, manifestations and experiences that result from inequities, underrepresentation and exclusion among all post-secondary community members. 4. When equity, diversity and inclusion considerations and practices are integral to research participation, to the research itself, and to research training and learning environments, research excellence, innovation and creativity are heightened across all disciplines, fields of study and stages of career development. 5. To contribute to reconciliation, research with, by or impacting Indigenous Peoples must align with the research policies and best practices identified through ongoing engagement with First Nations, Métis and Inuit Peoples and their organizations. 6. Advancing equity, diversity and inclusion is a shared responsibility that requires dedicated resources and strong leadership at all levels. Senior leadership demonstrates commitment through public endorsement, by ensuring the work involved is resourced and distributed fairly, and by embedding changes in institutional governance and accountability structures. 7. Issues of institutional and individual safety, trust, belonging, privacy and power differentials must be recognized and pro-actively addressed; this will be most successful when those impacted are directly engaged in defining the actions. 8. Achieving the overall objective of the Dimensions program—to foster increased research excellence, innovation and creativity within the post-secondary sector across all disciplines through increased equity, diversity and inclusion—involves institutional collaboration, transparency, and the sharing of challenges, successes and promising practices. 	
SIGNATURE	
On behalf of the institution listed above, I endorse the charter and commit our institution to adopting its principles throughout our practices and culture to achieve greater equity, diversity, and inclusion. I am aware that the institution's endorsement of this charter will be made public.	
Signature of President or equivalent	Date



SENATE

Agenda Item: 4.2
Meeting Date: May 27, 2019
Presenter: Sal Ferreras

Provost's Report to Senate

May 27, 2019

Spring, known at KPU as summer, got off to a strong start with the successful third annual Open Doors, Open Minds forum for prospective Indigenous high school students in our areas. The event doubled last year's attendance figures and turned out to be a meaningful and powerful event for us all. Activities included an address by our elder Lekeyten and his wife Cheryl Gabriel, Chair of our Indigenous Advisory Committee. Students were treated to numerous presentations, hands-on displays, a lunch and cultural performances from the V'ni Dansi traditional Métis dance company and the Nisga'a Git Hayetsk Dancers.

That same week the KPU community gathered at the Richmond campus for KPU Day 2019. The event was, by all counts, a very successful and quite joyful gathering of over 600 fellow employees. Workshops, presentations, a wonderful long table lunch in the Atrium of the Richmond main campus building, awards, recognitions and the KPU annual celebration of the amazing number of exciting things we've done this past year was presented by Dr. Alan Davis.

The Academic Plan 2023 is well underway now. A full report will be presented at the June 24 meeting of Senate and the June 26 meeting of the Board of Governors. Over the past two months the Associate Vice Presidents, Vice Provosts and Associate Deans have been assembling the data on the impressive number of initiatives that are in motion or have been completed. The Provost looks forward to presenting a comprehensive picture of our Academic Plan progress almost exactly one year since its approval by Senate in 2018.

KPU held a Leadership conference on May 9. This was, undoubtedly, one of the most engaging leadership events in the past few years at our university. The presentations were succinct, clear and impactful while the various small table group discussions demonstrated a level of commitment and engagement often overlooked in our busy work weeks.

KPU hosted hundreds of students, children and families to the 2019 edition of our KPU Science Rendezvous. The event, held at the Langley campus, was packed with curious minds and passionate instructors and lab assistants demonstrating everything from Virtual Reality to craft beer to robotics and so much more. Bodes well for our future enrolment that there were that many captivated young students taking in the demonstrations. A special kudos to the large team of volunteers that made this even not only possible but also welcoming and fun.

By the time of this meeting KPU will have hosted the Polytechnics Canada 2019 Annual Showcase "Disruption in Action". The event will be attended by delegations from our fellow twelve Polytechnic

institutions from BC, Alberta, Saskatchewan, Manitoba and Ontario. Key note speakers were the post-secondary visionaries and authors, Joseph E. Aoun, President, Northeastern University and Ryan Craig, Co-Founder & Managing Director, University Ventures.

The Provost will have spent a good deal of April and May in discussion with department leaders, administrators, and diverse faculty and staff to develop the GV9 Full Proposal that will be presented at this May 27, 2019 Senate meeting. All the pertinent details regarding this initiative will be contained in a separate presentation and report shared with Senate.

Perhaps the most significant event of the last month was the arrival of our incoming Provost and Vice President, Academic, Dr. Sandy Vanderburgh. Over the next seven weeks the Provost will be transferring important documents, meeting key internal and external stakeholders and familiarizing the incoming Provost with the workings of KPU's operations, systems and culture to prepare a seamless transition to him assuming the full leadership role on July 1, 2019.

Notable recent meetings, gatherings, events and conferences included:

- The Surrey Mayor's State of the City address
- Breakfast with the Bank, a fundraiser for the Surrey Food Bank attended by several KPU administrators
- KPU's rescheduled Student Leadership Awards
- Polytechnics Canada.

Dr. Sal Ferreras



SENATE

Agenda Item: 4.2.1

Meeting Date: May 27, 2019

Presenter: Dr. Sal Ferreras

Agenda Item: GV9 Task Force Full Proposal for the Discontinuance of the Faculty of Academic and Career Advancement

Action Requested:	<input checked="" type="checkbox"/> Motion to Approve <input type="checkbox"/> Discussion <input type="checkbox"/> Information
--------------------------	--

Recommended Resolution:	That Senate approve a recommendation to the Board of Governors to adopt the recommendations contained in the attached Full GV9 Proposal.
--------------------------------	---

Senate Standing Committee Report:

This motion and Full Proposal are respectfully presented upon the recommendation of the Senate Standing Committee on Academic Planning and Priorities and the authority of the KPU Senate.

Context & Background:

Last February 8, 2019, SSCAPP passed a motion recommending that Senate approve “the formation of a Task Force appointed by Senate and headed by the Provost or designate to carry out a thorough consultative process with stakeholders leading to a full written proposal for the discontinuance of the FACA as per Policy GV9. This Task Force on the Faculty of ACA GV9 proposal was established March 5th. The Task Force completed its work and submitted its recommendations to the Provost on March 17th who, in turn, developed the attached Full Proposal and the motion before Senate.

The motion above and its corresponding provisions has been submitted to Senate by the Provost for recommendation to the Board of Governors.

Key Messages:

1. The GV9 process has been a positive and effective vehicle for the representation and discussion of complex issues related to the delivery of education at the University.
2. This proposal mitigates KPU’s principal financial concerns while proposing positive steps forward for developmental education at KPU
3. This process has provided an opportunity to review change processes at KPU and to catalyze discussion and action on new developments in course delivery, laddering and communities of practice.

Resource Requirements:

Any resource requirements such as the distribution of department and Faculty office budgets, chair reappointments, etc. are outlined in the recommendations outlined in the Full Proposal

Implications / Risks: All implications are outlined in the attached Full Proposal

- Consultations:**
1. Institutional Analysis and Planning data. This included reports on enrolments, student profiles, student success rates, repeat rates, etc.
 2. Current literature on access programming.
 3. Financial reports. Costing information was provided from the office of Institutional Analysis and Planning.
 4. International student data provided by Ann Yuan.
 5. Recent Program Reviews provided for review by Task Force members.
 6. Structural comparison with the other four special purpose teaching universities provided by ACA Task Force members.
 7. Student input collected and provided by student Task Force members.
 8. Report on Continuous Intake provided by Sean Conway.
 9. Legislative and Ministry documents including the Adult Education Policy Framework
 10. The Learning Centre
 11. Select faculty members from the Faculty of ACA
 12. Presentations from: Task Force members of the Faculty of ACA
Dr. Diane Purvey, Dean, Faculty of Arts
Dr. Betty Worobec, Dean, Faculty of Science & Horticulture
Dr. Salvador Ferreras, Provost and Vice President, Academic

- Attachments:**
1. Full Proposal for the Discontinuance of the Faculty of ACA
 2. Appendix A - Report of the Senate Task Force on the Discontinuance of the Faculty of Academic and Career Advancement
 3. Appendix B - Department of Academic and Career Preparation Proposal: Transitioning from Continuous-Intake (CI) to University Preparatory (UPrep)
 4. Appendix C - Department of Academic and Career Preparation Preliminary Proposal: Transitioning from Fundamental English Continuous-Intake to UStart
 5. Appendix D – Provost’s response to the recommendations of the Senate GV9 Task Force on the Faculty of Academic and Career Advancement and Provost’s response to the recommendations from the department of Academic and Career Preparation

Submitted by: *Dr. Salvador Ferreras, Provost and Vice President, Academic*

Date submitted: *May 17, 2019*

KPU Policy GV9 Full Proposal for the Discontinuance of the Faculty of Academic and Career Advancement

May 14, 2019

Last February 8, 2019, the Senate Standing Committee on Academic Planning and Priorities' (SSCAPP) approved a motion stating that Senate approves "the formation of a Task Force appointed by Senate and headed by the Provost or designate to carry out a thorough consultative process with stakeholders leading to a full written proposal to be reported in two months for the discontinuance of the FACA as per procedures of Policy GV9. On March 5, 2019, the SSCAPP Provost's Task Force on the Faculty of ACA GV9 proposal was established.

Task Force members consisted of:

- Sean Conway, faculty member, ACP, Faculty of Academic & Career Advancement
- Lynette Manton, faculty member, ELST, Faculty of Academic & Career Advancement
- Teresa Swan, faculty member, APPD, Faculty of Academic & Career Advancement
- Shelley Strimbold, Admin. Coordinator, Faculty of Academic & Career Advancement
- Aysha Haq, Educational Advisor, Faculty of Academic & Career Advancement
- Heidi Dosch, student, Faculty of Business
- Yunyang Tim Liu, student, Faculty of Academic & Career Advancement
- Dr. Robert Dearle, faculty member, English, Faculty of Arts
- Alyson Rozel, faculty member, Math, Faculty of Science & Horticulture
- Ann Yuan, Interim Director, International Recruitment & Admissions
- Zena Mitchell, Registrar
- Dr. Lori McElroy, Executive Director, Institutional Analysis & Planning
- Dr. Steve Cardwell, Associate Vice President, Academic
- Carolyn Robertson, Dean, Wilson School of Design, Chair

The main responsibility of the Task Force was to "consult, solicit, and analyze the data presented by various inputs that will inform a full discussion regarding the advantages or disadvantages of discontinuing the Faculty of ACA". Over a period of seven weeks, the Task Force reviewed and examined a number of different data points and documents, including:

- Institutional Analysis and Planning data. This included reports on enrolments, student profiles, student success rates, repeat rates, etc.
- Current literature on access programming.
- Financial reports. Costing information was provided from the office of Institutional Analysis and Planning.
- International student data, provided by Ann Yuan.
- Recent Program Reviews, provided for review by Task Force members.
- Structural comparison with the other four special purpose teaching universities, provided by ACA Task Force members.
- Student input, collected and provided by student Task Force members.

- Report on Continuous Intake, provided by Sean Conway.
- Legislative and Ministry documents, including the Adult Education Policy Framework
- Presentations from:
 - Task Force members of the Faculty of ACA
 - Dr. Diane Purvey, Dean, Faculty of Arts
 - Dr. Betty Worobec, Dean, Faculty of Science & Horticulture
 - Dr. Salvador Ferreras, Provost and Vice President, Academic

In accordance with the policy and following the Task Force consultation process the Provost hereby presents the full proposal for the discontinuance of the Faculty of Academic and Career Advancement to the Senate of the. The Provost respectfully requests that, as per policy GV9, Senate consider the proposal by addressing the academic reasons for and against the discontinuance of the Faculty of Academic and Career Advancement and that Senate make a recommendation to the Board concerning the proposal.

This proposal will present an introductory summary followed by the detailed information on the required specific items outlined in the procedures of Policy GV9.

The following provides a full description of the required information items required by policy procedures GV9 2.d.

List of current Faculties

- Faculty of Arts
- Faculty of Science and Horticulture
- School of Business
- Wilson School of Design
- Faculty of Health
- Faculty of Trades and Technology
- Faculty of Academic Career and Advancement
- Faculty of Educational Support and Development

Name of Faculty to be considered for discontinuance

Faculty of Academic and Career Advancement

Academic, reputational, and operational rationale for discontinuance of the Faculty

- To establish more integrated and aligned teaching areas in math, biology, physics and chemistry
- To encourage a more direct connection between preparatory level courses to undergraduate level courses

- To foster a closer interaction of present Academic and Career Preparation faculty with fellow faculty in similar subject/discipline areas in the Faculty of Science and Horticulture
- To create a closer alignment with science lab facilities and personnel serving preparatory and undergraduate courses
- Encouraging a more integrated and inclusive community of practice
- To expand the availability of teaching subjects and courses for present Faculty of ACA faculty members having subject expertise and qualifications in the Faculty of Science and Horticulture
- Possibility of increasing the pool of instructors for the regular undergraduate offerings of the Faculty of Science and Horticulture
- Desire to discontinue the costly delivery model of Continuous Intake as it poses a logistical and financial challenge for the University
- Desire to have our polytechnic university continue to offer developmental programming with a special focus on getting students to enroll in and complete undergraduate programs
- To address the fact that current Continuous Intake students rarely progress to undergraduate courses for any number of reasons
- To address the reality that Fundamental ABE students do not generally progress to undergraduate courses
- Proposal provides the impetus to improve the success rates for students in entry level undergraduate English courses because expertise of English Language Studies and ACP English instructors can be more effective in a more special-focus academic environment
- To maintain stability while the APPD department undertakes major curriculum revisions and a program review
- To support more inclusionary practices for people with disabilities through an improved delivery model and a Senate-approved curriculum
- To align with contemporary educational research on students with disabilities that strongly advocates an integrated approach that is far more inclusive than the present segregated model.
- Realigning courses and programs with undergraduate Faculties presents new opportunities and the potential for greater engagement amongst all faculty.
- Will encourage a more efficient synchronization of core content and competencies to enhance progression to undergraduate programs.
- Realignment offers the opportunity to improve outcomes and provides more enriched opportunities and experiences for students.
- While there may be a variety of reasons why ACA has not been able to meet its developmental targets over the past five years, we remain accountable to government funding and cannot effectively make a case for increased support of adult basic education without a marked improvement in reaching targets even if these have now been lowered by AEST.
- To address the fact that although enrolment has been declining, costs per FTE in the Faculty of ACA have remained high or have increased.
- Proposed changes will enable KPU to move towards an integrated access-to-credential completion system
- To allow the development of new ideas and delivery improvements in science, math and English, under the umbrella of either the newly-named Faculty or the Faculty of Science and Horticulture as applicable.

Detailed plan for realignment of academic departments and/or programs within other Faculties

The GV9 Task Force recommendations were combined with corresponding research, financial modeling, administrative and selected unit consultations and have led to the following motion to be put forward to Senate by the Provost.

That Senate approve a recommendation to the Board of Governors to adopt the recommendations contained in the attached Full GV9 Proposal.

1. That the University retain the governance body of the Faculty of ACA and re-name it to reflect a renewed emphasis on English preparatory studies (i.e. all ELST offerings and ABE English at or beyond the Grade 10 level) and the delivery of the APPD program.
2. That Senate request that the Board of Governors offer suggestions on an appropriate higher profile name for a Faculty focused on English language preparatory development for undergraduate studies and access programming defined as Adult Special Education.
3. That this renamed Faculty contain all the courses and programs presently offered in the ELST department.
4. That this renamed Faculty continue to offer developmental English but only at the undergraduate preparatory level. This would entail nothing is offered below the Grade 10 level.
5. That this renamed Faculty also contain the ACP English preparatory courses also offered at or beyond the Grade 10 level
6. That the department of Academic and Career Preparation be discontinued in favour of a redistribution of the courses into the relevant departments of Math, Biology, Chemistry and Physics within the Faculty of Science and Horticulture
7. That the ABE fundamental level courses cease to be offered by KPU with the exception of those offered under a pre-established arrangement with the Phoenix Drug & Alcohol Recovery & Education Society
8. That the department of Access Program for People with Disabilities remain within the newly named Faculty and that whatever eventual name is assigned to this Faculty reference the access component of the APPD department.
9. That the new and as yet un-named Faculty retain the present Interim Dean of the Faculty of ACA (under its new name) and its present Divisional Business Manager
10. That the un-named Faculty retain the relevant and necessary complement of staff and advisors to support English language development in ELST and ACP English undergraduate preparatory offerings.
11. That the un-named Faculty retain a single department chair to coordinate both ELST and ACP English offerings recognizing this is a workload issue that the employer must deal with directly with the KFA.
12. That the new Faculty Dean initiate labour relations procedures to reassign the relevant and necessary Faculty of ACA staff to support the offerings within the Math, Biology, Chemistry and Physics departments in the Faculty of Science and Horticulture.
13. That the determination of any impact of faculty and staff qualifications on the proposed changes be initiated through discussions with the KFA and BCGEU.

14. That KPU work with the KFA and BCGEU to clarify reporting relationships, seniority, layoff provisions, PD allocation, possible relocation and other operational matters necessary for a smooth transition to this new Faculty and to the Faculty of Science and Horticulture. These discussions will need to conclude prior to the end of September 2019 in order to continue a seamless transition to a newly named Faculty and math/science course distribution into the Faculty of Science and Horticulture
15. That Senate consider whether the GV9 process herein contained can be deemed as sufficient diligence to enable the discontinuance of the ACP department without engaging in a separate process engaging in another GV9 process. The requirements of the discontinuance of a department mirror those of a Faculty. Consequently, the questions, answers and rationale that would remain to be answered regarding a department discontinuance are the same as those for the Faculty as a whole in this particular instance.
16. That former ACP faculty members embedded either in the Faculty of Science and Horticulture or this newly named Faculty build partnerships with the KPU services that already exist such as the Learning Centres, Education Advising, Assessment and Testing, Career Services, Peer Assisted Study Sessions, etc. to identify baseline qualities and qualifications for entry into programs to improve student chances of success.
17. That this transition process begin immediately so as to ensure all elements are in place and implemented in time for the intake of students expected to register in the Fall 2020 term. This will involve changes to the university calendar, scheduling and other timetable matters that will need to be in place far in advance of the Fall 2020 intake. This will also involve proper notification to any personnel being reassigned to the yet-to-be-renamed Faculty or any other Faculties at KPU
18. That the relevant operational and salary budget to support the present ACP courses in Math, Biology, Chemistry and Physics be reallocated to the Faculty of Science and Horticulture
19. That the relevant operational and salary budget to support ABE English courses presently offered by the ACP department remain with the new Faculty
20. That the relevant operational and salary budget to support the APPD program remain with this newly-renamed Faculty.
21. That any ACA faculty members reassigned to the new Faculty or to the Faculty of Science and Horticulture be assured of the opportunity to put forth their candidacy for Senate from the Faculty to which they would then report.
22. That Senate consider the inclusion of a sub-committee on Developmental Programming and Access within the present Senate Standing Committee on Teaching and Learning
23. That closer associations with the Learning Centres and the Teaching and Learning Commons and all relevant Faculties be established to support undergraduate preparation and success
24. That KPU immediately engage in discussions with local School Districts to offer viable alternatives to students who may be displaced by the discontinuance of Fundamental ABE levels
25. That KPU's Continuous Intake delivery model be discontinued as of September 2020 with the exception of the separately established Phoenix Drug & Alcohol Recovery & Education Society courses
26. That KPU formalize an official mandate and scope regarding developmental education and that this formal position guide future planning and inform educational practices

Detailed assessment of the impact on students, staffing, facilities, operating and capital budgets as a result of the discontinuance of the Faculty.

- Students not enrolled in Continuous Intake sections will not be affected by the change of reporting relationship of the ACP/ELST departments as they will continue to take the same types of courses offered in a newly named Faculty.
- KPU will work with faculty and staff to ensure that students presently enrolled in Fundamental level courses will be offered alternative opportunities with local partner School districts offering ABE within our region.
- Students enrolled in Continuous Intake will have the option to enroll in newly proposed fixed-intake courses
- Students in Continuous Intake and Fundamental level ABE sections (except those participating in our partnership with the Phoenix Drug & Alcohol Recovery & Education Society courses) will be given ample notice that this mode of delivery will be phased out. Students enrolled in this mode will be informed that no further sections of Continuous Intake or Fundamental level ABE will be delivered after a precise date and that students in process of completion will have a deadline by which to either complete their work or consult an advisor to explore options to complete their work.
- Prospective students in all undergraduate preparatory courses will have the opportunity to make connections with a wider community of faculty, instructional associates and undergraduate students in similar discipline areas.
- Students will know they belong to an academic upgrading Faculty focused on getting them into undergraduate studies.
- Staffing assignments will be reallocated to the areas where they can best serve student success and program/course support. Depending on the eventual distribution of the departments and offerings, staff may experience some change of reporting and/or location. These potential changes of work location will be duly notified to affected staff members as per regular collective agreement processes.
- Facilities are not expected to be affected by this proposed change as classes will still need to be delivered in the same types of classrooms within our collective KPU classroom inventory.
- Implementation of the proposed realignment may prompt a re-examination of selected Faculty room regions for timetabling purposes.
- Operating and capital budgets will be proportionally redistributed to support delivery in the various Faculties hosting the sections.
- KPU anticipates savings will result from the transitioning of ABE Continuous Intake into a semester-based model.
- There will be minimal impact to shared services as the number of services required to support faculty, staff and students are expected to remain the same.
- Administrative units will continue to resolve matters relating to program marketing and website changes, advertising materials, calendar updates, course code changes, transcript notations and the awarding of credentials until any approved renaming and restructuring of the newly renamed Faculty is in effect and the necessary arrangements with the Faculty of Science and Horticulture regarding preparatory math and science courses are complete.

- KPU also anticipates an improvement of scheduling and space utilization as a result of the adoption of a more integrated approach to scheduling of classes, labs and innovative classrooms and other spaces.

Detailed assessment of the impact on the existing Faculties and Departments resulting from the discontinuance of the Faculty.

- The GV9 Task Force that has informed this full proposal has affirmed that “going through the GV9 process allowed the Faculty to examine its shared commitment and values related to student success and to strengthen current programming that will enhance our Faculty and benefit KPU”
- The FSH has expressed continued interest in welcoming the addition of math, biology, chemistry and physics instructors from the ACP department. Depending on the level of qualifications, these instructors may also have the opportunity to be offered teaching assignments in other FSH undergraduate courses.
- A fully dedicated Faculty focused on English language development will raise the profile of this area and present opportunities to develop other non-developmental but career-oriented English language training through revenue-generating means such as non-credential courses, intensive summer workshops for domestic and international learners or innovative micro-credential offerings.
- The Faculty of Science and Horticulture will have the opportunity to avail themselves of a larger group of potential Senators and other governance representatives. The newly renamed Faculty will continue to have their representatives on Senate.
- Financial Services will work with the respective Deans and relevant Faculties to ensure budget allocations reflect a proportionate share of any reallocated load resulting from the approval of this proposal. This would include, upon consultation with the KFA, time-releases or allocations for Department Heads/Coordinators.
- For any faculty members whose work will be in another Faculty other than the newly named Faculty of ACA, PD allocations would be handled by the PD committee of that discipline within the respective Faculty. This may require some adjustments to the PD groupings of individual faculty members. PD, as an element of the Collective Agreement, will remain in effect and fully supported as is the present case. Any proposed changes will be discussed and agreed to with the KFA.

Proposed effective date.

September 1, 2020.

Departments and governance groups consulted to date:

- Faculty of Academic and Career Advancement general information meeting
- English Language Studies department
- Access Program for Persons with Disabilities Department
- Academic and Career Preparation department
- Polytechnic University Executive
- Academic Council

- Dean of Faculty of ACA
- Dean of Faculty of Arts
- Dean of Faculty of Science and Horticulture
- University Registrar
- The Learning Centre
- Institutional Analysis and Planning
- Faculty Council Faculty of Academic Career and Advancement
- KPU Senate
- KPU Senate-appointed Task Force on the GV9 Proposal to Discontinue the Faculty of ACA
- KPU Board of Governors
- BC Teaching University Vice Presidents
- Associate Vice Presidents, Vice Provosts
- Ministry of Advanced Education, Skills and Training through Deputy Minister and relevant staff member briefing

What will the newly named Faculty of ACA comprise?

Faculty of(new name TBD)

- ELST and ACP English course offerings
- Access Program for People with Disabilities department
- Dean
- Divisional Business Manager
- Staff necessary to support these specific programs

What will happen to ACP department?

- All science and math offerings will be absorbed into the Faculty of Science and Horticulture
- All ACP English courses will reside in the newly named Faculty
- The offerings of the former ACP English will be offered within the larger ELST department
- All PD groupings will be re-assigned to reside in their most logical location by subject expertise as per the Collective Agreement and discussions with the KFA
- All ACP science and math faculty members will be able to participate as Senators within the FSH.
- All ACP English members will be able to participate as Senators within the newly-named Faculty
- The department of ACP will be discontinued
- Selected former ACA staff members may be reassigned to support FSH undergraduate preparatory studies

Appendix A

MEMORANDUM

TO: Dr. Salvador Ferreras
Provost & Vice President, Academic

CC: SSCAPP Task Force on the Provost's ACA GV9 Proposal Members

FROM: Carolyn Robertson
Dean, Wilson School of Design
Chair, SSCAPP Task Force on the Provost's ACA GV9 Proposal

DATE: April 16, 2019

SUBJECT: Recommendations from the GV9 Task Force

As per the Senate Standing Committee on Academic Planning and Priorities' (SSCAPP) motion on February 8, 2019 that Senate approves "the formation of a Task Force appointed by Senate and headed by the Provost or designate to carry out a thorough consultative process with stakeholders leading to a full written proposal to be reported in two months for the discontinuance of the FACA as per procedures of Policy GV9", the SSCAPP Task Force on the Provost's ACA GV9 Proposal was established on Tuesday, March 5th, 2019. Membership, consisted of:

- Sean Conway, faculty member, ACP, Faculty of Academic & Career Advancement
- Lynette Manton, faculty member, ELST, Faculty of Academic & Career Advancement
- Teresa Swan, faculty member, APPD, Faculty of Academic & Career Advancement
- Shelley Strimbold, Admin. Coordinator, Faculty of Academic & Career Advancement
- Aysha Haq, Educational Advisor, Faculty of Academic & Career Advancement
- Heidi Dosch, student, Faculty of Business
- Yunyang Tim Liu, student, Faculty of Academic & Career Advancement
- Robert Dearle, faculty member, English, Faculty of Arts
- Allyson Rozel, faculty member, Math, Faculty of Science & Horticulture
- Ann Yuan, Interim Director, International Recruitment & Admissions
- Zena Mitchell, Registrar
- Lori McElroy, Executive Director, Institutional Analysis & Planning
- Steve Cardwell, Associate Vice President, Academic
- Carolyn Robertson, Dean, Wilson School of Design, Chair

The main responsibility of the Task Force was to "consult, solicit, and analyze the data presented by

various inputs that will inform a full discussion regarding the advantages or disadvantages of discontinuing the Faculty of ACA” (Terms of Reference, p. 1). Over a period of seven weeks, the Task Force reviewed and examined a number of different data points and documents, including:

- Institutional Analysis and Planning data. This included reports on enrolments, student profiles, student success rates, repeat rates, etc.
- Current literature on access programming.
- Financial reports. Budget information was provided from Financial Services.
- International student data, provided by Ann Yuan.
- Recent Program Reviews, provided for review by Task Force members.
- Structural comparison with the other four special purpose teaching universities, provided by ACA Task Force members.
- Student input, provided by student Task Force members.
- Report on Continuous Intake, provided by Sean Conway.
- Legislative and Ministry documents, including the Adult Education Policy Framework
- Presentations from:
 - Task Force members of the Faculty of ACA
 - Diane Purvey, Dean, Faculty of Arts
 - Betty Worobec, Dean, Faculty of Science & Horticulture
 - Salvador Ferreras, Provost and Vice President, Academic

In order to assist in evaluating options and recommendations, the Task Force developed the following list of Guiding Principles:

- Valuing for all students
- Quality Services for students
- Quality Supports for students
- Quality programming to students – curricular support
- Quality student experience
- Success for students
- Access and transitions that are easy for students
- Financial Sustainability
- Input from stakeholders
- Voice in Governance (Senate Standing Committee on Developmental Education)
- Enhancing the alignment of programming

After careful consideration, the GV9 Task Force **recommends the continuance of the Faculty of Career and Advancement with its current departments: English Language Studies (ELST), Academic and Career Preparation (ACP), and Access Programs for People with Disabilities (APPD)**. In their support of this recommendation, the faculty, staff, and student representatives from ACA felt that this allows for “a centralized and coordinated structure for developmental education that includes current leadership’s knowledge of ACA programs and well established working relationships with faculty of ACA, Administration, and across the institution (ACA Response to Advantages and Disadvantages, p.1)”.

As agreed by the full Task Force, “going through the GV9 process allowed the Faculty to examine their

shared commitment and values related to student success and to strengthen current programming that will enhance our Faculty and benefit KPU (ACA Response to Advantages and Disadvantages, p.1)". As such, the following actions/initiatives/opportunities are recommended:

- a) That Continuous Intake programming be discontinued as of September 2020, with the exception of the Continuous Intake program offered at the Phoenix Addiction Recovery Centre. (The ACP group will be submitting a more fulsome proposal for ACP programming and delivery to the Provost by April 17th, 2019 that includes this recommendation.)
- b) That KPU's mandate and the scope of fundamental education it can sustainably offer be formally established and that KPU engage with the local school districts to offer viable alternatives to those students displaced by a discontinuance of Fundamental level Adult Basic Education.
- c) The establishment of a revitalized and cohesive ACA Vision and Academic Plan that identifies specific strategies to support both student access and student success and address current challenges (DFW rates, enrolments, attrition, barriers for students, etc.). This Plan may also "consider the role of the Faculty within the institution and explore an expanded vision embedded within the principles of access and inclusion. A name change may be a result (ACA Response to Advantages and Disadvantages, p.3)".
- d) That a Senate Standing Committee on Developmental Programming and Access be established to ensure integrated planning of curriculum, supports, and services for all students transitioning to and within KPU.
- e) Through the establishment of discipline specific working groups, that greater communication and collaboration occur between departments in ACA and across Faculties to align curriculum within disciplines (ex., APC English and Faculty of Arts English) and ensure smooth student transition and progression through their developmental, Pathway, and UG courses. These working groups would report up to the Senate Standing Committee as above. This would not only ensure alignment but create the opportunity to identify emerging needs, gaps, and new possibilities. It would also provide the opportunity to share vision, practices, and resources.
- f) That a shared understanding of developmental targets and funding be established across the Faculty of ACA to assist in the identification of strategies to fulfill them.
- g) That closer associations with the Learning Centres and Teaching & Learning be established to support best practices and student success, as well as with the Future Students' Office to support students in their application and registration processes (also applicable to all other Faculties).
- h) That APPD's implementation of more inclusionary practices and department structures as per its Program Review proceed.
- i) That mandatory advising be examined for some or all ACA students

APPENDIX B

Department of Academic and Career Preparation Proposal: Transitioning from Continuous-Intake (CI) to University Preparatory (UPrep)

ACP's Continuous-Intake Courses: Successes and Challenges

KPU's recent drive toward integrated resource planning and ongoing financial and academic sustainability has highlighted courses taught in the Continuous-Intake (CI) mode as a source of concern. CI is a mode of delivery used to teach preparatory math and English courses to students at a very wide range of levels—from Fundamental to the Intermediate and Advanced levels—with a wide range of educational and personal goals: to find employment, to transfer to another post-secondary institution, to receive their Adult Graduation Diploma, to enter a program at KPU, or simply to further their education. This mode of delivery also allows students to begin and end their studies at any point in an academic year. The benefit of CI courses is that they serve students at wide range of skill level with different educational goals, they allow for student-centered and individualized learning options, and they have flexible enrollment and completion dates.

Nonetheless, these courses pose several challenges for our institution:

- i. **Delivery Mode:** CI's delivery mode, though student-centered and flexible, is administratively complicated.
- ii. **Tracking Student Progress:** Student progress can be difficult to track as students begin and end their studies at various points in an academic year and courses can take more than one semester to complete.
- iii. **Completion:** When student success is defined by completion of a course at the end of a semester rather than by the achievement of a personal educational goal, then completion rates in CI appear to be problematic.
- iv. **University Transfer:** as in (iii), above, when student success is defined by the transition to Undergraduate Studies rather than by the achievement of a personal education goal, student success rates in CI appear to be problematic, particularly when students taking CI may enroll without planning to pursue further studies at KPU.

Proposal: Transitioning from CI to UPrep

To align the benefits of CI courses—the self-paced, individualized mode of learning and serving students at different skill levels—with KPU's administrative structure and its need to ensure program success and sustainability, ACP proposes a new model of delivery: University Preparatory (UPrep) English and Math.

By September 2020, ACP will no longer offer CI English courses and will replace these with University Preparatory (UPrep) English classes.¹ UPrep English classes will be fixed-semester, multi-level classes that offer two types of courses: 1) workshop courses, which will assist students needing additional support to improve their reading and writing skills prior to and/or while they are enrolled in other courses; and 2) fixed-semester, individually-paced versions of ACP English courses.

UPrep English workshop courses will be supplemental to existing ACP English Pathway courses, so student progression will be based on successful completion of these Pathway courses. Unlike workshop courses that are instructor-led, UPrep workshop courses will be student-centred and individualized, so students will work on learning objectives that are relevant to the particular skills they need to develop. These courses will serve students who need ongoing and comprehensive support to succeed in their other classes. Currently, many students in fixed-intake English courses need and use CI for extra support since they enter KPU with weak reading and writing skills. These underprepared students would still be able to access this support in UPrep classes. With this comprehensive skill development and support, these students are more likely to succeed in their fixed-intake ACP English courses and their undergraduate KPU courses.

UPrep English classes will also include the option to enroll in fixed-semester, individually-paced versions of some ACP English courses. For example, if a section of ENGQ 1089 is full, some students may choose to enroll in UPrep version of this class. Since ENGQ 1089 is at Step 2 on KPU's Pathway, students who are enrolled in this class can also take selected KPU undergraduate courses. Currently, CI courses are not on KPU's Pathway, so a student taking an Advanced level CI course, equivalent to ENGQ 1089, is not able to enroll in Step 2 KPU Pathway undergraduate courses.

For UPrep English classes, we propose a 10-week, 2x2 format for these courses (each UPrep course being a 3-credit course that includes 40 hours of instruction), and, if possible, they would begin in the 2nd or 3rd week of each academic semester. This structure would allow ACP English instructors to recommend appropriate students into a UPrep English workshop class after evaluating the student writing diagnostics that are administered in the first week of their ACP English courses. Also, if a section of an ACP English course is cancelled due to low enrollment, these students can still enroll in a self-paced version of this course in a UPrep class. This format would retain some of the flexibility in terms of enrollment of Continuous Intake courses while still being on a semester system.

By ensuring all ACP courses are on a taught and scheduled on the regular academic semester, administrative concerns, completion rates, and progression rates will all be addressed. The fixed-term semester structure would ensure that course repeats were limited in the same way

¹ However, CI courses will still be offered at off-site locations (like Phoenix) or through community partners.

that they are for all other KPU courses, and each student would receive a grade at the end of each semester.

Similarly, by September 2020, ACP will no longer offer CI Math courses and will replace these courses with University Preparatory (UPrep) Math classes. Each UPrep Math class will offer fixed-semester, individually-paced courses (3 x 2 hours per week) at the pre-intermediate, intermediate, and advanced levels. UPrep Math will be on a standard academic semester, with a fixed start date and end date, and grades will be entered at the end of each term. UPrep math courses can also be offered in a hybrid model using ALEKS.

ACP math/science will also develop Individualized Student Assistance Labs on each campus, similar to the Mathematics Assistance Centre, where students can work in small groups and individually on lab assignments assigned in their fixed-semester courses in math, physics, and biology. Study skills and learning strategies would also be integrated into these labs. Students would not need to register for these Labs, but students needing additional support can register for relevant UPrep Math courses.

For students, for faculty, and administratively, UPrep is a far simpler system since students can enroll for UPrep courses online like any other KPU course, and every student will receive a grade at the end of each semester. Also, it is far easier to see the demand for these courses since students can enroll online and a waiting list can be more easily generated. In addition, it is easier for KPU and ACP faculty to evaluate the effectiveness of UPrep courses since success rates can be more easily gathered and analyzed.

Other Initiatives

To offset the potential enrolment decline from the discontinuance of CI courses, ACP will partner with FSO and connect with regional high schools to begin offering ACP math and English assessments directly at high schools.

In addition, drawing on the expertise of ACP faculty who have been involved in micro-credentialing, computer-assisted learning, and online learning initiatives, ACP will create a sub-committee to explore ways to integrate micro-credentialing, hybrid learning, and competency-based education into math and English UPrep classes, with a focus on aligning with KPU's initiatives on Open Learning. Should successful models be developed, the sub-committee will apply for funding from the Irving K. Barber Endowment to assist in implementing these into UPrep classes. UPrep workshop courses will also draw on resources like Skip Downing's *On Course: Strategies for Creating Success in College and Life*, and their curriculum will include learning objectives that help ensure student success.

An additional ACP sub-committee will review our course offerings at the fundamental levels of English to explore to what degree these can be integrated into the UPrep model and will also explore alternative and sustainable models of delivery for courses at these levels, particularly for regions where this level of programming is not being offered or not sufficiently offered. One

alternative model, for example, is Washington's [Integrated Digital English Acceleration](#) (I-DEA) program, based on its [Integrated Skills and Basic Training](#) (I-BEST) program. I-DEA is a modular program that integrates online learning with instructor and peer support and serves as a complement to the I-BEST program. A similar program at KPU could serve as an entryway into other ACP English courses and undergraduate or vocational studies.

Summary

The UPrep model will:

- 1) Be simpler to administer
- 2) Allow for easier tracking of student success and progression rates
- 3) Improve capacity with delayed semester start for UPrep English classes
- 4) Increase under-grad course registration since many UPrep students will be at Step 2 or 3 on KPU's Pathway (and are therefore eligible to take undergraduate courses)
- 5) Allow for the same intake system (e.g. recommendation through ACP Assessments or through an academic advisor)
- 6) Offer continued support for ACP and other KPU students
- 7) Develop student success skills to improve success and retention
- 8) Integrate hybrid learning, micro-credentialing, and competency-based education

The UPrep model of delivery will have an implementation target of Fall 2020, and during this transition period, ACP will a) complete its program review and examine all possible issues reflected in this proposal, b) explore innovative and successful developmental education initiatives that could be integrated into UPrep classes, c) develop new UPrep classes to replace CI, and d) ensure administrative practices at KPU align with the new proposal.

Overall, ACP's new UPrep classes will retain the student-centred focus alongside some of the benefits of a self-paced structure, but in a simpler, more sustainable, and more effective model for KPU.

Appendix C

Department of Academic and Career Preparation Preliminary Proposal: Transitioning from Fundamental English Continuous-Intake to UStart

To provide a sustainable and effective mode of delivery for Fundamental Adult Basic Education English courses at KPU, ACP proposes an alternative to our current Fundamental Continuous Intake (CI) English courses: UStart, an accelerated English class offered at the Surrey campus that allows a selective cohort of students at the Fundamental level the opportunity to more quickly complete their preparatory English studies and move on to further studies at KPU.

Currently, Fundamental English courses at KPU are offered within multi-level Continuous Intake classes that also include courses at the Intermediate and Advanced level. In CI, there are three Fundamental levels of English (with two or three courses per level) currently offered, each of which may take more than one semester for students to successfully compete. Instead, UStart would accommodate students at the upper-Fundamental level and would only offer three semester-based, graded (not Mastery-based) English courses, which can allow students to complete their preparatory studies in UStart in only 1-3 semesters.

Students eligible to enroll in UStart would be required to attend as ½ time students—e.g. 12 hours a week. Class time would include individual work on learning modules, small group instruction, and extensive one-on-one work with the instructor. Computer-assisted learning and Competency-Based Education and micro-credentialing/badging can also be integrated into these classes. Outside of class time, students would work on take-home and online resources, like Open Educational Resources (OERs) and Moodle-based assignments. At the end of each semester, students would be given a letter grade, and students who do not successfully progress to the next level after their 2nd attempt, would be blocked from re-enrolling. Students would be able to register online, as with most other KPU courses, and waiting lists for these courses can be more easily created and managed.

Depending on their level, some students may complete their entire UStart studies in one semester. By focusing UStart on upper-level Fundamental students and by requiring that students who enroll in the program commit to ½ time studies and the additional requirements of the course will allow students in this program to progress more quickly than in current Fundamental CI English courses. UStart will also draw on best practices employed at successful accelerated developmental programs, like the Reading/Writing Accelerated Program at Chabot College, the Accelerated Learning Program (ALP) at the Community College of Baltimore County, and the City University of New York's (CUNY) Start program.¹

¹ See "Three Accelerated Developmental Education Programs: Features, Student Outcomes, and Implications"

Students who are below the level required for eligibility for UStart, or students who are not able to commit to the program requirements, would be recommended into regional community literacy programs. Students assessed at the Langley or Richmond campuses who are eligible for UStart would need to attend the UStart class in Surrey (e.g. using the intercampus shuttle).

As with the UPrep model, by ensuring all UStart courses are on a taught and scheduled on the regular academic semester, administrative concerns, completion rates, and progression rates will all be addressed. Also, the more focused cohort of students that UStart enrolls will allow for a more sustainable program. For students, for faculty, and administratively, UStart is a far simpler system since students can enroll for these courses online, every student will receive a grade at the end of each semester, course repeats will be limited, and it will be easier for KPU and ACP faculty to evaluate the effectiveness of UStart courses since success rates can be more easily gathered and analyzed.

Summary

The UStart model will:

- 1) Be simpler to administer
- 2) Allow for easier tracking of student success and progression rates
- 3) Allow KPU to continue to offer Fundamental English classes in a sustainable and effective program
- 4) Integrate best practices of successful accelerated developmental programs
- 5) Integrate hybrid learning, micro-credentialing, and competency-based education

UStart will have an implementation target of Fall 2020, and during this transition period, ACP will a) complete its program review and examine all possible issues reflected in this proposal, b) further explore innovative and successful accelerated developmental education initiatives that could be integrated into UStart, c) develop new UStart courses to replace Fundamental CI English courses, and d) ensure administrative practices at KPU align with the new proposal.

Overall, ACP's new UStart class will retain the student-centred focus alongside some of the benefits of a self-paced structure, but in a simpler, more sustainable, and more effective model for KPU.

Appendix D

The following response table has been developed by the Provost in order to respond to requests by Senators speaking on behalf and as advocates for the Faculty of Academic and Career Advancement.

In the interest of full transparency, the Provost respectfully submits this table outlining the recommendations of the GV9 Task Force and the ACP department (pursuant to proposals about UPrep and UStart) that were integrated into the Full Proposal as well as those that were not accepted. The appendices attached to the GV9 ACA Full Proposal include the full text of the GV9 Task Force recommendations (Appendix A) and this table.

GV9 Task Force recommendations	Provost responses
The GV9 Task Force recommends the continuance of the Faculty of Career and Advancement with its current departments: English Language Studies (ELST), Academic and Career Preparation (ACP), and Access Programs for People with Disabilities (APPD).	In the GV9 ACA Full Proposal the Provost recommends that the Faculty of ACA be discontinued and instead be re-named as a new Faculty that will oversee the delivery of all English preparatory studies (i.e. all ELST offerings and ABE English at or beyond the Grade 10 level) and the delivery of the APPD program.
That Continuous Intake programming be discontinued as of September 2020 with the exception of the Continuous Intake program offered at the Phoenix Drug & Alcohol Recovery & Education Society	Administration recommends this item be accepted as indicated.
That KPU's mandate and the scope of fundamental education it can sustainably offer be formally established and that KPU engage with the local school districts to offer viable alternatives to those students displaced by a discontinuance of Fundamental level Adult Basic Education.	<p>This item contains two different proposals. Regarding the first one, we believe there is a case for adopting a more formal definition of our mandate and scope as regards developmental education. This item has been highlighted in the full GV9 proposal.</p> <p>The second item has also been addressed in the full GV9 proposal but separate from the mandate issue.</p>

<p>The establishment of a revitalized and cohesive ACA Vision and Academic Plan that identifies specific strategies to support both student access and student success and address current challenges (DFW rates, enrolments, attrition, barriers for students, etc.). This Plan may also “consider the role of the Faculty within the institution and explore an expanded vision embedded within the principles of access and inclusion. A name change may be a result (ACA Response to Advantages and Disadvantages, p.3)”.</p>	<p>This is an internal matter than is best addressed at a future date once Senate and the Board of Governors has considered the full GV9 proposal.</p> <p>The name change issue is a prominent feature of the GV9 full proposal.</p>
<p>That a Senate Standing Committee on Developmental Programming and Access be established to ensure integrated planning of curriculum, supports, and services for all students transitioning to and within KPU.</p>	<p>After some discussion the Provost recommends that the Senate Standing Committee on Teaching and Learning establish a subcommittee on Developmental Programming and Access rather than create a whole new Senate Standing committee</p>
<p>Through the establishment of discipline specific working groups, that greater communication and collaboration occur between departments in ACA and across Faculties to align curriculum within disciplines (ex., APC English and Faculty of Arts English) and ensure smooth student transition and progression through their developmental, Pathway, and UG courses. These working groups would report up to the Senate Standing Committee as above. This would not only ensure alignment but create the opportunity to identify emerging needs, gaps, and new possibilities. It would also provide the opportunity to share vision, practices, and resources.</p>	<p>The Provost believes that this is a desirable outcome for any Faculty and that this recommendation is a valid teaching and learning argument regardless of the outcome of the GV9 process.</p>
<p>That a shared understanding of developmental targets and funding be established across the Faculty of ACA to assist in the identification of strategies to fulfill them.</p>	<p>Again, this is not an item that needs to be included in the recommendations on GV9. The targets have been set and have been informed to all involved. No further action need be taken other than to ensure KPU meets those targets. It will be up to the Faculties that deliver any form</p>

	of preparatory courses to work with marketing and recruitment to meet the targets.
That closer associations with the Learning Centres and Teaching & Learning be established to support best practices and student success, as well as with the Future Students' Office to support students in their application and registration processes (also applicable to all other Faculties).	The first part of this recommendation is included in the full proposal. The second part, dealing with the Future Student's Office is going to be an integral part of a much more substantial enrolment plan for KPU that is about to be launched. Therefore, this second section of the recommendation is not included in the full proposal.
That APPD's implementation of more inclusionary practices and department structures as per its Program Review proceed.	This has not been included in the full proposal although the notion of more inclusionary practices consistent with sectoral best practices has been outlined in the full proposal.
That mandatory advising be examined for some or all ACA students	This has not been included in the full proposal as it does not directly pertain to the issues being addressed by GV9

ACP recommendations	Provost responses
ACP proposes a new model of delivery: University Preparatory (UPrep) English and Math	The general response from the Provost to the entire ACP new proposal on UPrep and the corresponding UStart concepts is that some of these ideas are worth considering and possibly piloting. That being said, these are delivery tactics that should be considered by the relevant departments or Faculty Councils within the newly proposed Faculty outlined in the GV9-ACA Full Proposal.
By September 2020 ACP will no longer offer CI English classes and replace those with a) workshop courses and b) fixed-intake individually paced versions of ACP English	<p>The Provost agrees fully that KPU must discontinue the delivery of ABE courses in the Continuous Intake mode (except for the delivery at the Phoenix Addiction and Recovery Centre) and that any ABE courses should only be offered in the fixed-intake model.</p> <p>The Provost also agrees with the recommendation of the Task Force and ACP advocates that KPU should only deliver ABE starting at the Grade 10 level.</p>
UPrep English will be supplemental to existing ACP English Pathway courses	This will eventually need to be first an internal departmental discussion followed by a Senate S2C2 discussion and is outside the purview of this GV9 discussion. This will most likely require a reallocation of present workloads and budget within the new Faculty.
UPrep English classes will also include the option to enroll in fixed-intake, individually paced ACP English courses	Same as above
For UPrep English classes these will be offered in a 10-week, 2x2 format. These will be 3-credit courses, 40 hours of instruction. Changing to regular scheduled timetables will address administrative concerns, completion rates and progression rates	Same as above

As of September 2020, ACP will no longer offer CI Math courses and will replace these with UPrep Math courses offered in fixed-intake, individually paced courses at the pre-intermediate, intermediate and advanced levels	This is a discussion that will need to take place within the Faculty of Science and Horticulture, Math Department should Senate recommend the Full Proposal to the Board and the Board approves the proposed changes. This may also need to be reviewed by the KPU Quantitative Committee.
For UPrep Math these will be offered in 3 x 2 format	Same as above.
ACP math/science will also develop Individualized Student Assistance Labs on each campus similar to the Mathematics Assistance Centre	Discussion with FSH if proposal approved by the Board of Governors (BoG).
Should successful models be developed, the sub-committee will apply for funding from the Irving K. Barber Endowment to assist in implementing UPrep classes.	The Provost reminds the ACP department that any application to this Barber Endowment Fund must be done through the KPU Foundation and not directly to the Barber Fund.
UPrep is a far simpler system	This seems to be the case, but finer details need to be defined and communicated.
ACP will partner with FSO to offer ACP math and English assessments directly at high schools.	If the BoG approves the GV9 Full Proposal this idea will need to be pursued by the respective departments. This is not a governance issue that relates to GV9.
ACP will explore ways to integrate micro-credentialing, hybrid learning, and competency-based education into Math and English	The exploration of micro-credentials, hybrid learning and competency-based education is a much larger discussion that will take place across the University as a whole.
An additional ACP sub-committee will review course offerings at the fundamental levels of English to explore to what degree these can be integrated into the UPrep model	This is a departmental issue outside the scope of GV9.
<i>Department of ACP preliminary proposal:</i> Transitioning from Fundamental English to UStart	The Provost greatly appreciates the amount of work and dedication that went into this preliminary conception of an alternate delivery

	<p>model for Fundamental English to the proposed UStart model.</p> <p>The proposal poses interesting developments some of which are certainly worthy of further discussion both within the department that would deliver English preparatory studies as well as within the Dean and Financial Services offices.</p>
ACP proposes an alternative to KPU's current Fundamental Continuous intake English courses, namely an accelerated English class, titled UStart offered at the Surrey campus	Interesting concept assuming it is consistent with the Task Force recommendation that any new ABE-type delivery be limited to Grade 10 level or above.
UStart would accommodate students at the upper-Fundamental level and would only offer three semester-based, graded English courses.	This is not consistent with the Task Force recommendations nor with the direction suggested by the Provost.
Class time would include individual work on learning modules, small group instruction, and extensive one-on-one work with the instructor	This sounds remarkably like what the Provost understands the Continuous Intake class experience
By focusing UStart on upper-level Fundamental and requiring ½ time studies will allow students to progress more quickly drawing on best practices in accelerated developmental programs in North America.	The notion of this ½ time studies has workload implications that remain to be identified and costed.
Students not able to commit to the program requirements would be recommended to regional community literacy programs.	This is precisely what the Provost has, for the past several months, been recommending for all ABE Continuous Intake students not able to transition to fixed intake
By ensuring all UStart courses are taught and scheduled on the regular academic semester, administrative concerns, completion rates and progression rates will also be addressed.	While this seems to be logically reasonable, the mere change to a regular semester will not of and by itself ensure more positive progression and completion rates. There may be further teaching and learning principles and practices that may need to be examined, incorporated and revised.

<p>The UStart model will:</p> <ol style="list-style-type: none"> 1. Be simpler to administer 2. Allow of easier tracking of student success and progression rates 3. Allow KPU to offer Fundamental English in a sustainable and effective program 4. Integrate best practices of successful accelerated developmental programs 5. Integrate hybrid learning, micro-credentialing and competency-based education 	<ol style="list-style-type: none"> 1. Whatever elements are applicable to Grade 10 and beyond do look like they may be easier to administer. 2. This is a positive development 3. The Task Force and the Provost are not inclined to continue offering any ABE below the Grade 10 level 4. Always a good approach and consistent with our Teaching and Learning advocacy 5. These are distinct University-wide initiatives that will be raised and discussed in a much larger forum through Faculty Councils, Dean's offices and Senate. This is quite outside the purview of the GV9 process. 6. Speaking generally, these items while of utmost importance, fail to say anything about student success and how they will enable that.
<p><i>Implementation-Fall 2020</i></p> <p>During this transition period ACP will complete its program review, further explore innovative and successful accelerated developmental education initiatives, develop new UStart courses and ensure administrative practices at KPU align with the new proposal</p>	<p>The Provost agrees with this timeline provided any suggested course development and delivery is processed through the respective curriculum, AP& P and Faculty Council governance processes.</p> <p>If the Board of Governors approves a May 27th Senate-endorsed GV9 ACA Full Proposal, any further development within this conception of UStart will take place either within the newly named Faculty (in the case of any ABE English courses) or within the Faculty of Science and Horticulture as per the GV9 proposal.</p>



SENATE

Agenda Item: 4.2.2

Meeting Date: May 27, 2019

Presenter: Dr. Salvador Ferreras, Provost and Vice President Academic

Agenda Item: *RS5 Intellectual Property Draft Policy and Procedure*

Action Requested:	<input type="checkbox"/> Motion to Approve <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Information
--------------------------	--

Senate Standing Committee Report: For Senate Office Use Only

Context & Background:

Unlike other academic institutions, KPU currently lacks a policy framework on intellectual property (IP). As a result, our commitment to research, innovation, scholarship, and experiential learning are impeded. It is important that we have an IP policy framework that fosters a broad range of intellectual activities across KPU, nurtures creativity and collaboration across our campuses, and is in harmony with related laws, agreements, and policies.

A few salient features of the current draft policy and procedure is that these:

- (1) harmonize with related laws, agreements (including collective agreements), and university policies;
- (2) clarify distinct IP provisions for diverse stakeholders such as students, faculty, support staff, administration, and collaborators; and
- (3) take a life cycle approach to IP, from creation to eventual disposition.
- (4) contribute to a progressive policy framework, acknowledging open education and open access, as well as traditional knowledge.

The 6-week public posting period on the KPU Policy Blog for draft Policy and Procedure *RS5 Intellectual Property* was completed as of April 22, 2019. During the 6-week public posting period from March 11 to April 21, nearly a dozen comments were received on the blog. The following Senate Standing Committees also reviewed the drafts during the 6-week public posting period and provided feedback.

SSC on Research	March 14, 2019
SSC on Policy Review	April 3, 2019
SSC on Teaching and Learning	April 4, 2019

In addition, inputs were received, considered, and incorporated from Academic Council, Faculty Association, and several other stakeholders.

*The Advisory Task Force on IP Policy¹ met on April 12, 2019 to discuss and consider the feedback received during the 6-week public posting period. Response to the comments have been posted on the comment section for [Draft Policy and Procedure RS5](#) on the KPU Policy Blog. For ease of reference, the list of revisions are outlined in the attached document *RS5 Blog Response and Revisions*.*

Key Messages:

1. Proposed Policy and Procedures RS5 *Intellectual Property* have been sent to Senate for information on May 27, 2019 as part of the Provost's Report to Senate for information, and will be sent to the Board Governance Committee (June 12, 2019) and Board of Governors (June 26, 2019) for final approval.
2. Proposed Policy and Procedure RS5 *Intellectual Property* have received endorsement from the Provost (Policy Sponsor) to proceed to the policy approval process.
3. As per Section 27(2)(v) of the *University Act*, the proposed Policy and Procedure RS5 *Intellectual Property* require approval from the Board.

Attachments:

1. Draft Policy RS5 Intellectual Property
2. Draft Procedure RS5 Intellectual Property
3. RS5 Blog Response and Revisions
4. Policy Timeline RS5 Intellectual Property

Submitted by:

Josephine Chan, Special Assistant, Provost and Vice-President, Academic

Date submitted:

May 15, 2019

¹ *The Advisory Task Force on IP Policy includes the following members: **Deepak Gupta** (AVP, Research), **Todd Mundle** (University Librarian), **Paul Adams** (faculty in Biology), **Carellin Brooks** (faculty in ACP), **Victor Martinez** (faculty in Product Design), **Lincoln Saugstad** (Student Rep from Senate Standing Committee on Research), **Josephine Chan** (Special Assistant to the Provost on Policy and Academic Affairs), and **Cathy Parlee** (Research Services Coordinator, Office of Research Services).*

Policy History
Policy No. RS5
Approving Jurisdiction: Board of Governors
Administrative Responsibility: Provost and Vice President Academic
Effective Date:

Intellectual Property Policy

A. CONTEXT AND PURPOSE

1. Kwantlen Polytechnic University (the University) is committed to teaching, learning, scholarship, and research. To fulfil its vision, mission, and mandate, the University encourages the creation, distribution, and utilization of the outcomes of intellectual endeavours by University Members. While doing so, it ensures that the interests of the University and its Members are safeguarded.
2. The University's strategic plan notes that innovation, scholarship, and research benefit itself, students, and society. The University's Academic Plan prioritizes student success, teaching excellence, research, internationalization, open education, indigenization, and graduate studies, among other goals.
3. Consistent with its commitment to academic freedom, the University preserves the rights of Creators and owners during the creation, distribution, and utilization of these outcomes, and when collaborating with third parties concerning intellectual property (IP).

B. SCOPE AND LIMITS

1. This policy applies to all University Members. It also affects contractors to the University who supply their services under a Contract for Services.
2. This policy does not apply to IP created by University Members through Independent Effort.
3. This IP policy and related procedure shall be interpreted in harmony with up-to-date versions of related legislation, agreements, and policies, as they may be amended time to time.

C. STATEMENT OF POLICY PRINCIPLES

Through this policy and related procedure, the University:

1. Fosters creativity, innovation, and other intellectual endeavours by University Members across the University;

2. Encourages dissemination of knowledge for the benefit of the University Members and for the broader society;
3. Educates and informs University Members in dealing with IP, and identifies resources to guide them regarding their rights and responsibilities;
4. Reaffirms IP rights for University Members, and clarifies guidelines and processes for the ownership, protection, disclosure, utilization, and disposition of IP;
5. Enables collaboration with, and funding from, industry, government, and community partners;
6. Provides for continuity of teaching in the cases of personnel changes, and affirms continued access by University and its Members to use educational materials;
7. Ensures compliance with applicable statutory, regulatory, and common law, and allows for both the University and its Members to meet legal commitments and obligations; and
8. Enables the interests of the University and University Members to contribute to economic prosperity, social inclusion, and environmental sustainability.

D. DEFINITIONS

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

E. RELATED LEGISLATION, AGREEMENTS, AND POLICIES

Related Legislation Include

- (1) [University Act](#)
- (2) [Patent Act](#)
- (3) [Copyright Act](#)
- (4) [Trade-Marks Act](#)
- (5) [Industrial Design Act](#)
- (6) [Integrated Circuit Topography Act](#)
- (7) [Plant Breeders' Rights Act](#)

Related Agreements Include

- (1) [Agreement on the Administration of Agency Grants and Awards by Research Institutions](#)
- (2) [Collective Agreement between Kwantlen Polytechnic University and Kwantlen Faculty Association](#)
- (3) [Collective Agreement between Kwantlen Polytechnic University and the BC Government and Service Employees Union](#)
- (4) Terms and Conditions of Employment for Administrative Employees

Canada has joined several international IP treaties. Please see Canadian Intellectual Property Office page at <http://www.ic.gc.ca/eic/site/cipointernet-internetopic.nsf/eng/wr02322.html#iptreaties>

Related Policies Include

- (1) BP5 [Use of University Property / Procedures](#)
- (2) AC8 [Principles of Academic Freedom and Responsibility](#)
- (3) GV6 [Use of Institutional Name, Coat of Arms, Crest, Logo, Seal and Other Graphic Images](#)
- (4) HR1 [Conflict of Interest / Procedures](#)
- (5) IM1 [Copyright Compliance / Procedures](#)
- (6) IM2 [Freedom of Information and Protection of Privacy](#)
- (7) IM4 [Confidentiality / Procedures](#)
- (8) ST2 [Student Academic Integrity / Procedures](#)
- (9) ST7 [Student Conduct \(Non-Academic\) / Procedures](#)
- (10) RS2 [Integrity in Research and Scholarship / Procedures](#)
- (11) [Employee Code of Conduct](#)

F. RELATED PROCEDURE

Refer to RS5 *Intellectual Property Procedure*.

Policy History
Policy No. RS5
Approving Jurisdiction: Board of Governors
Administrative Responsibility: Provost and Vice President Academic
Effective Date:

Intellectual Property Procedure

A. DEFINITIONS

1.	Assignment:	The transfer of all or part of the IP rights from the one party (normally the owner) to another party.
2.	Background IP:	All IP first conceived and reduced (actually or constructively) to practice outside of the scope of a project and know-how, such as IP owned, directly or indirectly, or licensed by a party prior to the commencement of the project.
3.	Commercialization:	Activities undertaken to assign or license IP to external parties for the purpose of wider dissemination, further research and development, and/or commercial deployment leading to reputational benefits and revenue for the University or the University Member (or both).
4.	Confidential Information:	Information that must be safeguarded and protected from unauthorized disclosure by a receiving party. It includes trade secrets, personal information, business information, proprietary information, and health information.
5.	Consideration:	In the context of agreements, means the bargain or exchange between the parties. Examples include money paid in exchange for something, such as permission to use IP in certain ways (as in a Licensing Agreement or when a student receives income under an employment contract with the University), and exchanges of promises, such as the promise of release time from usual duties granted by the institution, given in exchange for the creation of teaching materials.
6.	Creator(s):	Person(s) who create IP and who qualifies as creator(s) pursuant to the relevant law: e.g. an “inventor” under the Patent Act, or an “author” under the Copyright Act.
7.	Course of Employment:	As used in relation to ownership of IP (notably the Copyright Act), refers to whether the work product in question is connected in some manner to the University Member’s general and ancillary duties as an University employee, including whether the work product is a component of the employee’s job description or the production of such work product resulted from the performance of the employee’s duties. The preceding is a description rather a definition, as the phrase requires a highly fact-

		dependent and contextual analysis for a given situation.
8.	Faculty Member:	A member of the Kwantlen Faculty Association.
9.	Foreground IP:	All IP first conceived or first reduced to practice (actually or constructively) under a project agreement.
10.	Independent Effort:	With respect to IP, means that IP was created by a University Member outside of their employment with the University and without using University Resources.
11.	Infringement:	Breach of another person's IP rights.
12.	Intellectual Property (IP):	<p>A collective term for property arising as creations of the human intellect and protected by legal rights in:</p> <ul style="list-style-type: none"> a. The Patent Act, which concerns useful inventions (meaning any new or useful art, process, machine, manufacture or composition of matter, or any useful improvement thereof). b. The Copyright Act, which concerns a large variety of works, including literary (i.e. written), musical, dramatic, and artistic (paintings, sculptures, etc.) works, and performances, broadcasts, and sound recordings; as well as moral rights. c. The Trade-Mark Act, which concerns distinguishing marks used in connection with specific products and services, so that one may know the source or origin of the product or service. d. Integrated Circuit Topography Act, which concerns the design of interconnections for making integrated circuit topography and the integrated circuit products that incorporate those designs. e. Industrial Design Act, which concerns certain original configurations, shapes, patterns or ornamentation which are applied to a useful article of manufacture and which appeal to the eye. f. Plant Breeders Rights Act, which concerns new crop or plant varieties. <p>For the purposes of this policy, the term IP will exclude the following rights sometimes included in the term IP: confidential information, personality rights, privacy, and domain names.</p>
13.	License:	The grant of the right to use an IP right, usually granted by the owner (called licensor) to another party (called licensee). A license does not transfer title to IP right, as in the case of an Assignment, but it may limit the remaining rights of the owner to use the IP. Licensing ought to be subject to a variety of terms and conditions specified in the Licensing Agreement.
14.	Licensing Agreement:	An agreement between the licensor (usually the owner of IP) and the licensee that permits the latter to use the IP in certain ways, subject to terms and conditions or benefit from rights.
15.	Material Transfer Agreement:	A contract that governs the transfer of one or more materials from the owner or authorized licensee to another party for research purposes. Materials may include cultures, cell lines, plasmids, nucleotides, proteins, bacteria, transgenic animals, pharmaceuticals and other chemicals.
16.	Public Disclosure:	Any written or oral disclosure of any data or information to any person not under a contractual or fiduciary obligation of confidentiality.

17.	Student:	A person who is registered in credit courses at the University or has commenced studies in non-credit courses at the University and has maintained his/her eligibility to register.
18.	University Member:	A member of the University community, and includes University employees, students, and post-doctoral fellows.
19.	University Property/Resources:	Has the same meaning as given the term in Procedure HR1.
20.	Usage Rights:	Mean, depending on the context, one of the following: (a) The exclusive rights granted to the creator or owner of IP, by the applicable IP law. For example, a patent gives the patent holder(s) the exclusive right to make, use or sell any product or process that incorporates the patented invention. (b) The statutory rights granted by the applicable IP law to non-owners of IP to use IP without the IP's creator's or owner's prior permission. E.g., fair dealing is a user right granted to non-owners of copyrighted works to use copyrighted works in certain circumstances. (c) The rights granted to a non-owner under an agreement to use IP, such as a Licensing Agreement

B. PROCEDURES

1. Background

- a. British Columbia's *University Act* gives the University the power to require, as a term of employment or assistance, that a person assign to the Board of Governors an interest in specific IP or other proprietary right resulting from an invention made through use of specified University supports or made in the course of or connected to that person's duties or employment.
- b. The *Collective Agreement between Kwantlen Polytechnic University and Kwantlen Faculty Association* has provisions for ownership and mutual licensing of specific forms of IP created by Faculty Members during their employment with the University. The *Terms and Conditions of Employment for Administrative Employees* addresses ownership of IP associated with the University created by administrative (including excluded) employees. The *Collective Agreement between the University and the BC Government and Service Employees Union* contains no explicit provisions specific to IP.
- c. The federal *Agreement on the Administration of Agency Grants and Awards by Research Institutions* requires that the University shall comply with its responsibilities in accordance with all relevant Tri-Agency policies, including policies specific to IP.
- d. Specific to copyright, the Canadian *Copyright Act* provides for the ownership of copyright to be vested in the employer when works are created in the course of employment, except where agreement to the contrary exists, such as the *Collective Agreement between Kwantlen Polytechnic University and Kwantlen Faculty Association*. Canada also adheres to two international copyright conventions; the Berne Convention and the Universal Copyright Convention. Under these conventions, persons protected by copyright under the Canadian

Copyright Act are entitled to standards of copyright protection in over ninety countries.

2. General

- a. The University encourages all University Members to clarify, plan, and formalize provisions related to ownership, protection, disclosure, utilization, and disposition of IP at the very outset of any undertaking that may result in IP. Having clarity at the outset will help identify the most effective strategy to achieve desired outcomes for the University, University Members and external collaborators. It will also reduce the potential for conflicts or misunderstandings.
- b. The University designates the Office of the Associate Vice President, Research as a resource for University Members on IP related to research and scholarship.
- c. The University designates the Office of the Vice Provost, Teaching and Learning as a resource for University Members on IP related to teaching and learning.
- d. The Office of the University Librarian (copyright@kpu.ca) serves as a resource on copyright compliance, in accordance with the Copyright Compliance Policy.
- e. The University designates the Office of the Associate Vice-Provost, Open Education as a resource for University Members on open educational resources.
- f. Students can also find resources on IP matters on the Student Rights and Responsibilities portal (www.kpu.ca/srr).

3. Ownership

- a. Ownership of IP created by University Members will be determined in accordance with the University Act, the relevant statutory, regulatory, and common law, and the applicable agreements (e.g. collective agreements and employment agreements) with the University.
 - i. Students
 - 1) Students own the IP that they create (including assignments, projects, papers, theses, dissertations, and examinations submitted to the University for evaluation) during their term at the University for which they have not received any Consideration, such as employment income.
 - 2) Where Students are employed by the University or perform work under an agreement with the University, and the Student creates IP in the course of that employment or engagement, IP ownership will be determined in accordance with the relevant law and the terms of their agreement. See subsections ii. through vii. below.
 - ii. Faculty Members
 - 1) The ownership of patents and copyright created or developed by Faculty Members shall be resolved in accordance with the Collective Agreement between Kwantlen Polytechnic University and Kwantlen Faculty Association, especially Article 18.02 as of the effective date of this Policy.

- 2) The ownership and use of trademarks, industrial designs, integrated circuit topographies and plant breeders' rights created or developed by Faculty Members may be resolved in keeping with the principles established in the Collective Agreement at Article 18.02.

iii. Support Staff

- 1) As of the effective date of this Policy, the Collective Agreement between the University and the BC Government and Service Employees Union does not have any provisions specific to IP, which by operation of law means that, generally, IP developed by employees in the course of their employment is owned by the University.

iv. Administrative Employees

- 1) For greater certainty, Administrative Employees includes excluded employees.
- 2) As of the effective date of this Policy, the *Terms and Conditions of Employment for Administrative Employees* provide (at Article 30, effective November 2018) that the University owns IP created by employees who are not Faculty Members that is designed, written, created, constructed or invented in any of the specified ways unless otherwise agreed in writing by the President of the University.
- 3) For Administrative Employees covered under the *2010 Policies Concerning Working Conditions, Salaries, Benefits and Retirement Provisions for Administrative Employees* (Administrative Work Conditions), the provisions of Article 19 titled Copyrights under Part II: Working Conditions shall be used to determine ownership of copyrighted materials.

v. Other Employees

- 1) For all other employees (e.g. employees on casual service contracts and post-doctoral fellows), unless their employment agreements set out terms concerning IP, by operation of law, generally, IP developed by these employees in the course of their employment is owned by the University.

vi. Contractors

- 1) Any contractor providing goods or services to the University must warrant them to be free of any Infringements of IP.
- 2) Procurement agreements with contractors must include all necessary Usage Rights to the IP associated with the supplied goods and services.

vii. Visiting Scholars

- 1) Ownership and Usage Rights to IP developed at the University by visiting scholars such as researchers, educators, or students from other organizations shall be clarified through a written agreement prior to their arrival at the University.

viii. Collaborations

- 1) Given that IP frequently results from collaborations amongst University Members, or amongst University Members and external persons, the University encourages all parties to sign a written agreement amongst themselves at the very outset, clarifying respective rights and responsibilities related to both Background IP and Foreground IP in accordance with this IP policy framework and applicable laws.
 - 2) For greater certainty, the University makes no claim to ownership of Background IP belonging to other individuals or organizations that collaborate with the University.
 - 3) To avoid Infringement, agreements between the University and other parties should grant Usage Rights to Background IP as may be necessary to facilitate collaboration.
 - 4) Confidential Information belonging to the University and/or other parties may be protected through Non-Disclosure Agreements in a form approved by the Office of General Counsel.
 - 5) Research materials belonging to the University and/or other parties may be protected through Material Transfer Agreements in a form approved by the Office of General Counsel.
 - 6) Funding organizations may require specific IP provisions as a condition of providing funding. University Members who choose to pursue such funding must ensure that any written agreement complies with this IP policy framework in addition to requirements identified by those funding organizations.
- b. For greater certainty, the University makes no claim to IP owned by University Members prior to their studies or employment with the University, or created through Independent Effort.

4. Recognitions

- a. All Creators should receive appropriate recognition for their contributions. The recognition will be consistent with the norms appropriate to their discipline and/or sector.
- b. Specifically, the Integrity in Research and Scholarship Policy and Procedure addresses recognitions in the context of research and scholarly activities.
- c. University Members who create IP have the right to summarize their non-confidential work on their resumes, portfolios, or curriculum vitae.
- d. University Members who invent are required to be recognized as Inventors on any application filed to patent their invention.

5. Protection and Disclosure

- a. University Members are encouraged to secure protection of IP they create prior to making any Public Disclosure. This applies whether the IP is owned by the University or by the University Members.

- b. The University will be responsible for the protection and enforcement of any IP that it owns, including all costs of registration, maintenance, and bringing infringement actions.
- c. University Members are responsible for the protection and enforcement of any IP that they own, including all costs of registration, maintenance, and bringing infringement actions.
- d. Copyright
 - i. Pursuant to the terms of the Copyright Act, copyright protection is automatic for eligible works in Canada. Eligible works includes computer software and compilations, including databases.
 - ii. While a notice is not required to enforce copyright in Canada, the University encourages University Members to follow the notice provisions set out in Universal Copyright Conventions by marking their copyrighted works with the international copyright symbol ©, the date of first publication (or date of creation for an unpublished work) and the name of the copyright owner(s), e.g.: "© 2019, Kwantlen Polytechnic University".
 - iii. University Members are encouraged to submit a copy of their copyrighted work in an appropriate repository operated or endorsed by the University, such as Kwantlen Open Resource Access (KORA) or Kaltura. University Members may note that submitting to an open repository may limit the author's ability to publish the same work in another medium. University Members are encouraged to consult with the Office of the University Librarian to determine and label with appropriate open licenses (e.g. Creative Commons) to enable wider reuse of their work while imposing certain conditions on its reuse.
 - iv. University Members are encouraged to consult with the Office of the University Librarian to determine and label works which contain or are derived from Traditional Knowledge of Indigenous Peoples, as set out in Articles 11 and 31 of the United Nations Declaration on the Rights of Indigenous Peoples, as such works may likewise be subject to restrictions on reuse.
- e. Patents
 - i. Unlike copyrights where protection is automatic, patent protection for inventions in Canada and many other jurisdictions is possible only through successful registration with the appropriate agency.
 - ii. Inventors should be aware that Public Disclosure, such as publication (including posting to a publicly available website) or presentation of an invention triggers deadlines for registration.
 - iii. University Members who invent are encouraged to file an Invention Disclosure Form with the University to be considered for patent protection.

6. Utilization and Disposition

- a. University Members must ensure that appropriate Usage Rights have been secured for any IP they use for University purposes (e.g. teaching materials, software licenses etc.).

- b. The University may license or assign IP it owns to other organizations through a written agreement while preserving rights of University Members associated with that IP, and fulfilling all related legal commitments and obligations.
- c. Regardless of ownership, in accordance with University's Collective Agreement with the Kwantlen Faculty Association, both the University and the Faculty Members who create copyrighted materials enjoy certain perpetual rights to use these materials, as well as amend and update them, as currently provided for in Articles 18.02(b)-(c).
- d. University Members are free to license or assign any IP they own while preserving the rights of the University associated with that IP, and fulfilling all related legal obligations and commitments.
- e. Specific to trademarks, the usage of University-owned trademarks is governed by the Use of Institutional Name, Coat of Arms, Crest, Logo, Seal and Other Graphic Images Policy (GV6).

7. Publication and Dissemination

- a. The University is committed to the open exchange of ideas and to the right of University Members to publish, communicate, and disseminate their research and scholarship.
- b. University Members are encouraged to publish (with appropriate delay to allow for IP protection where needed) while ensuring compliance with all applicable University policies, commitments, and obligations.
- c. University Members are encouraged to create and adapt open education resources, publish in open access outlets (including by submitting pre-prints to KORA or another open repository, as permitted by scholarly journals or as required by funders) and adopt open science practices (e.g. pre-registering hypotheses and data analysis plans or sharing research data or materials in an open repository) to maximize access and impact.

8. Commercialization

- a. University Members are free to commercialize IP they own in accordance with the following:
 - i. All University Members must comply with the University's Conflict of Interest Policy framework. They must minimize any potential for real or perceived conflict of interest, including by separating their private interests from University work. Any real or perceived conflict of interest must be promptly disclosed to the University.
 - ii. The University may require suitable measures to mitigate such conflicts in accordance with the Conflict of Interest policy framework.
 - iii. Should the University Member desire to collaborate with the University for Commercialization, including seeking continued access to University Resources, the University Member may be considered on the same basis as any other industry or community partner.

- iv. The University designates the Office of Associate Vice President, Research as a resource for IP matters in industry and community partnerships.

9. Exceptions

- a. Any exceptions to this Procedure must be approved by the Provost in writing.

C. RELATED POLICY

RS5 Intellectual Property Policy

D. RELATED FORMS AND TEMPLATES

Non-Disclosure Agreements
Invention Disclosure Form (new)
Model Permission Letter (new)
Term Sheet template (new)
Licensing Agreement (new)
Assignment Agreement (new)
General Services Agreements

6-week public posting period

The 6-week public posting period on the KPU Policy Blog for draft Policy and Procedure **RS5 *Intellectual Property*** was completed as of April 22, 2019. During the 6-week public posting period from March 11 to April 21, nearly a dozen comments were received on the blog. The following Senate Standing Committees also reviewed the drafts during the 6-week public posting period and provided feedback.

SSC on Research	March 14, 2019
SSC on Policy Review	April 3, 2019
SSC on Teaching and Learning	April 4, 2019

In addition, inputs were received, considered, and incorporated from Academic Council, Faculty Association, and several other stakeholders.

Response on the KPU Policy Blog

The *Advisory Task Force on IP Policy*¹ met on April 12, 2019 to discuss and consider the feedback received during the 6-week public posting period. A document with responses to the comments has been posted on the comment section for [Draft Policy and Procedure RS5](#) on the KPU Policy Blog. For ease of reference, the list of revisions are outlined in the next section below.

Revisions

As a result of the blog comments and feedback received from the Senate Standing Committees (see above), the Kwantlen Faculty Association, the Advisory Task Force on IP Policy, IP lawyers, and other stakeholders, the following amendments have been made:

Policy Document

- Acknowledgment of open access, open education, and indigenization (A.2)

Procedure Document

- Definition of “Consideration” has been clarified to include instances of a student receiving income under an employment contract with the University in the context of agreements.
- Added description of “Course of Employment” in relation to ownership of IP (the Copyright Act).
- Clarified the definition of “Independent Efforts”: that IP was created by a University Member outside of their employment with the University and without using University Resources.
- Corrected the title of Associate Vice Provost, Open Education in B.2.e.
- In B.3.a, Clarified that the laws also included regulatory law, and that the applicable agreements include employment/collective agreements.
- Replaced “Section” with “Article” when referencing Article 18.02 to ensure alignment and consistency with the Collective Agreement.
- Added “Other Employees” as a new category of University Members under B.3.a.v., and “Visiting Scholars” under B.3.a.vii.

¹ The *Advisory Task Force on IP Policy* includes the following members: **Deepak Gupta** (AVP, Research), **Todd Mundle** (University Librarian), **Paul Adams** (faculty in Biology), **Carellin Brooks** (faculty in ACP), **Victor Martinez** (faculty in Product Design), **Lincoln Saugstad** (Student Rep from Senate Standing Committee on Research), **Josephine Chan** (Special Assistant to the Provost on Policy and Academic Affairs), and **Cathy Parlee** (Research Services Coordinator, Office of Research Services).

- Clarified that legal templates approved by the Office of General Counsel for confidential information that is to be protected through Non-Disclosure Agreements or research materials that is to be protected through Material Transfer Agreements will be used.
- Clarified that the University makes no claim to IP owned by University Members prior to their studies or employment with the University, or created through Independent Effort (B.3.b)
- Addition of B.5.d.iv in Procedure relating to works containing or are derived from Traditional Knowledge of Indigenous Peoples.
- Replaced “Inventions” with “Patents” (B.5.e)
- Clarified that the Office of AVP Research will acts as a resource for IP matters in industry and community partnerships (B.8.a.iv)

Next Steps

The final draft Policy and Procedure RS5 *Intellectual Property* will be sent to the following for information:

- Senate Standing Committee on Teaching & Learning (May 2019)
- Senate Standing Committee on Research (May 2019)
- Senate (May 27, 2019)

The final draft Policy and Procedure RS5 *Intellectual Property* will be presented to the following for final approval:

- Board Governance Committee (June 12, 2019)
- Board of Governors (June 26, 2019)

Policy Sponsor: Provost and Vice President Academic

Approving Jurisdiction: Board of Governors (*University Act 27 (2)(v)*)

Policy Developer: Associate Vice President, Research

Step(s)		Action(s)	Date(s)	Submission Deadline
1.	Formalize the Advisory Task Force for IP Policy. Solicit feedback from stakeholder group(s) on draft policy and procedure. Finalize draft policy and procedure.	Consult with stakeholder groups: Academic Council, Institute Directors, KFA, key members of PUE, IP Policy Task Force, Legal Counsel.	January 15 – March 1, 2019	
2.	Provost	For endorsement to proceed to PUE.	March 4 – March 8, 2019	
3.	PUE	For endorsement to proceed to public posting.	March 4 – March 8, 2019	
4.	KPU Policy Blog (6-week public posting) For discussion/feedback:	6-week public posting period on KPU Policy Blog. Respond to comment(s), if any. Senate Standing Committee on Research Senate Standing Committee on Policy Review Senate Standing Committee on Teaching & Learning	March 11 - April 21, 2019 March 14, 2019 April 3, 2019 April 4, 2019	<i>March 11, 2019</i> <i>March 27, 2019</i> <i>March 27, 2019</i>
5.	Finalize draft policy and procedure.	Finalize draft policy and procedure and incorporate feedback where appropriate.	April 22 – April 26, 2019	
6.	Provost (Sponsor)	For endorsement to proceed to PUE.	April 29 - May 1, 2019	
7.	PUE	For endorsement to proceed.	May 10, 2019	May 2, 2019
8.	Senate Standing Committees (for information)	Senate Standing Committee on Teaching & Learning	Electronically	
		Senate Standing Committee on Research	Electronically	
9.	Senate	For information.	May 27, 2019	May 16, 2019
10.	Board Governance Committee	For recommendation to Board for approval.	June 12, 2019	May 29, 2019
11.	Board of Governors	For final approval.	June 26, 2019	June 14, 2019



SENATE

Agenda Item: 7.1

Meeting Date: May 27, 2019

Presenter: David Florkowski

Agenda Item: AC13 Qualifications for Faculty Members: Faculty of Health

Action Requested:	<input checked="" type="checkbox"/> Motion to Approve <input type="checkbox"/> Discussion <input type="checkbox"/> Information
--------------------------	--

Recommended Resolution:	THAT Senate approve the amended AC13 qualifications for the Health Foundations Certificate.
--------------------------------	--

Senate Standing Committee Report:

On May 6, 2019, the Senate Governance and Nominations Committee recommended that Senate approve the amended AC13 qualifications for the Health Foundations Certificate.

Context & Background:

The Faculty of Health is seeking Senate approval for the proposed Health Foundations Certificate additions to the AC13 Minimum Qualifications.

Key Messages:

Updated AC13 Minimum Qualifications per Faculty of Health Faculty Council Vote in favor of the edits and additions.

Consultations:

The proposed revisions were approved at FOH FC in March 2019.

Attachments:

Faculty of Health AC13 with proposed additions marked in red.

Submitted by:

Rita Zamluk, Administrative Assistant, University Senate

Date submitted:

May 7, 2019

Minimum Qualifications – Faculty Positions – **proposed edits**

Health Foundations (HEAL courses only)	Master’s Degree in an applicable field	Applicable provincial professional practice designation	3 years applicable teaching experience in topic area	Minimum 3 years applicable work experience
---	--	---	--	--



SENATE

Agenda Item: 7.2
Meeting Date: May 27, 2019
Presenter: David Florkowski

Agenda Item: Election of Representatives to the University Board and Senate Rules and Regulations

Action Requested:	<input checked="" type="checkbox"/> Motion to Approve <input type="checkbox"/> Discussion <input type="checkbox"/> Information
--------------------------	--

Recommended Resolution:	THAT Senate approve the revisions to the Election of Representatives to the University Board and Senate Rules and Regulations as presented.
--------------------------------	--

Senate Standing Committee Report:

On May 6, 2019, the Senate Governance and Nominating Committee recommended that Senate approve the revisions to the Election of Representatives to the University Board and Senate Rules and Regulations as presented.

Context & Background:

The [University Act](#) contains the following:

Part 9 — Nominations, Elections and Voting

Rules for elections

43 (1) *The senate must make and publish all rules necessary and consistent with this Act in respect of nominations, elections and voting.*

(2) *The registrar must conduct all elections that are required*

The University Act was recently updated, necessitating a revision to KPU's Rules for Elections.

Part 6 (Board of Governors), Section 23, (1) now reads as follows:

23 (1) *The following persons are not eligible to be or to remain members of the board:*

Key Messages:

- (a) *members of the Parliament of Canada;*
- (b) *members of the Executive Council or of the Legislative Assembly;*
- (c) *[Repealed 2006-15-45.]*
- (d) *a member of the public service in the ministry;*
- (e) *a member of the public service designated by the minister.*
- (f) *[Repealed 2003-48-32.]*
- (g) *[Repealed 2018-36-3.]*

(2) A member of the board who ceases to be eligible during his or her term of office immediately ceases to be a member of the board.

KPU's current Rules and Regulations are as follows:

The following persons are not eligible to be or to remain members of the board:

- (a) Members of Parliament of Canada;*
- (b) Members of the Executive Council or of the Legislative Assembly,*
- (c) A member of the public service in the ministry,*
- (d) A member of the public service designated by the minister,*
- (e) A person who is an employee of the university and who is a voting member of the executive body of, or an officer of, an academic or non-academic staff association of the university who has the responsibility, or joint responsibility with others, to:
 - (i) Negotiate with the board, on behalf of the academic or non-academic staff association of that university, the terms and conditions of service of members of that association, or*
 - (ii) Adjudicate disputes regarding members of the academic or non-academic staff association of that university.**

To reflect the changes made to the *University Act*, **KPU's Election of Representatives to the University Board and Senate Rules and Regulations** have been updated accordingly, per the attached.

Attachments: Election Rules_February 2019)_FINAL

Submitted by: Rita Zamluk, Administrative Assistant, University Senate

Date submitted: May 7, 2019

Election of Representatives to the University Board and Senate Rules and Regulations

REPRESENTATION

BOARD OF GOVERNORS

The *University Act* provides for the election or appointment of representatives to the Board of Governors as follows:

Member Category	Number	Term (Years)	Membership by
Chancellor	1	3	First Chancellor appointed by Board 2008
President	1	Indefinite	
Community representatives	6	up to 3	Appointed by the Lieutenant Governor in Council
Students	2	1	Election
Professional Support Staff	1	3	Election
Faculty Members	2	3	Election
Alumni Association Nominees	2	up to 3	Appointed by the Lieutenant Governor in Council

SENATE

The *University Act* provides for the establishment of a Senate, comprised of the following voting members:

Member Category	Number	Term (Years)	Membership by
Chancellor	1	3	Legislated
President	1	Indefinite	Chair of Senate, Legislated
Academic Vice President	1	Indefinite	Legislated
Deans of Faculties	8	Indefinite	Legislated
Chief Librarian	1	Indefinite	Legislated
Registrar	1	Indefinite	Legislated (non-voting)
Faculty Members	16	3	Election
Students	4	1	Election
Professional Support Staff	2	3	Election
Alumni Member	1	3	Appointed by President on nomination by the alumni association
Board Appointee	1	1	Appointed by the Board (non-voting)

DEFINITIONS

Current KPU Students: for the purposes of elections, current KPU students are those individuals who are registered in, or who have maintained their eligibility to register in Senate-approved courses. An individual maintains eligibility to register in a Senate-approved course by having been admitted to the upcoming semester or having attended a course in at least one of the three previous semesters.

Election Register: an alphabetical list of the names and known addresses of all members entitled to vote in an election, prepared and maintained by the Registrar.

Faculty: an educational administrative division of a university constituted by the board as a Faculty, or the dean and Faculty members of a Faculty, as the context requires.

Faculty Member: a person employed by the university as an instructor, lecturer, assistant professor, associate professor, professor or in an equivalent position designated by the Senate.

KPU: Kwantlen Polytechnic University.

Officers of KPU: President, Vice Presidents, Associate Vice Presidents, and the University Secretary.

Professional Support Staff: employees of the University who are not officers of the University, deans, chief librarian or Faculty members.

Voters List: a list of eligible voters available for viewing once an election or by-election has been called, listed by ID number.

ELECTIONS & CAMPAIGNS FOR ELECTION

ELECTIONS

The Registrar is responsible for conducting all elections at KPU. Decisions concerning the enforcement of these Election Rules will be made by the Registrar. The election of Faculty, Professional Support Staff and Student representatives shall normally be scheduled in the spring of each year.

The elections shall be conducted by an online ballot.

CAMPAIGNS FOR ELECTION

Candidates may campaign from the day the candidate list is posted until the close of polling, the timeline for which will be communicated by the Registrar. All candidates are required to act with honesty and integrity and conduct themselves in a professional and dignified manner in their campaigns. Fair play rules will apply. Breaking the rules of fair play include, but are not limited to:

- 1) Libel or slander
- 2) Sabotage of the campaigns of other candidates
- 3) Misrepresentation of facts
- 4) Voter coercion
- 5) In the case of students, breach of KPU's standard of conduct principles outlined in Policy ST7: *Student Conduct (Non-Academic)*
- 6) In the case of employees, breach of KPU's employee code of conduct

Candidates shall not be present when they are aware or ought to reasonably be aware that eligible voters are voting, and shall not provide any electronic devices or login credentials to voters for the purpose of voting.

Campaigning must be done on the individual's own time and the cost of the campaign materials must be borne by the candidate. Candidates are responsible for the removal of all posters and other campaign material immediately following the close of the elections.

Failure to comply with these Election Rules may result in an individual being disqualified from the current election and/or, if the breach of these Election Rules is sufficiently serious, be prohibited from running in future elections governed by these Election Rules. In addition to consequences to the Candidate under these Election Rules, the University reserves the right to initiate a process under the appropriate policy for anyone who aids, abets or assists a candidate in violating the election rules.

TERMS OF OFFICE

BOARD

The term of office of Faculty and Professional Support Staff representatives on the Board shall be three (3) years, normally commencing on September 1 of the year in which they were elected until a successor is elected or appointed. The term of office of student representatives on the Board shall be one (1) year, commencing on September 1 of the year in which they are elected, terminating August 31 of the following year.

A Faculty member elected to the University Board must have an employment appointment, consistent with the term of office from the Faculty. If an elected Faculty member's appointment with the University is terminated for any reason, the position will be declared vacant.

A Professional Support Staff member elected to the University Board must be employed by KPU for the entire three (3) year term of office for at least ten (10) months of each year the individual is in office. If an elected Professional Support Staff member's employment with the University is terminated for any reason, the position will be declared vacant.

A KPU student elected to the University Board must be enrolled in good standing for two (2) out of three (3) semesters while completing the student's term of office. Good standing is defined as having no outstanding notations on the student's record related to academic standing, student conduct, or fees in arrears that would prevent a student from being enrolled. If an elected student's enrolment is terminated for any reason, the position will be declared vacant.

The appointed members of the University Board are eligible for reappointment and the elected members are eligible for re-election, but those members must not hold office for more than 6 consecutive years.

Unless excused by resolution of the University Board, a member who does not attend at least half of the regular meetings of the University Board in any year is deemed to have vacated his or her seat.

SENATE

The term of office of Faculty and Professional Support Staff representatives on the Senate shall be three (3) years, normally commencing on September 1 of the year in which they were elected until a successor is elected or appointed. The term of office of student representatives on the Senate shall be one (1) year, commencing on September 1 of the year in which they were elected, terminating August 31 of the following year.

A Faculty member elected to the Senate must have an appointment, consistent with the term of office, within an educational administrative division of the University constituted by the board as a Faculty. If an elected Faculty member's appointment with the University is terminated for any reason, the position will be declared vacant.

A Professional Support Staff member elected to the Senate must be employed continuously for the entire three (3) year term of office for at least ten (10) months each year the individual is in office. If an elected Professional Support Staff member's employment with the University is terminated for any reason, the position will be declared vacant.

A KPU student elected to Senate must be enrolled in good standing for two (2) out of three (3) semesters while completing the student's term of office. Good standing is defined as having no outstanding notations on the student's record related to academic standing or student conduct or fees in arrears that would prevent a student from being enrolled. If an elected student's enrolment is terminated for any reason, the position will be declared vacant.

The seat of any elected member who fails to attend three meetings of Senate between September 1 and August 31 may be declared vacant by the Chair.

VOTERS LIST/ELIGIBILITY TO VOTE

BOARD

FACULTY

The Voters List shall be comprised of all Faculty members with appointments within educational administrative divisions of the University constituted by the board as a Faculty. All Faculty members with a current appointment during the period of election will be eligible to vote.

The Voters List for a Faculty election will be provided by Human Resource Services. A copy of the Voters List will be available for viewing at Student Enrolment Services on the Surrey, Richmond and Langley campuses, as well as in the Dean's Office on the Cloverdale campus once an election or by-election has been called.

PROFESSIONAL SUPPORT STAFF

The Voters List shall be comprised of all Professional Support Staff who are not officers of the University, deans, chief librarian or Faculty members. Professional Support Staff with a current appointment during the period of election will be eligible to vote. The term of employment must be for at least ten (10) months each year the individual is in office.

The Voters List for a Professional Support Staff election will be provided to the Registrar by Human Resources. A copy of the Voters List will be available for viewing at Student Enrolment Services on the Surrey, Richmond and Langley campuses, as well as in the Dean's Office on the Cloverdale campus once an election or by-election has been called.

STUDENTS

The Voters List shall be comprised of all Current KPU Students.

The Voters List for a student election will be provided by the Registrar. A copy of the Voters List will be available for viewing at Student Enrolment Services on the Surrey, Richmond and Langley campuses, as well as in the Dean's Office on the Cloverdale campus, once an election or by-election has been called.

SENATE

FACULTY

The Voters List shall be comprised of all Faculty members with appointments within educational administrative divisions of the University constituted by the board as a Faculty. All Faculty members with a current appointment during the period of election will be eligible to vote.

The Voters List for a Faculty election will be provided by Human Resource Services. A copy of the Voters List will be available for viewing at Student Enrolment Services on the Surrey, Richmond and Langley campuses, as well as in the Dean's Office on the Cloverdale campus once an election or by-election has been called.

PROFESSIONAL SUPPORT STAFF

The Voters List shall be comprised of all Professional Support Staff who are not officers of the University, deans, chief librarian or Faculty members. Professional Support Staff with a current appointment during the period of election will be eligible to vote. The term of employment must be for at least ten (10) months each year the individual is in office.

The Voters List for a Professional Support Staff election will be provided to the Registrar by Human Resources. A copy of the Voters List will be available for viewing at Student Enrolment Services on the Surrey, Richmond and Langley campuses, as well as in the Dean's Office on the Cloverdale campus once an election or by-election has been called.

STUDENTS

The Voters List shall be comprised of all Current KPU Students.

The Voters List for a student election will be provided by the Registrar. A copy of the Voters List will be available for viewing at Student Enrolment Services on the Surrey, Richmond and Langley campuses, as well as in the Dean's Office on the Cloverdale campus, once an election or by-election has been called.

ELIGIBILITY TO RUN FOR OFFICE

In addition to the specific eligibility requirements below, if an individual is found to have breached these Election Rules and the breach is sufficiently serious, that individual may be prohibited from running in future elections for positions governed by these Election Rules.

BOARD

The following persons are not eligible to be or to remain members of the board:

- (a) Members of Parliament of Canada;
- (b) Members of the Executive Council or of the Legislative Assembly,
- (c) A member of the public service in the ministry,
- (d) A member of the public service designated by the minister,

A member of the board who ceases to be eligible during his or her term of office immediately ceases to be a member of the board.

FACULTY

Two (2) Faculty members, whose employment appointment is consistent with the term of office, from each Faculty will be elected by the members of that Faculty. Elections for each representative shall be limited to Faculty members in that particular Faculty.

A Faculty member whose appointment crosses two (2) or more Faculties may only be nominated to represent one (1) of the Faculties. Faculty members must declare to the Registrar in which Faculty they wish to stand for election and vote.

There are eight Faculties for purposes of these elections:

Faculties

Faculty of Arts
Chip & Shannon Wilson School of Design
School of Business
Faculty of Academic and Career Advancement
Faculty of Health
Faculty of Science and Horticulture
Faculty of Trades and Technology
Faculty of Educational Support and Development

PROFESSIONAL SUPPORT STAFF

One (1) Professional Support Staff representative shall be elected from the membership at large, with all staff members on the Voters List being entitled to stand for election.

A Professional Support Staff member elected to the University Board must be employed for the entire three (3) year term of office for at least ten (10) months of each year the individual is in office. If an elected Professional Support Staff member's employment with the University is terminated for any reason, the position will be declared vacant.

STUDENTS

Two (2) positions shall be elected to represent the membership at large. A student elected to the Board must be enrolled in good standing for a period consistent with the term of office and shall not be an employee of the University except where that employment is dependent upon being a student. Good standing is defined as having no outstanding notations on the student's record related to academic standing, student conduct or fees in arrears that would prevent a student from being enrolled. If an elected student's enrolment is terminated for any reason, the position will be declared vacant.

SENATE

FACULTY

Two (2) Faculty members, whose employment appointment is consistent with the term of office, from each Faculty will be elected by the members of that Faculty. Elections for each representative shall be limited to Faculty members in that particular Faculty.

A Faculty member whose appointment crosses two (2) or more Faculties may only be nominated to represent one (1) of the Faculties. Faculty members must declare to the Registrar in which Faculty they wish to stand for election and vote.

There are eight Faculties for purposes of these elections:

Faculties

- Faculty of Arts
- Chip & Shannon Wilson School of Design
- School of Business
- Faculty of Academic and Career Advancement
- Faculty of Health
- Faculty of Science and Horticulture
- Faculty of Trades and Technology
- Faculty of Educational Support and Development

PROFESSIONAL SUPPORT STAFF

Two (2) positions shall be elected to represent the membership at large. Any Professional Support Staff member on the Voters List may stand for election.

A Professional Support Staff member elected to the Senate must be employed for the entire three (3) year term of office for at least at least ten (10) months of each year the individual is in office. If an elected Professional Support Staff member's employment with the University is terminated for any reason, the position will be declared vacant.

STUDENTS

Four (4) positions shall be elected to represent the membership at large. A student elected to Senate must be enrolled in good standing for a period consistent with the term of office and shall not be an employee of the University except where that employment is dependent upon being a student. Good standing is defined as having no outstanding notations on the student's record related to academic standing, student conduct or fees in arrears that would prevent a student from being enrolled. If an elected student's enrolment is terminated for any reason, the position will be declared vacant.

NOMINATIONS

Nomination papers will be made available by the Registrar on all campuses and in the online election portal once a call for election has been made. Instructions and deadlines for the receipt of nominations will be made available at the same time. The nomination period is typically two weeks. The close of nominations shall be four weeks prior to the date of the election. Original copies of the nomination must be in the hands of the Registrar on the Surrey campus by the date and time established for the close of nominations. No exceptions will be made.

If only as many candidates are nominated for the senate as are required to be elected, the candidates are declared to have been acclaimed.

The election will be held no less than four weeks after the close of nominations.

A nomination paper is not valid unless it is received by the Office of the Registrar (Surrey Campus) no later than four weeks before the date of the election.

FACULTY

Each candidate shall be nominated in writing, the nomination to be signed by three (3) persons from that Faculty entitled to vote in the election of the senate and by the nominee indicating a willingness to run for election. Nominations for persons who are not on the Voters List or for whom there are not at least three (3) co-signers who are on the Voters List will be disallowed.

PROFESSIONAL SUPPORT STAFF

Each candidate shall be nominated in writing, the nomination to be signed by three (3) Professional Support Staff members on the Voters List and by the nominee indicating a willingness to run for election. Nominations for persons who are not on the Voters List or for whom there are not at least three (3) co-signers who are on the Voters List will be disallowed.

STUDENTS

Each candidate shall be nominated in writing, the nomination to be signed by three (3) students on the Voters List and by the nominee indicating a willingness to run for election. Nominations for persons who are not on the Voters List or for whom there are not at least three (3) co-signers who are on the Voters List will be disallowed.

CANDIDATE LISTS

Candidate lists for each election will be posted online where applicable no later than three (3) working days following the close of nominations.

COUNTING OF BALLOTS

The counting of ballots is calculated within the online election portal, and the results are validated by the Registrar.

In the event of a tie between two or more candidates for an office, the Senate must cast the deciding vote. Random selection will occur in the event of a tie for the Board of Governors election.

DECLARATION OF ELECTION

BOARD

FACULTY

The successful candidate for each position shall be the candidate with the greatest number of votes for their Faculty. If only as many candidates are nominated as are required to be elected, the candidates are declared to have been acclaimed.

PROFESSIONAL SUPPORT STAFF

The successful candidate shall be the candidate with the greatest number of votes. If only as many candidates are nominated as are required to be elected, the candidates are declared to have been acclaimed.

STUDENTS

The successful candidate-for each position shall be the candidate with the greatest number of votes. If only as many candidates are nominated as are required to be elected, the candidates are declared to have been acclaimed.

SENATE

FACULTY

The successful candidate for each position shall be the candidate with the greatest number of votes for their Faculty. If only as many candidates are nominated as are required to be elected, the candidates are declared to have been acclaimed.

PROFESSIONAL SUPPORT STAFF

The successful candidate for each position shall be the candidate with the greatest number of votes. If only as many candidates are nominated as are required to be elected, the candidates are declared to have been acclaimed.

STUDENTS

The successful candidate-for each position shall be the candidate with the greatest number of votes. If only as many candidates are nominated as are required to be elected, the candidates are declared to have been acclaimed.

ANNOUNCEMENT OF RESULTS/REPORT OF ELECTION

The names and voting counts for all candidates will be posted online within the election portal after validation of the results has occurred. The Registrar will report the results of the Board and Senate election(s) at the first meeting of the Board/Senate following the election.

COMPLAINTS/APEALS

COMPLAINTS

Any complaint with respect to breaches of these Election Rules, enforcement of these Election Rules, or results of elections held under these Election Rules must be made in writing to the Registrar within seven (7) days of the circumstances that are the subject matter of the complaint. Complaints will be considered by the Registrar as to what action, if any, should be taken unless the complaint is about the Registrar in which case another person will be named by the Vice Provost, Students to consider the complaint.

Without limiting the generality of the foregoing, in the event the complaint arises from a candidate's alleged breach of these Election Rules and the Registrar determines a breach of these Election Rules has occurred, the Registrar may enforce any penalty the Registrar deems appropriate in the circumstances, including but not limited to:

1. Removing the candidate from the current election.
2. Prohibiting the candidate from running in future elections for positions governed by these Election Rules.

APPEALS

The decision of the Registrar (or alternate decision maker selected by the Vice Provost, Students in the event a complaint is about the Registrar) may be appealed only on the basis of alleged unfairness or bias demonstrated during the complaints process. Appeals will be referred to the Senate Standing Committee on Appeals.

To initiate an appeal a written submission must be provided to appeals@kpu.ca indicating how and why alleged unfairness or bias in the process has occurred within seven (7) days of the receipt of the decision. The request for appeal will be submitted for consideration to the Chair of the Senate Standing Committee on Appeals in order to determine if an adequately developed case of alleged unfairness or bias in the process has been presented for consideration by the committee.

Decisions of the Senate Standing Committee on Appeals are final.

VACANCIES DURING A TERM OF OFFICE

BOARD

If a vacancy arises on the board before the end of the term of office for which a member has been appointed or elected, the secretary of the board must enter a declaration of the vacancy in the minutes of the board. A declaration is conclusive evidence of the vacancy.

If a vacancy exists in respect of an appointed member, the Lieutenant Governor in Council must appoint a person to fill the vacancy. If a vacancy exists in respect of an elected member, the appropriate body (Faculty, Professional Support Staff or Students) must elect a replacement. A person appointed or elected to fill a vacancy holds office for the remainder of the term for which the person's predecessor was appointed or elected. A vacancy on the board does not impair the authority of the remaining members of the board to act.

SENATE

If a vacancy arises on the senate, the vacancy will be filled, in the case of an appointed member, by the body possessing the power of appointment, or in the case of an elected member, in the manner specified below.

If a vacancy occurs on senate, in the case of an elected member it shall be filled by the candidate who received the most votes among those who were nominated but not elected in the most recent election. In the event the seat was filled by acclamation, the following steps will occur:

1. If the seat is declared vacant between the months of February and September, a by-election will take place in the fall to find a replacement.
2. If the seat is declared vacant between the months of October and January and the remainder of the term is less than one year in length, a regular election will occur in the spring and the outstanding months remaining on the vacant term will be added to term of office for the seat up for election.
3. If all the seats in a given constituency are acclaimed, a random selection from the acclaimed candidates will occur to assign the remaining term of office. If more than one seat is being elected in this grouping, then the candidate who receives the most votes will be awarded the extended term of office.
4. If the remainder of the term is more than one year, a by-election will occur.

The Secretary of the Senate (the Registrar) must enter a declaration of the vacancy in the minutes of the senate. A declaration under subsection 36(6) is conclusive evidence of the vacancy.

A person appointed or elected to fill a vacancy holds office for the remainder of the term for which the person's predecessor was appointed or elected. A vacancy on the senate does not impair the authority of the remaining members of the senate to act.



SENATE

Agenda Item: 7.3

Meeting Date: May 27, 2019

Presenter: David Burns

Agenda Item: Senate Standing Committees: Nominations

Action Requested:	<input checked="" type="checkbox"/> Motion to Approve <input type="checkbox"/> Discussion <input type="checkbox"/> Information
Recommended Resolution:	<p>THAT Senate approve the following appointments:</p> <p><u>Senate Governance and Nominating Committee</u></p> <ul style="list-style-type: none">• Herbie Atwal, Professional Support Staff Senator (September 1, 2019 – August 31, 2022) <p><u>Senate Standing Committee on Academic Planning and Priorities</u></p> <ul style="list-style-type: none">• Mansi, Student Senator, (September 1, 2019 – August 31, 2020)• Catherine Schwichtenberg, faculty member, Faculty of Health (September 1, 2019 – August 31, 2022)• Randal Thiessen, faculty Member, Faculty of Academic and Career Advancement (September 1, 2019 – August 31, 2022) <p><u>Senate Standing Committee on Appeals</u></p> <ul style="list-style-type: none">• Rebecca Harbut, faculty Member, (September 1, 2019 – August 31, 2022) <p><u>Senate Standing Committee on Curriculum</u></p> <ul style="list-style-type: none">• Herbie Atwal, Academic Advisor (September 1, 2019 – August 31, 2022)• Randal Thiessen, faculty Member, Faculty of Academic and Career Advancement (September 1, 2019 – August 31, 2022) <p><u>Senate Standing Committee on the Library</u></p> <ul style="list-style-type: none">• Bob Davis, faculty Member, Faculty of Trades and Technology (September 1, 2019 – August 31, 2022)• Gurpreet Sabharwal, Student (September 1, 2019 – August 31, 2020) <p><u>Senate Standing Committee on the Policy Review</u></p> <ul style="list-style-type: none">• Bob Davis, faculty member-at-large (September 1, 2019 – August 31, 2022)

	<p><u>Senate Standing Committee on Teaching and Learning</u></p> <ul style="list-style-type: none"> • Mansi, Student Senator, (September 1, 2019 – August 31, 2020) • Robert Ironside, faculty Member, School of Business (September 1, 2019 – August 31, 2020) • Catherine Schwichtenberg, faculty Member, Faculty of Health (September 1, 2019 – August 31, 2022) <p><u>Senate Standing Committee on University Budget</u></p> <ul style="list-style-type: none"> • Rebecca Harbut, faculty Member, Faculty of Science and Horticulture (September 1, 2019 – August 31, 2022) • Gurpreet Sabharwal, Student (September 1, 2019 – August 31, 2020)
--	--

Senate Standing Committee Report:

On May 6, 2019, the Senate Governance and Nominating Committee recommended that Senate approve the above list of nominations.

Context & Background:

The Senate Nominating and Governance Committee has the mandate to nominate members to serve on Senate committees. The Vice-Chair of Senate has nominated recently-elected senators to positions on two standing committees each, in accordance with the Senate by-laws.

Key Messages:

The term of office for faculty members, students, and professional support staff is three years, one year, and three years, respectively.

The end date of the term of office for faculty Senators matches the end date of the Senator's term on Senate.

Consultations:

- Elected senators – for nominations to serve on a minimum of two Senate committees per Senate Bylaw 1.10
- Faculty Councils – for faculty member nominations
- Provost and Vice President, Academic – for appointments of Deans and Associate Deans
- Students – for nominations involving students
- Professional support staff – for nominations involving Professional support staff.

Submitted by:

Rita Zamluk, Administrative Assistant, University Senate

Date submitted:

May 13, 2019



SENATE

Agenda Item: 7.4
Meeting Date: May 27, 2019
Presenter: David Florkowski

Agenda Item: Proposed Committee Compositions and Senate Nominations Protocol

Action Requested:	<input checked="" type="checkbox"/> Motion to Approve <input type="checkbox"/> Discussion <input type="checkbox"/> Information
--------------------------	--

Recommended Resolution:	THAT Senate approve the attached <i>Proposed Committee Compositions and Clarification of Senate Nominations Protocol</i>.
--------------------------------	--

Senate Standing Committee Report: On May 6, 2019, the Senate Governance and Nominating recommended that Senate approve the attached *Proposed Committee Compositions and Clarification of Senate Nominations Protocol*.

Context & Background: Over time standing committee appointment procedures, and membership compositions, sometimes become ambiguous, vague, or inconsistent. The Senate Office notes these issues, and brings forward the following proposals to address them.

Key Messages: The revised documents contain the following revisions:

1. Recommendations from standing committees
2. Consolidation of common features of standing committees
3. Consistent naming and ordering of member titles across the standing committees
4. Setting a term of three years for the appointment of Deans and Associate Deans
5. Changing the term of committee chairs from a two-year term to a three-year term.

Attachments:

1. Appendix A – Clarification of Senate Nominations Protocol 2019 05 17 markup
2. Appendix A – Clarification of Senate Nominations Protocol 2019 05 17 - clean
3. Appendix B – Proposed Cttee Compositions 2019 05 17 - markup
4. Appendix B – Proposed Cttee Compositions 2019 05 17 - clean

Submitted by: *David Burns, Vice-Chair of Senate*

Date submitted: *May 17, 2019*

CLARIFICATIONS OF SENATE NOMINATIONS PROTOCOL

EX SENATUS

The role of Senator is the primary role in the Senate. For this reason, seats should be filled by Senators whenever possible, and the role of Senator supersedes the role of Representative.

1. The standing committee appointments of any Senator will normally be to the end of that Senator's current term on Senate.
2. If a Senator resigns from Senate, all seats on standing committees will be resigned unless otherwise agreed by the Chair of Senate (or Vice-Chair, as delegated).
3. If a Senator's seat is resigned and the candidate with the second most votes is seated, that person shall automatically fill the standing committee seats of their predecessor for the remaining term of that predecessor's appointment.
4. If a Representative on a standing committee becomes a Senator that Representative's appointments will end.
5. A Senator can be concurrently appointed to a standing committee as a Senator (*ex senatus*) and, should Senate so wish, as the Representative of a particular stakeholder group.
6. If a Senator becomes available for a seat on a standing committee, that Senator may, at the discretion of Senate, replace a Representative.

EX POPULUS

While Senators and Representatives do not serve as delegates of particular stakeholder groups, broad representation ~~of~~ of those groups is important. For this reason, standing committees include the requirement that certain Representatives be chosen from these groups within the University community (*ex populus*). If a Senator cannot be appointed *ex populus* a Representative can be selected from that group until such a time that a Senator can be appointed. Since these groups are differently constituted, specific protocols for appointments and nominations are required.

1. Deans and Associate Deans: Any position on a standing committee that refers to Deans or Associate Deans is appointed directly by the Provost. These appointments are brought to Senate for information and are effective immediately after written notice is submitted to the Senate office.
2. Students: Like other seats, student seats should be filled by Student Senators. Any seats not filled by Student Senators shall be posted publicly.
3. Professional Support Staff: Like other seats, support staff seats are first filled by Support Staff Senators. Any seats not filled by Support Staff Senators shall be posted publicly.
4. Faculty of Educational Support and Development [FESD]: Any seats referring to representation drawn from faculty members in the Library, Learning Centres, Counselling,

Appendix A – Possible Senate Bylaw Addition

and Accessibility Services will first be filled by Senators from the given group. Seats not filled in this way will be filled by nomination from the Faculty Council of FESD to ~~SGNC~~[Senate Governance and Nominating Committee](#).

5. All seats not otherwise specified will be posted publicly to the group in question.

CLARIFICATIONS OF SENATE NOMINATIONS PROTOCOL

EX SENATUS

The role of Senator is the primary role in the Senate. For this reason, seats should be filled by Senators whenever possible, and the role of Senator supersedes the role of Representative.

1. The standing committee appointments of any Senator will normally be to the end of that Senator's current term on Senate.
2. If a Senator resigns from Senate, all seats on standing committees will be resigned unless otherwise agreed by the Chair of Senate (or Vice-Chair, as delegated).
3. If a Senator's seat is resigned and the candidate with the second most votes is seated, that person shall automatically fill the standing committee seats of their predecessor for the remaining term of that predecessor's appointment.
4. If a Representative on a standing committee becomes a Senator that Representative's appointments will end.
5. A Senator can be concurrently appointed to a standing committee as a Senator (*ex senatus*) and, should Senate so wish, as the Representative of a particular stakeholder group.
6. If a Senator becomes available for a seat on a standing committee, that Senator may, at the discretion of Senate, replace a Representative.

EX POPULUS

While Senators and Representatives do not serve as delegates of particular stakeholder groups, broad representation of those groups is important. For this reason, standing committees include the requirement that certain Representatives be chosen from these groups within the University community (*ex populus*). If a Senator cannot be appointed *ex populus* a Representative can be selected from that group until such a time that a Senator can be appointed. Since these groups are differently constituted, specific protocols for appointments and nominations are required.

1. Deans and Associate Deans: Any position on a standing committee that refers to Deans or Associate Deans is appointed directly by the Provost. These appointments are brought to Senate for information and are effective immediately after written notice is submitted to the Senate office.
2. Students: Like other seats, student seats should be filled by Student Senators. Any seats not filled by Student Senators shall be posted publicly.
3. Professional Support Staff: Like other seats, support staff seats are first filled by Support Staff Senators. Any seats not filled by Support Staff Senators shall be posted publicly.
4. Faculty of Educational Support and Development [FESD]: Any seats referring to representation drawn from faculty members in the Library, Learning Centres, Counselling,

Appendix A – Possible Senate Bylaw Addition

and Accessibility Services will first be filled by Senators from the given group. Seats not filled in this way will be filled by nomination from the Faculty Council of FESD to Senate Governance and Nominating Committee.

5. All seats not otherwise specified will be posted publicly to the group in question.

COMMON FEATURES FOR ALL ~~SENAT~~SENATE COMMITTEES

The Chancellor, President and Vice-Chancellor are recognized as voting members of all committees. As they are unlikely to attend all meetings, their presence or absence will not count towards quorum.

Standing committee seats will be filled, whenever possible, by a ~~senat~~Senator from the given stakeholder group. If no ~~senat~~Senator is available, a representative from that stakeholder group can be appointed until a ~~senat~~Senator can be found.

Committees will review their membership composition annually.

Members are eligible for reappointment.

A ~~senat~~Senator may be appointed to more than one role on a committee.

Each standing committee, with the exceptions of the ~~Senat~~Senate Governance and Nominating Committee and the ~~Senat~~Senate Executive Committee, shall require two ~~senat~~Senators as members.

Chairs of Committees:

With the exception of the ~~Senat~~Senate Executive Committee and the ~~Senat~~Senate Standing Committee on Appeals, committee members will elect a ~~senat~~Senator as chair for a ~~two~~three year term.

The chair of a committee should not be the administrator whose portfolio mirrors that of the committee.

The chair will inform the committee if a member's absences exceed three meetings. The committee will discuss the situation and the position may be declared vacant by the chair in conjunction with the committee.

Terms of Office

With the exception of Student ~~senat~~Senators, who are appointed for a one-year term, all appointments to committees are for a three-year term.

Nominations Protocol

Appointments

Unless stated differently in the ~~Committee Specific Nominations Protocol~~Committee membership composition, members will be appointed as follows:

Those holding the ex officio position appoint their designates.

The Provost and Vice-President, Academic appoints Deans and Associate Deans.

Other appointments are as follows:

Representative

Research Professional Support Staff
Information Technology
Office of Advancement
Institutional Analysis and Planning
Library Professional Support Staff
Student Services

Appointer

Associate Vice-President, Research
Chief Information Officer
Executive Director, Advancement
Executive Director, Institutional Analysis and Planning
University Librarian
Vice Provost, Students

Office of Teaching and Learning	Vice-Provost, Teaching and Learning
Others	
Educational Developer	Vice-Provost, Teaching and Learning
Research Director of an Institute	Associate Vice-President, Research

At regular meetings, the ~~SenatSenate~~ Office will inform the ~~SenatSenate~~ Governance and Nominating Committee and ~~SenatSenate~~ of appointments made since the previous regular meeting.

Nominations

Unless stated otherwise in a specific nominations protocol for a committee, members will be nominated as follows:

The Vice-Chair of ~~SenatSenate~~ will nominate ~~senatSenators~~ to committee roles.

When no ~~senatSenators~~ are available to fill seats, the ~~SenatSenate~~ Governance and Nominating Committee will post publicly the following type of vacancies:

- Student
- Professional Support Staff
- Faculty-at-large
- Co-operative Education faculty

For vacant faculty ~~SenatSenator~~ roles, the ~~SenatSenate~~ Governance and Nominating Committee will request Faculty Councils to nominate faculty members for the roles.

The ~~SenatSenate~~ Governance and Nominating Committee will review all nominations and forward its recommendation to ~~SenatSenate~~. ~~SenatSenate~~ will appoint committee members.

~~SENAT~~SENATE EXECUTIVE COMMITTEE

Chair: President

Voting Members

- Chancellor
- President
- Vice-Chair of ~~Senat~~Senate
- ~~Four~~Two ~~Senat~~Senators,
- ~~One~~sStudent ~~Senat~~Senatoror
- Provost and Vice-President, Academic
- ~~two of whom shall be~~Two deansDeans or ~~a~~Associate dDeans

Quorum

When acting on behalf of ~~Senat~~Senate, quorum shall be two-thirds of the voting members.

~~SENAT~~SENATE GOVERNANCE AND NOMINATING COMMITTEE

Voting Members

- Chancellor
- President
- Vice-Chair of ~~Senat~~Senate
- ~~One student~~Student ~~Senat~~Senatoror
- ~~Three~~ ~~faculty~~Faculty ~~Senat~~Senators,*
- ~~One professional~~Professional support ~~Support staff~~Staff ~~Senat~~Senatoror
- ~~One d~~Dean or ~~a~~Associate dDean

*The three faculty ~~senat~~Senators, when taken with the Vice-Chair of ~~Senat~~Senate, representing will represent three Faculties

While faculty ~~members serving as~~ ~~Senat~~Senators or ~~representatives~~ serve three-year terms on a committee, one of these three seats for ~~faculty~~ ~~Senators~~ ~~senat~~Senators shall be, in the interests of increasing opportunity for students, posted as a one-year term.

Ex Officio Non-Voting

- Provost and Vice-President, Academic or designate
- University Registrar or designate
- ~~University Registrar~~
- University Secretary or designate

Terms of Office

~~Senators: three-year term~~

~~Faculty members: three-year term~~

~~Professional support staff: three-year term~~

~~Student~~ ~~Senator~~or: one-year term

~~The chair will inform the committee if a member's absences exceed three meetings. The committee will discuss the situation and the position may be declared vacant by the chair in conjunction with the committee.~~

~~The committee has determined that it requires a minimum of six (6) Senators as members.~~

~~SENAT~~SENATE STANDING COMMITTEE ON ACADEMIC PLANNING AND PRIORITIES

Common Features for all ~~Senate~~ Committees

The Chancellor, President and Vice-Chancellor are recognized as Voting Members of all committees. However, it is understood that they are unlikely to be able to attend most meetings and their presence or absence shall not count towards quorum.

Each ~~Senate~~ committee is comprised of some number of ~~Senators~~, as appropriate for that committee.

~~Standing committee seats will be filled, whenever possible, by a Senator from the given stakeholder group. If no Senator is available, a representative from that stakeholder group can be appointed until a Senator can be found.~~

Each ~~Senate~~ committee is chaired by a ~~Senator~~

~~Chair of a committee should not be the administrator whose portfolio mirrors that of the committee~~

~~Committee membership will be reviewed annually. Members are eligible for reappointment.~~

~~A Senator may be appointed to more than one role on a committee.~~

~~Each standing committee, with the exceptions of Senate Governance and Nominations and Senate Executive, shall require 2 Senators as members.~~

~~**Chair:** Elected by the committee.~~

~~Normally the chair will be elected in April from among the current membership for a two-year term to commence the following September. This information will be included in the report to Senate.~~

Voting Members

- Chancellor
- President
- Two ~~S~~student ~~Senators~~Sena~~One~~f
- Faculty ~~member~~Senat~~Senator~~ from each Faculty
- One~~p~~rofessional ~~support~~Support ~~staff~~Staff ~~Senator~~Senat
- Two ~~deans~~Deans or ~~a~~Associate d~~Deans~~

~~s, one of whom shall be a student senator~~

Ex Officio Non-Voting Members

- Vice-Chair of ~~Senat~~Senate
- University Registrar or designate
- Provost and Vice-President, Academic or designate
- Vice-Provost, Students or designate
- Vice-Provost, Teaching and Learning or designate

- Associate Vice-President, Research or designate
- Executive Director, Institutional Analysis and Planning, or designate
- Chair of the ~~Senat~~Senate Standing Committee on Curriculum
- Chair of the ~~Senat~~Senate Standing Committee on the University Budget

Terms of Office

~~Senators: three-year term~~

~~Faculty members: three-year term with one-third of these members to be selected each year~~

~~Professional support staff: three-year term~~

~~Student and student Senator: one-year term~~

~~The chair will inform the committee if a member's absences exceed three meetings in an academic year. The committee will discuss the situation and the position may be declared vacant by the chair in conjunction with the committee.~~

~~The committee has determined that it requires a minimum of three (3) senators as members.~~

~~SENAT~~SENATE STANDING COMMITTEE ON APPEALS

The membership and mandate for such a committee must be broadly constituted to ensure that possible conflicts of interest are avoided when hearing student appeals. The composition of the SSC on Appeals is as follows:

- Provost and Vice-President, Academic or designate (Chair)
- Two faculty members, one each from two different Faculties appointed by ~~Senat~~Senate
- Two Deans appointed by the Provost and Vice-President, Academic
- Two students, one of whom shall be a student ~~Senat~~Senator or appointed by ~~Senat~~Senate; one appointed by the Provost and Vice-President Academic. Each student shall be from a different Faculty.
- Two professional support staff appointed by ~~Senat~~Senate

Terms of Office

- Faculty members: three-year term
- Student or student ~~Senat~~Senator: one-year term
- Deans: three-year term
- Professional support staff member: three-year term

~~SENAT~~SENATE STANDING COMMITTEE ON CURRICULUM

Common Features for all ~~Senate~~ Committees

The Chancellor, President and Vice-Chancellor are recognized as Voting Members of all committees. However, it is understood that they are unlikely to be able to attend most meetings and their presence or absence shall not count towards quorum.

Each ~~Senate~~ committee is comprised of some number of ~~Senators~~, as appropriate for that committee.

Standing committee seats will be filled, whenever possible, by a ~~Senator~~ from the given stakeholder group. If no ~~Senator~~ is available, a representative from that stakeholder group can be appointed until a ~~Senator~~ can be found.

Each ~~Senate~~ committee is chaired by a ~~Senator~~

Chair of a committee should not be the administrator whose portfolio mirrors that of the committee

Committee membership will be reviewed annually. Members are eligible for reappointment.

A ~~Senator~~ may be appointed to more than one role on a committee.

Each standing committee, with the exceptions of ~~Senate Governance and Nominations~~ and ~~Senate Executive~~, shall require 2 ~~Senators~~ as members.

Chair: Elected by the committee

Normally the chair will be elected in April from among the current membership for a two year term to commence the following September. This information will be included in the report to ~~Senate~~.

Voting Members

- Chancellor
- President
- University Registrar or designate
- ~~One student~~Student ~~Senator~~Senat
- ~~One f~~Faculty ~~Senat~~member ~~Senator~~Senator from each Faculty
- Deputy Provost, or designate
- Two ~~deans/associate deans~~ Deans or ~~a~~Associate d~~Deans~~ (to be selected by the Senate Nominating Committee in conjunction with the Provost and Vice President, Academic)
- Academic Advisor

Ex Officio Non-Voting Members ~~One faculty member from each of the Library and~~

- Vice-Chair of ~~Senat~~Senate
- University Registrar or designate
- Provost and Vice-President, Academic or designate
- Vice-Provost, Teaching and Learning or designate

- ~~One~~ Educational Developer
- ~~Faculty~~ ~~Senat~~ ~~Senator~~, Co-operative Education

Terms of Office

~~Faculty members: three-year term with one-third of these members to be selected each year~~

~~Academic Advisor: three-year term~~

~~Deans and associate deans: reviewed regularly in conjunction with the Provost~~

~~Student or student~~ ~~Senator~~: one-year term

~~Senators: three-year term~~

~~The chair will inform the committee if a member's absences exceed three meetings. The committee will discuss the situation and the position may be declared vacant by the chair in conjunction with the committee.~~

~~The committee has determined that it requires a minimum of three (3) ~~senators~~ as members. This number does not include the deans.~~

~~SENAT~~SENATE STANDING COMMITTEE ON THE LIBRARY

Common Features for all ~~Senate~~ Committees

The Chancellor, President and Vice-Chancellor are recognized as Voting Members of all committees. However, it is understood that they are unlikely to be able to attend most meetings and their presence or absence shall not count towards quorum.

Each ~~Senate~~ committee is comprised of some number of ~~Senators~~, as appropriate for that committee.

Standing committee seats will be filled, whenever possible, by a ~~Senator~~ from the given stakeholder group. If no ~~Senator~~ is available, a representative from that stakeholder group can be appointed until a ~~Senator~~ can be found.

Each ~~Senate~~ committee is chaired by a ~~Senator~~

Chair of a committee should not be the administrator whose portfolio mirrors that of the committee

Committee membership will be reviewed annually. Members are eligible for reappointment.

A ~~Senator~~ may be appointed to more than one role on a committee.

Each standing committee, with the exceptions of ~~Senate Governance and Nominations~~ and ~~Senate Executive~~, shall require 2 ors as members.

Chair: Elected by the committee

Normally the chair will be elected in April from among the current membership for a two year term to commence the following September. This information will be included in the report to ~~Senate~~.

Voting Members

- Chancellor
- President
- ~~One student~~Student ~~Senat~~Senator
- ~~One f~~Faculty member ~~Senat~~Senator from each Faculty ~~who is not a Librarian~~
- Three ~~librarians~~Librarians
- ~~One library staff~~Representative, Library Professional Support Staff
- Representative, ~~from the~~ Office of Advancement

Ex Officio Non-Voting

- Vice-Chair of ~~Senat~~Senate
- Provost and Vice-President, Academic or designate
- University Librarian

Terms of Office

~~Senators~~: three year term

Faculty members: three year term with one third of these members to be selected each year

~~Library staff member: one-year term~~

~~Student or student **Senator**: one-year term~~

~~The chair will inform the committee if a member's absences exceed three meetings. The committee will discuss the situation and the position may be declared vacant by the chair in conjunction with the committee.~~

~~The committee has determined that it requires a minimum of three (3) **senators** as members.~~

Meeting Frequency

A minimum of four times a year

~~SENAT~~SENATE STANDING COMMITTEE ON POLICY ~~REVIEW~~

Common Features for all ~~Senate~~ Committees

The Chancellor, President and Vice-Chancellor are recognized as Voting Members of all committees. However, it is understood that they are unlikely to be able to attend most meetings and their presence or absence shall not count towards quorum.

Each ~~Senate~~ committee is comprised of some number of ~~Senators~~, as appropriate for that committee.

Standing committee seats will be filled, whenever possible, by a ~~Senator~~ from the given stakeholder group. If no ~~Senator~~ is available, a representative from that stakeholder group can be appointed until a ~~Senator~~ can be found.

Each ~~Senate~~ committee is chaired by a ~~Senator~~

Chair of a committee should not be the administrator whose portfolio mirrors that of the committee

Committee membership will be reviewed annually. Members are eligible for reappointment.

A ~~Senator~~ may be appointed to more than one role on a committee.

Each standing committee, with the exceptions of ~~Senate Governance and Nominations~~ and ~~Senate Executive~~, shall require 2 ~~Senators~~ as members.

Chair: Elected by the Committee

Normally the chair will be elected in April from among the current membership for a two-year term to commence the following September. This information will be included in the report to ~~Senate~~.

Voting Members

- Chancellor
- President
- ~~One-s~~Student ~~Senat~~Senator
- Four ~~faculty members~~faculty ~~Senat~~Senators*, at least three of whom must be chosen from different Faculties
- ~~One-p~~Professional ~~support~~ Support staffStaff ~~Senat~~Senator
- Dean or Associate Dean
- ~~One-c~~Counsellor
- ~~One-r~~Representative, ~~from~~ Student Services

*At least three of the faculty ~~senat~~Senators must be chosen from different Faculties

Ex Officio, Non-Voting

- ~~Senat~~Senate Vice-Chair
- University Registrar or designate
- Provost and Vice-President, Academic or designate

- Deputy Provost or designate
- University Secretary or designate
- Director, Student Rights and Responsibilities Office or designate

Terms of Office

~~Faculty members: three-year term~~

~~Professional support staff: three-year term~~

~~Student or student Senator: one-year term~~

~~Senators: three-year term~~

~~The chair will inform the committee if a member's absences exceed three meetings in an academic year. The committee will discuss the situation and the position may be declared vacant by the chair in conjunction with the committee.~~

~~The committee has determined that it requires a minimum of two (2) senators as members.~~

~~SENAT~~SENATE STANDING COMMITTEE ON RESEARCH

Common Features for all ~~Senate~~ Committees

The Chancellor, President and Vice-Chancellor are recognized as Voting Members of all committees. However, it is understood that they are unlikely to be able to attend most meetings and their presence or absence shall not count towards quorum.

Each ~~Senate~~ committee is comprised of some number of ~~Senators~~, as appropriate for that committee.

Standing committee seats will be filled, whenever possible, by a ~~Senator~~ from the given stakeholder group. If no ~~Senator~~ is available, a representative from that stakeholder group can be appointed until a ~~Senator~~ can be found.

Each ~~Senate~~ committee is chaired by a ~~Senator~~

Chair of a committee should not be the administrator whose portfolio mirrors that of the committee

Committee membership will be reviewed annually. Members are eligible for reappointment.

A ~~Senator~~ may be appointed to more than one role on a committee.

Each standing committee, with the exceptions of ~~Senate Governance and Nominations~~ and ~~Senate Executive~~, shall require 2 ~~Senators~~ as members.

Chair: Elected by the committee.

Normally the chair will be elected in April from among the current membership for a two year term to commence the following September. This information will be included in the report to ~~Senate~~.

Voting Members

- Chancellor
- President
- One ~~s~~Student ~~Senat~~Senator
- Eight Faculty members ~~Senat~~Senators* (representing no less than four faculties)
- Associate Vice-President, Research or designate
- Two Deans /or Associate Deans appointed by the Provost
- One director of a ~~research~~ Research instituteInstitute
- Representative, Research Professional Support Staff

*The faculty ~~senat~~Senators must represent no less than four Faculties.

Ex Officio Non-Voting Members

- Vice-Chair of ~~Senat~~Senate
- Vice-Provost, Teaching and Learning or designate

Terms of Office

Faculty members: three year term with one third of these members to be selected each year

~~Deans and Associate Deans: reviewed regularly in conjunction with the Provost~~

~~Student: one-year term~~

~~Senators: three-year term~~

~~The Chair will inform the committee if a member's absences exceed three meetings in an academic year. The committee will discuss the situation and the position may be declared vacant by the chair in conjunction with the committee.~~

~~The committee normally requires a minimum of two (2) senators as members. This number does not include the Deans.~~

~~SENAT~~SENATE STANDING COMMITTEE ON TEACHING AND LEARNING

Common Features for all ~~Senate~~ Committees

The Chancellor, President and Vice-Chancellor are recognized as Voting Members of all committees. However, it is understood that they are unlikely to be able to attend most meetings and their presence or absence shall not count towards quorum.

Each ~~Senat~~ committee is comprised of some number of ~~Senators~~, as appropriate for that committee.

~~Standing committee seats will be filled, whenever possible, by a Senator from the given stakeholder group. If no Senator is available, a representative from that stakeholder group can be appointed until a Senator can be found.~~

Each ~~Senate~~ committee is chaired by a ~~Senator~~

~~Chair of a committee should not be the administrator whose portfolio mirrors that of the committee~~

~~Committee membership will be reviewed annually. Members are eligible for reappointment.~~

~~A Senator may be appointed to more than one role on a committee.~~

~~Each standing committee, with the exceptions of Senate Governance and Nominations and Senate Executive, shall require 2 Senators as members.~~

~~**Chair:** Elected by the committee.~~

~~Normally the chair will be elected in April from among the current membership for a two year term to commence the following September. This information will be included in the report to Senate.~~

Voting Members

- Chancellor
- President
- ~~S~~One student ~~Senat~~Senator
- ~~F~~One faculty member ~~Senat~~Senator from each Faculty ~~(8)~~
- Vice-Provost, Teaching and Learning or designate
- Two Deans or Associate Deans

Ex Officio Non-Voting Members

- Vice-Chair of ~~Senat~~Senate
- Associate Vice-President, International, or designate
- Associate Vice-President, Research, or designate
- Chief Information Officer, or designate
- Librarian
- Representative, Office of Teaching and Learning

- ~~One Teaching Fellow (to be selected by the Senate Nominating Committee in conjunction with the Vice Provost, Teaching and Learning)~~

~~Terms of Office~~

~~Faculty members: three-year term with one-third of these members to be selected each year~~

~~Deans and Associate Deans: reviewed regularly in conjunction with the Provost~~

~~Student: one-year term~~

~~Senators: three-year term~~

~~The chair will inform the committee if a member's absences exceed three meetings in an academic year. The committee will discuss the situation and the position may be declared vacant by the chair in conjunction with the committee.~~

~~SENAT~~SENATE STANDING COMMITTEE ON TRIBUTES

Common Features for all ~~Senate~~ Committees

The Chancellor, President and Vice-Chancellor are recognized as Voting Members of all committees. However, it is understood that they are unlikely to be able to attend most meetings and their presence or absence shall not count towards quorum.

Each ~~Senate~~ committee is comprised of some number of ~~Senators~~, as appropriate for that committee.

Standing committee seats will be filled, whenever possible, by a ~~Senator~~ from the given stakeholder group. If no ~~Senator~~ is available, a representative from that stakeholder group can be appointed until a ~~Senator~~ can be found.

Each ~~Senate~~ committee is chaired by a ~~Senator~~

Chair of a committee should not be the administrator whose portfolio mirrors that of the committee

Committee membership will be reviewed annually. Members are eligible for reappointment.

A ~~Senator~~ may be appointed to more than one role on a committee.

Each standing committee, with the exceptions of ~~Senate Governance and Nominations~~ and ~~Senate Executive~~, shall require 2 ~~Senators~~ as members.

Chair: Elected by the committee

Normally the chair will be elected in April from among the current membership for a two year term to commence the following September. This information will be included in the report to ~~Senate~~.

Voting Members

- Chancellor
- President
- ~~One Senat~~Senator
- Three faculty ~~Senat~~Senators
- Provost and Vice-President, Academic, or designate
- Vice-Provost, Teaching and Learning, or designate
- ~~One dean~~Dean or Associate Dean at large

Ex Officio Non-Voting

- Vice-Chair of ~~Senat~~Senate
- University Registrar or designate
- University Secretary

Terms of Office

Faculty members: three year term

Dean and ~~Senator~~: three year term

~~The chair will inform the committee if a member's absences exceed three meetings. The committee will discuss the situation and the position may be declared vacant by the chair in conjunction with the committee.~~

~~The committee has determined that it requires a minimum of two (2) ~~senators~~ as members~~

SENATE STANDING COMMITTEE ON UNIVERSITY BUDGET

Common Features for all Senate Committees

The Chancellor, President and Vice-Chancellor are recognized as Voting Members of all committees. However, it is understood that they are unlikely to be able to attend most meetings and their presence or absence shall not count towards quorum.

Each Senate committee is comprised of some number of Senators, as appropriate for that committee.

Standing committee seats will be filled, whenever possible, by a Senator from the given stakeholder group. If no Senator is available, a representative from that stakeholder group can be appointed until a Senator can be found.

Each Senate committee is chaired by a Senator

Chair of a committee should not be the administrator whose portfolio mirrors that of the committee

Committee membership will be reviewed annually. Members are eligible for reappointment.

A Senator may be appointed to more than one role on a committee.

Each standing committee, with the exceptions of Senate Governance and Nominations and Senate Executive, shall require 2 Senators as members.

Chair: Elected by the committee. Normally the chair will be elected in April from among the current membership for a two-year term to commence the following September. This information will be included in the report to Senate.

Voting Members

- Chancellor
- President
- ~~One student~~ ~~Senator~~ Senator
- ~~One Faculty member~~ ~~Senator~~ Senator from each Faculty ~~who is not a Librarian~~
- ~~One Professional~~ ~~Support~~ ~~Staff~~ ~~Senator~~ Senator
- Two ~~deans~~ Deans or Associate Deans
- Librarian
- ~~One Representative~~ ~~from~~ Information Technology ~~(IT)~~
- ~~One~~ librarian

Ex Officio Non-Voting

- Vice-Chair of ~~Senate~~ Senate
- Provost and Vice-President, Academic or designate
- Vice-President, Finance and Administration or designate

- Deputy Provost [or designate](#)
- Executive Director, Financial Services [or designate](#)
- Chair of ~~Senat~~[Senate](#) Standing Committee on Academic Planning and Priorities

[Terms of Office](#)

~~Senators:~~ [three-year term](#)

~~Faculty members:~~ [three-year term with one-third of these members to be selected each year](#)

~~Professional support staff:~~ [three-year term](#)

~~Student or student~~ ~~Senator:~~ [one-year term](#)

~~The chair will inform the committee if a member's absences exceed three meetings. The committee will discuss the situation and the position may be declared vacant by the chair in conjunction with the committee.~~

SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Common Features for all Senate Committees

A ~~Senator~~ may be appointed to more than one role on a committee.

Each ~~Senate~~ committee is comprised of some number of ~~Senators~~, as appropriate for that committee.

~~Standing committee seats will be filled, whenever possible, by a Senator from the given stakeholder group. If no Senator is available, a representative from that stakeholder group can be appointed until a Senator can be found.~~

Each ~~Senate~~ committee is chaired by a ~~Senator~~

~~Chair of a committee should not be the administrator whose portfolio mirrors that of the committee~~

~~Committee membership will be reviewed annually. Members are eligible for reappointment.~~

~~A Senator may be appointed to more than one role on a committee.~~

~~Each standing committee, with the exceptions of Senate Governance and Nominations and Senate Executive, shall require 2 Senators as members.~~

~~Chair: Elected by the committee. Normally the chair will be elected in April from among the current membership for a two year term to commence the following September. This information will be included in the report to Senate.~~

Voting Members

- Chancellor
- President
- ~~One Student Senator~~
- ~~Two faculty Senators*~~ (either a faculty member selected by the ~~Senate Nominating Committee in consultation with Faculty Council, or a Senaor~~)
- ~~One Faculty~~ faculty ~~Senator~~ or from each Faculty
- Deputy Provost ~~or designate~~
- Two Deans or Associate Deans
(~~selected by the Senate Nominating Committee in conjunction with the Provost and Vice-President, Academic~~)
- Representative ~~from~~ Institutional Analysis and Planning
(~~selected by the Senate Nominating Committee in consultation with the Executive Director, Institutional Analysis and Planning~~)
- Representative, Office of Teaching and Learning

- Representative ~~from~~ Student Services**
(excluding the Office of the Registrar) (selected by the Senate Nominating Committee in consultation with the Vice-Provost, Students)

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

**The Representative, Student Services must not be from the Office of the Registrar

Ex Officio Non-Voting

- Vice-Chair of ~~Senat~~Senate
- University Registrar or designate
- Provost and Vice-President, Academic or designate
- Manager, Strategic Planning and Quality

Terms of Office

Faculty members: three-year term with one-third of these members to be selected each year

Professional support staff: three-year term

Deans and Associate Deans: reviewed regularly in conjunction with the Provost

~~Senators~~: three-year term

Student or student ~~Senator~~: one-year term

The chair will inform the committee if a member's absences exceed three meetings within the academic year. The committee will discuss the situation and the position may be declared vacant by the chair in consultation with the committee.

The committee has determined that it requires a minimum of three (3) ~~Senators~~ as members.

COMMON FEATURES FOR ALL SENATE COMMITTEES

The Chancellor, President and Vice-Chancellor are recognized as voting members of all committees. As they are unlikely to attend all meetings, their presence or absence will not count towards quorum.

Standing committee seats will be filled, whenever possible, by a Senator from the given stakeholder group. If no Senator is available, a representative from that stakeholder group can be appointed until a Senator can be found.

Committees will review their membership composition annually.

Members are eligible for reappointment.

A Senator may be appointed to more than one role on a committee.

Each standing committee, with the exceptions of the Senate Governance and Nominating Committee and the Senate Executive Committee, shall require two Senators as members.

Chairs of Committees:

With the exception of the Senate Executive Committee and the Senate Standing Committee on Appeals, committee members will elect a Senator as chair for a three year term.

The chair of a committee should not be the administrator whose portfolio mirrors that of the committee.

The chair will inform the committee if a member's absences exceed three meetings. The committee will discuss the situation and the position may be declared vacant by the chair in conjunction with the committee.

Terms of Office

With the exception of Student Senators, who are appointed for a one-year term, all appointments to committees are for a three-year term.

Nominations Protocol

Appointments

Unless stated differently in the committee membership composition, members will be appointed as follows:

Those holding the ex officio position appoint their designates.

The Provost and Vice-President, Academic appoints Deans and Associate Deans.

Other appointments are as follows:

Representative

Research Professional Support Staff
Information Technology
Office of Advancement
Institutional Analysis and Planning
Library Professional Support Staff
Student Services

Appointer

Associate Vice-President, Research
Chief Information Officer
Executive Director, Advancement
Executive Director, Institutional Analysis and Planning
University Librarian
Vice Provost, Students

Office of Teaching and Learning	Vice-Provost, Teaching and Learning
Others	
Educational Developer	Vice-Provost, Teaching and Learning
Research Director of an Institute	Associate Vice-President, Research

At regular meetings, the Senate Office will inform the Senate Governance and Nominating Committee and Senate of appointments made since the previous regular meeting.

Nominations

Unless stated otherwise in a specific nominations protocol for a committee, members will be nominated as follows:

The Vice-Chair of Senate will nominate Senators to committee roles.

When no Senators are available to fill seats, the Senate Governance and Nominating Committee will post publicly the following type of vacancies:

- Student
- Professional Support Staff
- Faculty-at-large
- Co-operative Education faculty

For vacant faculty Senator roles, the Senate Governance and Nominating Committee will request Faculty Councils to nominate faculty members for the roles.

The Senate Governance and Nominating Committee will review all nominations and forward its recommendation to Senate. Senate will appoint committee members.

SENATE EXECUTIVE COMMITTEE

Chair: President

Voting Members

- Chancellor
- President
- Vice-Chair of Senate
- Two Senators
- Student Senator
- Provost and Vice-President, Academic
- Two Deans or Associate Deans

Quorum

When acting on behalf of Senate, quorum shall be two-thirds of the voting members.

SENATE GOVERNANCE AND NOMINATING COMMITTEE

Voting Members

- Chancellor
- President
- Vice-Chair of Senate
- Student Senator
- Three Faculty Senators*
- Professional Support Staff Senator
- Dean or Associate Dean

*The three faculty Senators, when taken with the Vice-Chair of Senate, will represent three Faculties

While faculty Senators serve three-year terms on a committee, one of these three seats for faculty Senators shall be, in the interests of increasing opportunity for students, posted as a one-year term.

Ex Officio Non-Voting

- Provost and Vice-President, Academic or designate
- University Registrar or designate
- University Secretary or designate

SENATE STANDING COMMITTEE ON ACADEMIC PLANNING AND PRIORITIES

Voting Members

- Chancellor
- President
- Two Student Senators
- Faculty Senator from each Faculty
- Professional Support Staff Senator
- Two Deans or Associate Deans

Ex Officio Non-Voting Members

- Vice-Chair of Senate
- University Registrar or designate
- Provost and Vice-President, Academic or designate
- Vice-Provost, Students or designate
- Vice-Provost, Teaching and Learning or designate
- Associate Vice-President, Research or designate
- Executive Director, Institutional Analysis and Planning, or designate
- Chair of the Senate Standing Committee on Curriculum
- Chair of the Senate Standing Committee on the University Budget

SENATE STANDING COMMITTEE ON APPEALS

The membership and mandate for such a committee must be broadly constituted to ensure that possible conflicts of interest are avoided when hearing student appeals. The composition of the SSC on Appeals is as follows:

- Provost and Vice-President, Academic or designate (Chair)
- Two faculty members, one each from two different Faculties appointed by Senate
- Two Deans appointed by the Provost and Vice-President, Academic
- Two students, one of whom shall be a student Senator appointed by Senate; one appointed by the Provost and Vice-President Academic. Each student shall be from a different Faculty.
- Two professional support staff appointed by Senate

Terms of Office

- Faculty members: three-year term
- Student or student Senator: one-year term
- Deans: three-year term
- Professional support staff member: three-year term

SENATE STANDING COMMITTEE ON CURRICULUM

Voting Members

- Chancellor
- President
- University Registrar or designate
- Student Senator
- Faculty Senator from each Faculty
- Deputy Provost, or designate
- Two Deans or Associate Deans
- Academic Advisor

Ex Officio Non-Voting Members

- Vice-Chair of Senate
- University Registrar or designate
- Provost and Vice-President, Academic or designate
- Vice-Provost, Teaching and Learning or designate
- Educational Developer
- Faculty Senator, Co-operative Education

SENATE STANDING COMMITTEE ON THE LIBRARY

Voting Members

- Chancellor
- President
- Student Senator
- Faculty Senator from each Faculty
- Three Librarians
- Representative, Library Professional Support Staff
- Representative, Office of Advancement

Ex Officio Non-Voting

- Vice-Chair of Senate
- Provost and Vice-President, Academic or designate
- University Librarian

Meeting Frequency

A minimum of four times a year

SENATE STANDING COMMITTEE ON POLICY

Voting Members

- Chancellor
- President
- Student Senator
- Four faculty Senators*
- Professional Support Staff Senator
- Dean or Associate Dean
- Counsellor
- Representative, Student Services

*At least three of the faculty Senators must be chosen from different Faculties

Ex Officio, Non-Voting

- Senate Vice-Chair
- University Registrar or designate
- Provost and Vice-President, Academic or designate
- Deputy Provost or designate
- University Secretary or designate
- Director, Student Rights and Responsibilities Office or designate

SENATE STANDING COMMITTEE ON RESEARCH

Voting Members

- Chancellor
- President
- Student Senator
- Eight Faculty Senators*
- Associate Vice-President, Research or designate
- Two Deans or Associate Deans
- Director of a Research Institute
- Representative, Research Professional Support Staff

*The faculty Senators must represent no less than four Faculties.

Ex Officio Non-Voting Members

- Vice-Chair of Senate
- Vice-Provost, Teaching and Learning or designate

SENATE STANDING COMMITTEE ON TEACHING AND LEARNING

Voting Members

- Chancellor
- President
- Student Senator
- Faculty Senator from each Faculty
- Vice-Provost, Teaching and Learning or designate
- Two Deans or Associate Deans

Ex Officio Non-Voting Members

- Vice-Chair of Senate
- Associate Vice-President, International, or designate
- Associate Vice-President, Research, or designate
- Chief Information Officer, or designate
- Librarian
- Representative, Office of Teaching and Learning
- Teaching Fellow

SENATE STANDING COMMITTEE ON TRIBUTES

Voting Members

- Chancellor
- President
- Senator
- Three faculty Senators
- Provost and Vice-President, Academic, or designate
- Vice-Provost, Teaching and Learning, or designate
- Dean or Associate Dean

Ex Officio Non-Voting

- Vice-Chair of Senate
- University Registrar or designate
- University Secretary

SENATE STANDING COMMITTEE ON UNIVERSITY BUDGET

Voting Members

- Chancellor
- President
- Student Senator
- Faculty Senator from each Faculty
- Professional Support Staff Senator
- Two Deans or Associate Deans
- Librarian
- Representative, Information Technology

Ex Officio Non-Voting

- Vice-Chair of Senate
- Provost and Vice-President, Academic or designate
- Vice-President, Finance and Administration or designate
- Deputy Provost or designate
- Executive Director, Financial Services or designate
- Chair of Senate Standing Committee on Academic Planning and Priorities

SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Voting Members

- Chancellor
- President
- Student Senator
- Two faculty Senators*
- Faculty Senator from each Faculty
- Deputy Provost or designate
- Two Deans or Associate Deans
- Representative, Institutional Analysis and Planning
- Representative, Office of Teaching and Learning
- Representative, Student Services**

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

**The Representative, Student Services must not be from the Office of the Registrar

Ex Officio Non-Voting

- Vice-Chair of Senate
- University Registrar or designate
- Provost and Vice-President, Academic or designate
- Manager, Strategic Planning and Quality



SENATE

Agenda Item: 7.5
Meeting Date: May 27, 2019
Presenter: David Florkowski

Agenda Item: Procedures to Fill Vacancies on Senate Standing Committees

Action Requested:	<input checked="" type="checkbox"/> Motion to Approve <input type="checkbox"/> Discussion <input type="checkbox"/> Information
--------------------------	--

Recommended Resolution:	THAT Senate approve the procedures listed below to fill vacancies on Senate standing committees.
--------------------------------	---

Senate Standing Committee Report:

On May 6, 2019, the Senate Governance and Nominating Committee recommended that Senate approve the procedures listed below to fill vacancies on senate standing committees.

Context & Background:

After each Senator is appointed to a position on two senate standing committees, vacancies remain to be filled.

Key Messages:

1. Faculty members representing a Faculty: the Senate Governance and Nominating Committee will request Faculty Councils to submit nominations.
2. For faculty members at large: the Senate Governance and Nominating Committee will put out a call through Today@KPU for statements of interest, will ask Faculty Councils to tell their members about the opening, and will alert an incumbent that a request for nominations has been made.
3. For professional support staff: The Senate Governance and Nominating Committee will put out a call through Today@KPU for statements of interest and will alert an incumbent that the request has been posted.
4. For students: The Senate Governance and Nominating Committee will put out a call through Today@KPU and Announcements@KPU for statements of interest

The Senate Governance and Nominating Committee will review the nominations and statements of interest and make recommendations to Senate for approval.

Submitted by:

Rita Zamluk, Administrative Assistant, University Senate

Date submitted:

May 7, 2019



SENATE

Agenda Item: 8.1
Meeting Date: May 27, 2019
Presenter: Jane Fee

Agenda Item: 2020/21 Senate Budget Assessment Process

Action Requested:	<input checked="" type="checkbox"/> Motion to Approve <input type="checkbox"/> Discussion <input type="checkbox"/> Information
--------------------------	--

Recommended Resolution	THAT Senate approve the Senate Budget Assessment Process and the 2020 / 21 Key Dates.
-------------------------------	--

Senate Standing Committee Report: On May 17, 2019, the Joint Committee recommended that Senate approve the Senate Budget Assessment Process and amended 2020/21 Key Dates.

Context & Background: **University Act, Section 62 (2):** *The president must prepare and submit to the board an annual budget in consultation with the appropriate standing committee of the senate.*

SSC Academic Planning and Priorities Mandate: *Advise the Senate Standing Committee on the University Budget on the academic priorities for the allocation of funds.*

SSC University Budget Mandate: *On behalf of Senate, and in consultation with the Senate Standing Committee on Academic Planning and Priorities, advise the President and Vice-Presidents on the review and development of academic budgetary priorities, major capital plans, and the allocation of funds.*

Key Messages: The 2020 / 21 Senate Budget Assessment Process has been updated to align with KPU Finance 2020 – 21 Budget Development Process Timeline.

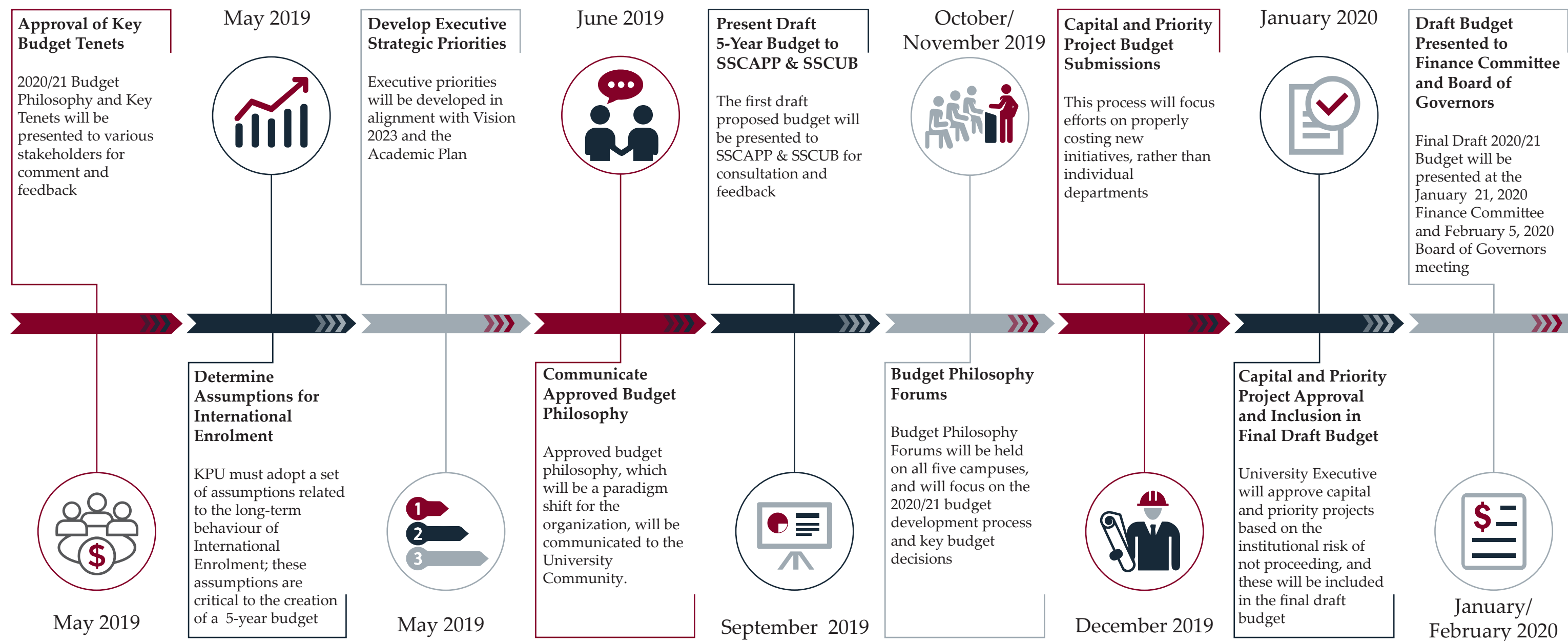
Attachments:

1. 2020-21 Budget Development Process Timeline
2. 2020-2021 Senate Budget Assessment Process

Submitted by: Rita Zamluk, Administrative Assistant, University Senate

Date submitted: May 17, 2019

2020/21 Budget Development Timeline



	ROLE OF SENATE IN BUDGET ASSESSMENT			
	SSCAPP / SSCUB ("Joint Committee")	Senate	President	2020 / 2021 Senate Budget Assessment Meeting Dates
May	* Joint Committee reviews and provides feedback on 2020/21 budget philosophy and key tenets * Joint Committee reviews and makes recommendations to Senate on the Senate Budget Assessment Process and meeting dates	* Senate receives and provides feedback on 2020/21 Budget to the President * Senate reviews the final Senate Budget Assessment Process and meeting dates	* President receives feedback and recommendations from Senate standing committees	May 17, 2019: Joint Committee May 27, 2019: Senate
June	* Joint Committee provides feedback on Executive priorities and budget philosophy and makes recommendation to Senate.	* Senate makes recommendations on Executive priorities and budget philosophy to President.	* President receives Senate recommendations on Executive priorities and budget philosophy.	June 14, 2019: Joint Committee June 28, 2019: Senate
July				
August				
September	* KPU Finance presents draft 5-year budget to the Joint Committee * Committee members elicit feedback from the KPU community over a three-week period * Joint Committee meets with KPU Finance to provide feedback * Joint Committee makes recommendations to Senate			September 6, 2019: Joint Committee September 27, 2019: Joint Committee
October		* Senate reviews and makes recommendations to President on draft 5-year budget	* President receives Senate recommendations on draft 5-year budget	October 28, 2019: Senate
November				
December				
January				
February				
March				
April				



SENATE

Agenda Item: 13.1
Meeting Date: May 27, 2019
Presenter: David Burns

Agenda Item: Natural Space as Teaching and Learning Space

Action Requested:	<input checked="" type="checkbox"/> Motion to Approve <input type="checkbox"/> Discussion <input type="checkbox"/> Information
--------------------------	--

Recommended Resolution:	THAT Senate recognize natural space on all KPU property is potential teaching and learning space.
--------------------------------	--

Senate Standing Committee Report: For Senate Office Use Only

Context & Background:

In the 2018-19 Academic Year a number of trees in the Surrey campus forest were cut down. This led to concern among the students and educators who use that space for teaching and learning. For these members of the KPU community, the viability of the forest is pedagogically significant and currently unknown. These concerns were brought to the SSC Teaching and Learning, which moved the above motion. The stated goal is to encourage the Board develop a consultative process for all KPU property to ensure that future decisions about natural space take pedagogical concerns into consideration.

Submitted by: *David Burns, Vice-Chair, Senate*

Date submitted: *14 May 2019*



SENATE

Agenda Item: 14.1
Meeting Date: May 27, 2019
Presenter: Zena Mitchell

Agenda Item: Approval of Graduates to May 27, 2019

Action Requested:	<input checked="" type="checkbox"/> Motion to Approve <input type="checkbox"/> Discussion <input type="checkbox"/> Information
--------------------------	--

Recommended Resolution:	THAT Senate approve the list of graduates to May 27, 2019.
--------------------------------	---

**Context &
Background:**

University Act, Section 7: The roll of the convocation must be continued and kept up to date by the registrar.

University Act, Section 9.2: The senate may add names to the roll of the convocation under section 5, (Composition of convocation)

Attachments: Grads for Senate Approval – 20190527

Submitted by: Zena Mitchell, University Registrar

Date submitted: May 27, 2019

Graduates for Senate

SENATE MEETING: Monday, 27-May-2019

Graduates from the Chip and Shannon Wilson School of Design

Baccalaureate Degree

Bachelor of Design, Fashion and Technology

Hayley Eileen Hannah Bohan

Julian Bruno Bontorin

Rebecca Burnett

Jennifer Clara Callihoo

(With Distinction)

Samantha Lok Tung Chio

Jihea Cho

Chelsea Elizabeth Cox

Carlee Marie Christine Heintz

Michael Loder

Amanda Tori Mah

(With Distinction)

Madison Alexandra Tully Morris

Emerald Rose Seward Naumann

Leshem Rachael Rae

Patricia Roque

Sasha Diamond Belle von Waldenburg Schaepe

Wendy Schindler

Erika Summer Solway

Hannah Anita Tabert

Patricia Isabelle Araw Te

Justina Vendittelli

(With Distinction)

Dayle Helen Margaret Wilnechenko

Su Yang

Bachelor of Design, Graphic Design for Marketing

Celyn Marie Barker

Jordan Petra Ann Bradley

Michaela Klara Lois Carter

Allyson Grace Dam

Rebecca Delarue-Riffel

Chloe Rhiannon Fenemore

Stav Gamliel-Komar
Lauren Kendra Ho
I-Chen Hsu
Tiana Lee
Donna Liu
Stacey Florentia Pangestu
Jeanne Pineda
Sandy Quach
Anita Bonnie So
Patrick Jun Vilorio Tambogon
Nicole Wild
Kelly Wai Man Zeng

Bachelor of Design, Product Design

N'Dea Sage Bishop
Elaine Amber Leung
Chelsea Leigh McCullough
(With Distinction)

Bachelor of Interior Design

Jun Daniel Hagid Ablaza
Leanne Spencer Babcook
Selmarie Barnard
Lauren Angelica Corrado
Jaeda Rose Drexhage
(With Distinction)
Alicia Nicole Field
Tiana Patricia Gordon
Kaelyn Dawn Patricia Johnson
(With Distinction)
Anisa Marynowski
Patricia Mitchell
Rachel Neelia Moore
Rachelle Angelica Oh
Jessica Hope Schoeman
Camila Strasdas
(With Distinction)
Shannen Susetyo
Joscelyn Agnes Wallace

Diploma

Diploma in Fashion Marketing

Ami Frances Edgmon
Sera Ozia Fedirko
Simran Gill
Kayley Jordan Hucik
Kelly LaBounty
Komal Kaur Randhawa
Rachel Michel Samson
Seth Sorensen
Erin Colleen Zdan

Certificate

Certificate of Foundations in Design

Persis Janice Addae
Ellen Gloria Bubb
(With Distinction)
Kiesha Marie Cobarrubias
Jillian Marilyn Duncan
Kristina Marrie Estrella
Chia Ming Fan
Maria Cleofe Fernandez
Veronika Maria Gutierrez
(With Distinction)
I-Chen Hsu
Sana Kapoor
Qing Lan Lin
Rebekah Anne Mercks
(With Distinction)
Patrisha Puno Mesina
(With Distinction)
Nyota Kathi Munga
Clarisse Antoinette Cruz Raymundo
Liuyang Tang
Ruochen Wang

Graduates from the Faculty of Academic & Career Advancement

Developmental Credential

BC Adult Graduation Diploma
Dillon Guerrino Falcomer

Graduates from the Faculty of Arts

Baccalaureate Degree (Hons)

Bachelor of Arts (Honours), Major in Criminology

Ravneet Kaur Ghangheri

Jenelle R. Palfreyman

Minor in Counselling

Ximena Alexandra Poblete

Bachelor of Arts (Honours), Major in Psychology

Tina Charmchi

(With Distinction)

Minor in Counselling

Gurjot Singh Chhina

Minor in Counselling

Jaime Nicole Christiaan

(With Distinction)

Angela Lauren Giesbrecht

(With Distinction)

Minor in Counselling

Zachariah Ibrahim Hamzagic

(With Distinction)

Brandon Johnathan Justus

Devinder Singh Khara

(With Distinction)

Minor in History

Alysha Kramer

(With Distinction)

Minor in Criminology

Andrea Yet Jang Mah

(With Distinction)

Connor James Mitchell

(With Distinction)

Minor in Counselling

Baccalaureate Degree

Bachelor of Arts

Samantha Dorothy Rose Rushowic

Major in History

Major in Philosophy

Bachelor of Arts, Double Minor

Jeevan Jay Benning

Minor in Criminology
Minor in Mathematics

Shannon Marie Piller

Minor in History
Minor in Anthropology

Ramnit Kaur Punni

Minor in Counselling
Minor in Criminology

Sze Ying Austin Wong

Minor in Counselling
Minor in Psychology

Bachelor of Arts, Major in Anthropology

Jenna Magda Lavallee

Minor in Counselling

Bachelor of Arts, Major in Applied Geography

Stewart Maxwell Elliott

Diane Tran

Bachelor of Arts, Major in Asian Studies

Tsuyako Dempoya

Bachelor of Arts, Major in Criminology

Khesro Amin

Jessica Anne Frances Baartman

Asabia Bajwa

Jaspreet Bajwa

Sujata Bakshi

Harsimran Bal

Minor in Counselling
(in place of BA, Double Minor, approved Jan. 2019)

Jaskaran Singh Brar

Simran Brar

Sharon Kirtika Chand

Jung In Chang

Jason Gene-Yip Chow

Jacqueline Fay Davis

Navjot Gill

Tanvir Kaur Gill

Baneet Hans

Minor in Sociology

Harneet Hehar
Mandeep Mandy Johal
Navneet Kahlon
Simardeep Kaur Kaila
Tanisha Kaur
Aisha Rasool Khan
(With Distinction)
Gagandeep Kaur Kular
Marisa Elizabeth Leal
Minor in Counselling
Michelle Lemaire
Chiu-Ho Lien
(With Distinction)
Pedrum Mahlooji
Simrinjit Singh Manhas
Vanessa Vandhana Mohan
Christina Lynn Mortensen
Minor in Psychology
Rebecca Gloria Marie Mulder
Evonne Mariah Nienkaemper
(With Distinction)
Minor in Psychology
Kevin Michael Pinheiro
Daniel Popov
Timothy Samson
Gurraj Kaur Shergill
Jasdeep Sidhu
Simran Sidhu
Minor in Philosophy
Michelle Enyshia Thiara
Irene Wu
(With Distinction)

Bachelor of Arts, Major in English

Aaron Beveland-Dalzell
Minor in Creative Writing
Ariana Elisia Catamo
Minor in Creative Writing
Stephanie Suzanne Davies
Minor in Creative Writing
Korina Kristelle Diamante
Minor in Language and Culture

Nicole Ashley Fekete

Chantele Franz

Yasmeen Farha Kumar

Minor in History

Brigitte Leblanc

Minor in Creative Writing

Nicole Melton

Minor in Psychology

Minor in Counselling

Kaitlyn Nicole Twarog

Bachelor of Arts, Major in General Studies

Mandy Atwal

Minor in Counselling

Dan Avendano Canada

Minor in Sociology

Andrea Michelle Calderon

Minor in Counselling

Rylie Thomas Fletcher

Minor in Counselling

Kayla Rose Harrison

Minor in Counselling

Zakiya Shaymin Housil

Minor in Counselling

Xi Meng Hu

Minor in Economics

Natalie Joy Janzen

Minor in Geography

Hailing Jiang

Minor in Economics

Sandra Joy Kuepfer

(With Distinction)

Brianna Lewis

Minor in Counselling

Fangning Liu

Thanh Quang Nguyen

Yuxuan Pan

Minor in Economics

Matthew Jack Wong

Bachelor of Arts, Major in History

Gillian Ellen Cowan

Sajid Shamsuddin Karamally

Yuqi Li
Brenda Jean Nielsen
Tyson Lovjeet Rai
Aiden Thomas Yorke
Minor in English

Bachelor of Arts, Major in Policy Studies

Munir-Khali Aziz Dossa
Minor in Political Science
Karin Susette Wegner
(With Distinction)

Bachelor of Arts, Major in Political Science

Sacha Jacqueline Bunting
Ishpal Singh Pandher
Calvin Wolkewitz
(With Distinction)
Minor in Anthropology

Bachelor of Arts, Major in Psychology

Christabelle Arboleda
Julia Lauren Atkinson
Meena Aujla
Minor in Counselling
Surina Basra
Sophie Cannon
Minor in Criminology
Nicole Janice Ceron
(With Distinction)
Minor in Counselling
Amandeep Chamdal
(With Distinction)
Candace Marie Craigen
Minor in Counselling
Alexis Channan Thomson Dhaliwal
(With Distinction)
Minor in Counselling
Dorothy Margaret Evans
(With Distinction)
Alyssa Mary Grace Friesen
(With Distinction)
Minor in Counselling
Chelsea Linda Gould
Minor in Counselling

Harpreet Kaur Grewal

Minor in Criminology

Hireya Christina Vazques Hooper

Chantelle V Jusay

Minor in Counselling

Ishreet Khaira

Raveena Kaur Khella

Minor in Counselling

Harshanaarth Kohiladas

Erin Valdean Kursar

Michelle Lozhkin

Minor in Counselling

Gregory Francis Garcia Macken

Maryam Malick

(With Distinction)

Minor in Counselling

Ashley Ann Muirhead

Minor in Counselling

Samantha Nerda

(With Distinction)

Karenjot Kaur Pahal

Raveen Panaych

Mandip Parhar

Minor in Language and Culture

Rachel Christine Rose Pastorek

Jalisa Marie Prakash

Minor in Counselling

Priya Kaur Randhawa

Minor in Counselling

Anastasiya Russo

Jeremy Daniel Shea

(With Distinction)

Bachelor of Arts, Major in Sociology

Nisha Bassra

Hannah Cenaiko

(With Distinction)

Minor in Counselling

Rana Marinella Pozon

Minor in Anthropology

Ryan Harry Lloyd Robinson

Nicholas James Stanley

Minor in Counselling

Bachelor of Fine Arts, Visual Arts

David Ryan Broderick

Eva Yang

Bachelor of Journalism

Marcus Barichello

(With Distinction)

Hala Wael Kanan

Spencer Martin Maichin

Sarah Sandeep Sidhu

Bachelor of Music in Musical Arts, Major in General Studies

Robin Riley Black

(With Distinction)

Raeann Marie Fuller

(With Distinction)

Valerie Leung

Selena Hsiao Yi Liu

Benjamin William Northgraves

Bradley James Patrick

Alexa Dawn Reimer

(With Distinction)

Samantha Maria Sterkenburg

(With Distinction)

Strauss Liam Whiteside

Bachelor of Science in Applied Psychology

Onkar Singh Bagri

Associate Degree

Associate of Arts in Anthropology

Madeleine Anne Hockley

Associate of Arts in Criminology

Akamdeep Singh Bains

Harshdeep Singh Brar

Bailey James Deane

(With Distinction)

Ming Du

Jagpal Jhajh

Jasleen Kaur

(With Distinction)

Wasanthi Dewi Naidu

Sabreena Singh Suri
Gurinder Singh Tung

Associate of Arts in Philosophy

Shelby Janet Warnock
(With Distinction)

Associate of Arts in Political Science

Justen Tyler Muirhead

Associate of Arts in Psychology

Adrianne Campbell
(With Distinction)

Yukti Kalra

Amrit Kaur

Jasmeen Kaur

Pavneet Kaur

Jaspreet Kaur Sandhu

Diploma

Diploma in Arts

Tamara Mickele Parsons

Diploma in Criminology

Jaswinder Kaur

Satnam Singh Khaira

Riley William McCormack

Jason Michael Ross Michaluk

Jan Carlo Sumagui Navarro

Navinder Deep Singh

Akashdeep Singh

Paramjeet Singh

Diploma in Fine Arts

Qin Ling Chen

Amarveer Singh

Diploma in General Studies

Amandeep Kaur

Amreet Kaur

Anchal

Jashandeep Arora

Mayank Arora

Amanender Singh Atwal
Jeevanjot Kaur Baring
Suberveer Singh Bhullar
Vishaldeep Singh Bhullar
Arshbeer Singh Brar
Gurinder Singh Brar
Jaideep Singh Brar
Jaspreet Kaur Brar
Rajpal Singh Brar
Ramandeep Kaur Brar
Ravneet Kaur Brar
Sarpreet Kaur Brar
Wuyue Cai
Harshita Chahar
Chhavi
Navdeep Kaur Dhaliwal
Pawandeep Singh Dhariwal
Chandanpreet Singh Dhillon
Harjot Kaur Dhillon
Sukeerat Kaur Dhillon
Ravneet Kaur Dhindsa
Pargat Singh Gill
Pawandeep Kaur Gill
Premjit Kaur Gill
Mandeep Singh Grewal
Zhiyong Guo
Abhay Gupta
Arunveer Singh Hans
Harjapleen Kaur
Harjot Singh
Harpreet Kaur
Yiping Huang
Yu En Huang
Jasdeep Kaur
Khushpinderpal Singh Jawanda
Kajal
Gourav Kathpal
Avneet Kaur
(With Distinction)
Balpreet Kaur

Charanpreet Kaur
Guramrit Kaur
Gurveer Kaur
Kirandeep Kaur
Navkiran Kaur
Navneet Kaur
Navrose Kaur
Nirmaldeep Kaur
Simranpreet Kaur
Manreet Kaur Kehal
Pushpinderpreet Kaur Khangura
Talwinder Singh Kharoud
Amandeep Kaur Khosa
Amit Khurana
Hui Chen Li
Qianzi Liu
Songjie Liu
Janu Malik
Manpreet Kaur
Visheshta Masih
Fanxing Meng
Zifeng Mo
Navjot Kaur
Manik Passi
Prabhjeet Kaur
Rajat Pushkarna
Rajveer Kaur
(With Distinction)
Gurpinder Singh Rehal
Navpreet Kaur Sandhu
Rajeshwar Singh Sawhney
Ankush Sharma
Komal Sharma
Kuldeep Singh Sidhu
Maninder Singh Sidhu
Manpreet Kaur Sidhu
Sahib Asees Singh Sidhu
Sandeep Kaur Sidhu
Arshdeep Singh
Deepinder Singh

**Gurkamal Singh
Gurmeet Singh
Gursewak Singh
Harmandeep Singh
Karanveer Singh
Lovejeet Singh
Maninder Singh
Parwinder Singh
Sahildeep Singh
Sharndeeep Singh
Sukhpreet Singh
Vikramjit Singh
Wattandeep Singh
Nikhil Sood
Shihan Su
Sukhdeep Kaur
Sukhjeet Kaur
Sukhmanpreet Singh
Minghui Sun
John Jerick Tee
Aarti Tiwari
Simranjit Singh Tumber
Varinderjit Singh
Pardeep Singh Viridi
Gurnoor Kaur Virk
Yaadvinder Singh Virk
Yicong Wang
Yifei Wang
Tianbeiye Xia
Sheng Zhu**

Certificate

Certificate in Criminology

**Matthew Axel Hong
Oluwatoyin Adebisi Osifeso**

Certificate in Non-Governmental Organizations and Nonprofit Studies

**Navkarn Kaur Bains
Emily Isabelle Beattie
(With Distinction)**

Karly Morgan
(With Distinction)
Janella Malubay Quizon
Nida Valiani

Graduates from the Faculty of Health

Baccalaureate Degree

Bachelor of Science in Nursing

Michaela Heller Albert
(With Distinction)
Pavneet Brar
(With Distinction)
Eun-Jin Choi
(With Distinction)
Alison Dasovic
(With Distinction)
Balpreet Kaur Dhaliwal
(With Distinction)
Meghan Yuk-Ling Fong
(With Distinction)
Sydney Gaidos
(With Distinction)
Sajan Dilip Gidwani
Sukhpreet Kaur Gill
(With Distinction)
Karissa Hill
(With Distinction)
Mankomal Kaur Januha
Natalie Joy Janzen
Tepinder Kaler
Diana Le
Katelyn Maria Faye Maciel
(With Distinction)
Kayla Mitchell
(With Distinction)
Jihyun Mun
Manpreet Kaur Nahal
(With Distinction)
Tara Taranjit Nijjer
(With Distinction)
Jassimran Kaur Pelia
(With Distinction)

Sally Bich Pham
(With Distinction)
Harjasneet Randhawa
(With Distinction)
Brittany Amanda Reiffer
(With Distinction)
Michelle Louza Robichaud
(With Distinction)
Jasleen Rosha
(With Distinction)
Dasha Kiele Seguit
Sandeep Veark
Krystle Nicole Vipond
(With Distinction)
Natalie Margaret Vollans
(With Distinction)
Ryan Geen Wai Wong
(With Distinction)
Xue Yan Yang

Certificate

Certificate in Health Care Assistant

Sukhman Kaur Brar
Alexandra Nicole Charron
(With Distinction)
Susan Jacqueline Denness
(With Distinction)
Jessie Goldman
(With Distinction)
Harpreet Kaur
(With Distinction)
Katelynn Victoria Keohane
(With Distinction)
Diana Jane Liong
Kristy Marie Melnychuk
(With Distinction)
Alisha Helena Stam
(With Distinction)
Rahul Sunda

Certificate in Health Foundations

Priyanca Neha Chand
(With Distinction)

Melanie Misha Kumar

Certificate in Health Unit Coordinator

Aleisha Bueckert

(With Distinction)

Brittany Nicola Carr

Kiana Marie Carriere

Samantha Connie Francis Cruickshank

(With Distinction)

Shaniah Lexus Edwards-Sewell

(With Distinction)

Emery Christee Mate Engano

(With Distinction)

Kaitlyn Christina Gysbertsen

(With Distinction)

Rebekah Izquierdo

Lindsay Jill Fenerty Kyle

(With Distinction)

Alexandrea McNulty

(With Distinction)

Raminder Kaur Nahal

(With Distinction)

Jolina Nasol

Tasha Erika June Nickles

(With Distinction)

Kayla Elizabeth Rose O'Neil

(With Distinction)

Lyradayl Pedernal

(With Distinction)

Christina Michelle Shelefontiuk

(With Distinction)

Jessica Szetela

(With Distinction)

Danielle Tiffany Taliunas

(With Distinction)

Graduates from the Faculty of Science and Horticulture

Baccalaureate Degree (Hons)

Bachelor of Science (Honours), Major in Applications of Mathematics

Sheamus Phelan Polushin Collins

(With Distinction)

Minor in Biology

Concentration in Computational Mathematics

Jarren Curtis Ralf

Concentration in Computational Mathematics

Bachelor of Science (Honours), Major in Health Science

Charvi Gulati

Minor in Biology

Baccalaureate Degree

Bachelor of Applied Science in Sustainable Agriculture

Lindsay Rae Dodds

Alexander Grayson Brandt Stark

(With Distinction)

Minor in Language and Culture

Bachelor of Horticulture Science, Major in Urban Ecosystems

Mariah May Barth

Vanessa Lindsay Brown

(With Distinction)

Allison Brooke McCabe

(With Distinction)

Hannah Eleanor Philips

Bachelor of Science, Major in Applications of Mathematics

Haochen Li

Concentration in Mathematics Education

Jiamin Liu

Concentration in Mathematics Education

Bachelor of Science, Major in Biology

Lauren Sylvia Mae Harris

Chun Sang Ip

Pavandeep Singh Parhar

Jermaine Ryan Walcott

Bachelor of Science, Major in Physics for Modern Technology

Andre Michel Cote

Associate Degree

Associate of Science in General Science

Jashnoor Kaur Dhillon

Harmanpreet Kaur

Casey Lynn Inglis

Arpanjot Kaur

Rajveer Kaur

Rattanpreet Kaur Khangura
Rajwinder Kaur
Priyanka Sharma

Associate of Science in Mathematics

Stephen Gebrial
Anuj Kumar

Diploma

Diploma in Brewing and Brewery Operations

Wesley Thomas Mason Bain

Alexandre Bordas
(With Distinction)

Riley James Bovbjerg

Jeffrey Michael Bressette

Danilo Chiga

Kobi Anne Cumming

David Nathaniel Dayco
(With Distinction)

Felipe de Carvalho Freire

Kyle Grohs
(With Distinction)

James Joseph Heinrich Chapman

Kristine Ka-Man Hui

Adam Matthew Keil

Levi Byron Loree

Joseph Mallinson

Sarah Marie Maryschuk

Daryl McDonald

Alexander Theodore Perris

Karlie Pretty-McDonald

Ignacio Jose Rodriguez Arria
(With Distinction)

Alexander Martin Szymanski

Luc Vreys
(With Distinction)

Diploma in Computer Aided Design and Drafting

Yoshe Elan Durston

(With Distinction)

Parwinder Singh

(With Distinction)

Diploma in Horticulture Technology

Laurel Margaret Barton

Concentration in Landscape Horticulture Systems

Jaskaran Jit Singh Basra

Concentration in Sustainable Production Hort.

Laura Beimers

Concentration in Landscape Horticulture Systems

Gagandeep Kaur Braich

Concentration in Sustainable Production Hort.

Liam Robin Edouard Buirs

(With Distinction)

Concentration in Sustainable Production Hort.

Luke Pedro Caughlan

Concentration in Turf Management

Daniel Charach

Marlayna Grace Dreisinger

Concentration in Sustainable Production Hort.

Eryn Danielle Jackson

(With Distinction)

Concentration in Landscape Horticulture Systems

Erik Timothy Jensen

(With Distinction)

Concentration in Sustainable Production Hort.

Amhani Gaye Jones

Concentration in Landscape Horticulture Systems

Arshdeep Kaur

Yuan Liu

Concentration in Landscape Horticulture Systems

Duncan Robert Longridge

Concentration in Turf Management

Jason William Morgan

Concentration in Turf Management

Carlee Dale Orban

Concentration in Sustainable Production Hort.

Kylie Marie Pound

(With Distinction)

Concentration in Sustainable Production Hort.

Arshdeep Singh

Concentration in Sustainable Production Hort.

Sukejpreet Singh

Concentration in Sustainable Production Hort.

Ksenia Ruth Thurston
(With Distinction)
Concentration in Turf Management

Diploma in Science

Mantek Singh Aulakh
(With Distinction)
Netanya Bhardwaj
Jasjot Kaur
Jaspreet Kaur Kalra
Manjinder Kaur
Parampreet Kaur
Pujanpreet Kaur
Chufu Ma
Pujanpreet Kaur
Ritika Sharma
Jagjit Singh
Jaskiran Kaur Sraon

Certificate

Certificate in Computer Aided Design and Drafting

Simranjit Kaur Brar
Concentration in Structural Drafting
Jashandeep Kaur
Concentration in Structural Drafting

Certificate in Engineering

Harkamal Singh Bhullar
(With Distinction)
Neil Simon Cabanez
Darren Jake Suniga Cascayan
Conrad Chiarizia
Leah Hua-Long Hartwell
(With Distinction)
Joya Lee
(With Distinction)
Bonnie Rong
Zachary Basil Gerald Thompson
Kenzie Tran
Coby Lawrence Zamoranos
Li Jin Zheng
(With Distinction)

Citation

Citation in Horticulture Technology

Bethany Kaylyn Diver

(With Distinction)

Concentration in Garden Centre Operations

Madeleine Anne Hockley

Concentration in Garden Centre Operations

Alexandria Mae Neumann

Concentration in Landscape Plant Health

Arshdeep Singh

Concentration in Intro to Sustainable Hort

Graduates from the Faculty of Trades and Technology

Certificate

Certificate in Advanced Farrier Training

Makayla Rae Lundy

Daniel Kevin Speed

(With Distinction)

Certificate in Automotive Service Technician

Karamjit Singh Clair

Jacob Jelic

(With Distinction)

Nickolis Jeffrey Johnson

(With Distinction)

Jasdeep S Khaira

Zachary Christopher Scott Millar

(With Distinction)

Rajan Singh Paul

Goyal Rahul Reddy

Ronesh Kumar Sewak

Arman Shetta

Kristin Siemens

(With Distinction)

Kevin Tanielian

Ian Benedict Tayag

Brandon Truong

Certificate in Mechatronics and Advanced Manufacturing Technology

Leonardo Braga Batista

(With Distinction)

Amrit Singh Brar
Kyle Aron Doerksen
Gurpreet Singh Gill Jhali
Tzu-Ching Davie Hsu
(With Distinction)
Nicolas Martinez
Ato Amuzu Al Tetteh
(With Distinction)

Certificate in Welding Foundation
Brett Christian Hemminger

Citation

Citation in Construction Electrician

Dilpreet Singh Badhan
(With Distinction)
Simrat Singh Brar
(With Distinction)
Shawn Inderjit Briyah
Brayden Robert Gordon Canil
(With Distinction)
Sean Carlow
(With Distinction)
HaoYuan Chen
(With Distinction)
Devin David Chomiak
(With Distinction)
Hadden Dean
(With Distinction)
Nicholas John Dias
Owen Simon Drapeau
(With Distinction)
Aamon Farr
(With Distinction)
Harmeet Singh Gill
(With Distinction)
Jasdeep Singh Gill
(With Distinction)
Lovetej Singh Grewal
Aman Hothi
Jordan Hyde
(With Distinction)

Kyler Kenneth Johnson
(With Distinction)
Mohammed Shakeel Khan
(With Distinction)
Christopher Bradley Kwan
(With Distinction)
Garth William Lambert
(With Distinction)
Jordan Malik
Devon Martin
(With Distinction)
Zachary Martin
(With Distinction)
Jaden Gunnar Matthies
(With Distinction)
Courtney Nicol
(With Distinction)
Aaron Nguyen
(With Distinction)
Andreas Nikolaou
Arminder Singh Pannu
(With Distinction)
Simran Singh Sandhu
Gurfateh Singh
(With Distinction)
Parminder Singh
(With Distinction)
Nico Miguel Sterloff
Inderbier Singh Sumal
(With Distinction)
Bromyn Takhar
Colton Alexander Tuka
(With Distinction)

Citation in Piping

Kristion Abilo
(With Distinction)
Wyatt Theodore Alain
Aaron Dawson Blake
Nolan Armando Michael Fernandez
Kyle Gaudette
(With Distinction)
Nathan David Hall
Dawson Alexander Homfeld

Luke Emmanuel Masih

(With Distinction)

Jarret Allen Moffat

Sean Gabriel O'Driscoll

Luke David Roodenrys

Nicholas Gerrit Stroud

(With Distinction)

Jack Yang

Graduates from the School of Business

Post-Baccalaureate Diploma

Post-Baccalaureate Diploma in Accounting

Ritu Babbar

Shin Pyo Hong

(With Distinction)

Nancy Kalra

Naveta Singh

Nazam Preet Kaur

Maria Marist Reyes Onor

Gursaheb Singh Pannu

Rishab Sapra

Nitika Sharma

Manpreet Kaur Sidhu

(With Distinction)

Derek Roy Vysohlid

Post-Baccalaureate Diploma in Human Resources Management

Asma Al-Koubaisi

Tilak Dhawan

Erin Maureen Harrington

Harleen Kaur Hyher

Co-operative Education Option

Harmeen Kaur

Prabhjot Kaur

Jennifer Rosemary Stanoffsky

Post-Baccalaureate Diploma in Operations and Supply Chain Management

Yadwinder Singh Agnihotri

(With Distinction)

Co-operative Education Option

Sameer Akram

(With Distinction)

Co-operative Education Option

Arshpreet Kaur Bhattal

(With Distinction)

Co-operative Education Option

Chetan Goswami

Sharanpreet Kaur Dayal

Co-operative Education Option

Mohit Gidda

Gurwinder Singh

(With Distinction)

Co-operative Education Option

Jai Singh Kalsi

Co-operative Education Option

Anoop Kaur

Gurpreet Kaur

Co-operative Education Option

Harshpinder Kaur

Rimaljeet Kaur

Aditya Kumar

Sang-Man Lee

(With Distinction)

Roberto Alejandro Leiva Ramirez

(With Distinction)

Co-operative Education Option

Tarundeep Singh Mandla

Balvinder Singh Mirok

Gurkirat Singh Sehgal

Co-operative Education Option

Gurshahzad Singh

Harpinderjit Singh

Jaspreet Singh

Co-operative Education Option

Jaspreet Singh

Navkaran Singh

Co-operative Education Option

Jaskarandeep Singh Sran

Jaswinder Singh Taggar

Post-Baccalaureate Diploma in Technical Management and Services

Dilraj Kumar Ahir

Ankita
Jaspreet Singh Bains
Vimpy Bedi
Birinder Singh
Arashdeep Kaur Dhaliwal
Beant Kaur Dhindsa
Eshani

(With Distinction)

Gaganjot Kaur
Jaspreet Kaur
Manpreet Kaur
Manpreet Kaur
Gurdeep Kaur Kheri
Gurleen Kaur Lalia
Lovepreet Kaur
Jasmine Kaur Malhotra
Sukhdeep Kaur Mudhli
Ramanpal Kaur Sandhu
Manmeet Singh Sarao

(With Distinction)

Nitin Kumar Saroay
Anubhav Sharma
Alakhdeep Singh
Kanwarbir Singh
Ramsharanjit Singh
Yogesh Thapar
Harmanpreet Singh Tuhan
Yugraj Singh

Baccalaureate Degree

Bachelor of Business Administration in Accounting

Karim Afilal
Mohammad Hamad A Aloufi
Brian Micheal Peter Anderegg
Co-operative Education Option
Jaspaul Singh Aujla
Co-operative Education Option
Twinkle Bajwa
Amrit Singh Basra
Jaskaran Singh Bhandal

Navpreet Singh Bhullar
Jatinder Singh Brar
JingWen Cao
Yunhe Cao
Fiona Chui-Ying Cheung
Kai Qi Cheung
Elton Kwaikit Chiu
Karanjot Singh Chohan
(With Distinction)
Gurpreet Singh Dade
(With Distinction)
Co-operative Education Option
Gurkiran Kaur Dhillon
Parmbir Singh Dulla
Henry Clinton Flowers
Co-operative Education Option
Govind Hair
Yasmin Hessam
Amanda Kaur Hothi
Xin Hu
Vivian Hoi Tung Hui
Adam Tariq Ishmail
Hanyu Jiang
Pavneet Johal
Kanwar Bakhtawar Judge
Muhammad Ali Khaku
Hop Thi Le
Yongyin Li
Jieliang Lin
Zixuan Liu
Xiao Ma
Lakhber Kaur Mann
Naomi Ng
Binh Jonson Nguyen
Harmit Kaur Panesar
Co-operative Education Option
Paneet Singh Pattar
Anna Peresada
Karyll Dionne Pulsingay

Steven Douglas Ritchie

(With Distinction)

Co-operative Education Option

Harpreet Saini

Ravinder Singh Sandhu

Co-operative Education Option

Raveena Sidhu

(With Distinction)

Komalpreet Kaur Sran

Yulin Su

Yi Feng Sun

Taranjit Takhar

Candice Caroline Taylor

Dalvir Singh Toor

Bikramjit Singh Uppal

Co-operative Education Option

Bryan Villapando

Yue Wang

Yizhou Wu

Wen Li Yang

Zhefu Zhang

Si Yu Zhou

Bachelor of Business Administration in Entrepreneurial Leadership

Rawan Alhamidi

Mohammed Zafari Ali

Brenden Chand

Riane Beth Chorney

Alison Grace Cowie

Co-operative Education Option

Zhongyi Fan

Bethan Hughes

Co-operative Education Option

Jaskaran Singh Johal

Kyle Singh Johal

Gurjeet Kaur Kainth

Saahil Kirpal

Amy Ling

Charles Olson

Nisha Robyn Sandhu

Ryan Tiwana

Jiachi Jackie Tsaur

Co-operative Education Option

Yun Nan Wang

Zhenming Xu

RuiBin Zheng

Bachelor of Business Administration in Human Resources Management

Jasmeet Kaur Bagri

Simran Kaur Bahia

Co-operative Education Option

Gaggn Bahra

Manvir Kaur Bains

Fady Barsoum

Ryan Singh Berar

Navneet Kaur Brar

Kailee Janine Bregg

Gursharen Dhaliwal

Trang Thuy Diep

Co-operative Education Option

Giselle Christine Fernandes

Co-operative Education Option

Amanjit Kaur Ghag

Tyler James Halsey

Devon Denisha Hayer

Jessica Jassar

Lovepreet Kaur

Co-operative Education Option

Khanh Lam

Cheung Wai Lau

Hector Ernesto Martinez

Ola Najm

Shani Keiko Nakade

Lesley Alexandra Neves

Monica Linh Huyen Nguyen

Temitope Mobolaji Oluwabukola Ojo

(With Distinction)

Co-operative Education Option

Jaskaran Singh Parmar

Co-operative Education Option

Amanda Photadthong

Co-operative Education Option

Monica Sanghera
Angela Jane Su
(With Distinction)
Aura Georgiana Telman
Briley Conlon Trainor
Robynne Michelle Vass

Bachelor of Business Administration in Marketing Management

Massyullah Shawn Ahmadi
Fathy Alaloul
Daniel Alvarenga Almeida
Gurpinder Singh Athwal
Regan Leigh Castle
Qiqi Chen
Gurinder Singh Gill
Darielle Goosen
Dillon James Gordon
Alexandra Nova Hearn
James Ting Pong Ho
Dana Leah Kahrim
Sean Douglas Kamensek
Ashley Kang
Wesely Wai Sum Law
Alannah Rose McLeod
Clarissa Nuttall
Phong Nhutien Pham
Balpreet Kaur Poonia
Kristofer Alexander Racanelli
Dale Singh Sekhon
Hardeep Sidhu

Minor in Psychology

Michelle Moira Suarez
Co-operative Education Option
Andrew James Sutherland
Co-operative Education Option

Brian Cheuk-Yung Tang
Jiamian Yang
Xu Yang
Hanyi Zhang
Hao Chen Zhang
Jie Ying Zhu
Xiaohang Zuo

Bachelor of Technology in Information Technology

Diego Almero

Co-operative Education Option

Ali Azhar

Muhammad Faizan Bhutta

Co-operative Education Option

Brandon Bong

Minor in Language and Culture

Wilson Chau

Co-operative Education Option

Ferdinand Jimenez Fuentes

Co-operative Education Option

Jonghoon Kim

Co-operative Education Option

Alexander Lee

Co-operative Education Option

Sandy Lee

Zhan Tuo Lin

Aneil Nijjar

Kevin Noyes

Karnveer Singh Panesar

Brandon Anthony Edward Polachek

Co-operative Education Option

Shaobo Qu

Deepkamal Singh Sahota

Co-operative Education Option

Dilraj Singh Saini

Co-operative Education Option

Gurpreet Singh Sandhu

Perrin Alexander Swanson

(With Distinction)

Co-operative Education Option

LiWen Tan

Sathya Vimalendiran

Cheng-Han Wang

Co-operative Education Option

Joyie Wong

Yu-Yang Wu

Yu-Tang Yu

Diploma

Diploma in Accounting

Abdur Rehman Afzal Alrai

Jaspreen Kaur Benapal

Jassika Chanae

Ying Xin Chen

Mandeep Singh Dole

Maureen Angela Espiritu

(With Distinction)

Ashmit Kaur Gaba

Rajveer Kaur Gill

Arjun Gupta

Amanpreet Kaur

Jaspreet Kaur

Mandeep Kaur

(With Distinction)

Rajvir Kaur

Ravneet Kaur

Abjeet Singh Khattrra

(With Distinction)

Guneet Kler

Gursimran Singh Kohli

Tiffany Page Lorenz

Manpreet Kaur

Lai Thi Nguyen

Drone Palta

Jennifer Rose Santa Cruz

Hardeep Singh

Jasjot Singh

Jaskaran Singh

Tarandeep Singh

Pavneet Kaur Sohal

Harsimran Kaur Toor

Jagvir Singh Vadhrah

Diploma in Business Administration

Tzu-Hsun Chung

Phi Long Quoc Phan

Harley Song

Diploma in Business Management

Simraj Bains
Ravneet Kaur Bandesha
Ashmeet Singh Chahal
Zhen Tao Chen
Pramendeep Singh Chhokar
Navdeep Kaur Gill
Archit Goel
Nilesh Gounder
Anubhuti Gumber
Puneet Kaur
Simranjeet Kaur
Steven Taylor Rohlf's Lofgren
Brad Scott Nowlin
Leah Marie Saik
Maitri Sharma
Manjot Kaur Sidhu
Supreet Kaur
Sachin Wadhwa
Katrina Hiu Tung Wu
Brett Carson Younger

Diploma in Computer Information Systems

Muhanad Abdulrahman
Arshad Ali
Anmolpreet Singh
Gurpal Singh Badesha
Co-operative Education Option
Beant Kaur
Rupinder Pal Singh Bhullar
Amrinder Singh Brar
Conor Barrie Aurther Busse
Co-operative Education Option
Donise Chan
Co-operative Education Option
Ajaypal Singh Cheema
Co-operative Education Option
Anmolpreet Dhaliwal
Gamilha Maaba Dizon
Weliveriya Fernando
Sachit Ghai

Priya Gill
Ravijit Kaur Gill
Tanvir Singh Gill
Amandeep Singh Grewal
Akshit Gupta
Anshul Gupta
Navroop Singh Guram
Ashu Joshi
Ramandeep Kakkar
Gurjas Kaur
Mansimar Kaur
(With Distinction)
Co-operative Education Option
Jaskirat Kour
Tarunjit Singh Kullar
Co-operative Education Option
Leon Man Joe Leung
Gurpreet Singh Mahal
Anmol Kaur Mangat
Shahil Manhas
Navdeep Singh Mukker
Libaan Raymund Quintyne
Co-operative Education Option
Mehakpreet Kaur Sandhu
Co-operative Education Option
Amritpal Singh
Davnish Singh
Gurlal Singh
Hardeep Singh
Harjit Singh
Harmanpreet Singh
Maninderjit Singh
Teghbir Singh
Sukriti
Jatin Suneja
Co-operative Education Option
Yogesh Kumar Verma

Diploma in General Business Studies

Xin Chen
Ritesh Dhall

Lori-Ann Gilbert

(With Distinction)

Harnoor Singh Grover

Diploma in Marketing Management

Jiayi Cai

Jing Cheng

Leigh Nitschke

Co-operative Education Option

Linda Vu-Nguyen

Soojin Yoo

Diploma in Public Relations

Ojoma Karenhappuch Ahiaba

Chrisanna Chan

(With Distinction)

Colby Davidson

(With Distinction)

Beneet Kaur Grewal

Harveen Kaur Johal

Anupreet Kaur

Nadia Laura Kushniryk

Emma Lam

Kesia Ram

Madilyn Rose Rempel

Claire Menzies Robinson

Maria Natalia Skoczylas

(With Distinction)

Lexie Blue Stevenson

Melissa Kimberly Walter

Certificate

Certificate in Accounting

Wai Yin Ho

Jennifer Rose Santa Cruz

Certificate in General Business Studies

Arron Avtar Bassi

John Louie Banting Humarang

Ali Usman Mahmood

Geraldine Uy Pe

(With Distinction)

Certificate in Legal Administrative Studies

Ananna Alam

(With Distinction)

Alexia Androsoff

(With Distinction)

Abdulsalam Ahmed Arif

(With Distinction)

Gurnimrat Kaur Aujla

Moenisha Bamrah

Nicolas Bantilan Banquero

Sukhman Benipal

Kristen Deanne Brajcich

(With Distinction)

Shayla Darcy Burke

(With Distinction)

Leslie Park Campbell

(With Distinction)

Sally Casey

(With Distinction)

Gertrude Nicola Cochrane

Patricia Serrano De Las Alas

Harkomal Kaur Dhaliwal

(With Distinction)

Xiaoxiao Dong

(With Distinction)

Jessica Lynn Eagles

(With Distinction)

Alison Rita Evens

(With Distinction)

Samantha Jane Fisher

(With Distinction)

Kaitlyn Marie Gobillot

(With Distinction)

Simranvir Grewal

(With Distinction)

Anmol Hazra

Alyssa Hildebrandt

Haily Dawn Hildebrandt

Allyson Ticman Legaspi

Courtney Diane Litvinsky

Timothy-Ryan Luis

(With Distinction)

Jessica Kaur Minhas

Kamalpreet Nijjar
(With Distinction)
Nobledeep Kaur
Jasmine Divya Oza
Breanna Valerie Marie Paoli
Kaitlin Mae Pheasey
Alyshia Marie Pisarski
Fatema Selena Qayum
Priya Rana
Priyanka Samy
Gurneet Kaur Sandhu
Rhianne Marissa Sandhu
Rizwan Sheikh
(With Distinction)
Kylie Smith
(With Distinction)
Taranjot Somal
Amber Wietske Vantil
(With Distinction)
Kristen Kimberley Walker
Wanling Wang
Kaitlyn Ruth Watt
(With Distinction)